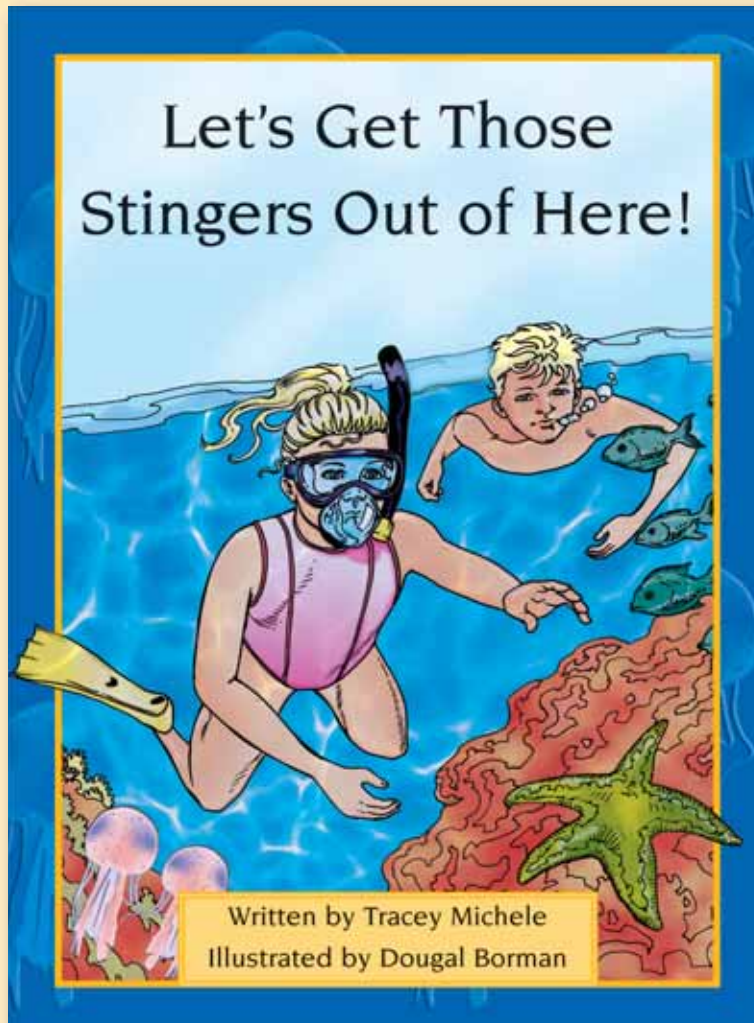




Level 29

Book g



Level	29
Word Count	901
Text Type	Narrative (Realistic Fiction)
High-Frequency	done, thought
Word/s Introduced	



MACMILLAN

The Haunted House

Henry Morgan,
the Pirate

In Search of Food

So You Want
to Be a Writer?

Three Funny Tales

Three-Toed Sloths

Let's Get Those Stingers
Out of Here!

Spider Power

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the names of the author and illustrator on the front cover. Ask the students – *What is meant by stingers? What does the illustration tell you?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

- Pages 2–5** *Why did Jimmy and Bethany get out of the water so quickly?*
- Pages 6–7** *What is Great-Aunt Iris's cure for the stings?*
- Pages 8–9** *What were the unwelcome visitors to the beach?*
- Pages 10–11** *What happened whenever people swam in the bay?*
- Pages 12–13** *What has Great-Aunt Iris decided to do in order to get rid of the jellyfish?*
- Pages 14–15** *How do you think the people at the meeting are feeling?*
- Pages 16–17** *What is Pat's idea to get rid of the jellyfish? Is it a clever idea?*
- Pages 18–19** *Can you guess what is in Grindly's sack?*
- Pages 20–21** *What do you think of Grindly's idea?*
- Pages 22–23** *What is Betty's idea? Do you think this idea could work to keep the jellyfish away?*
- Page 24** *Was the town meeting a success? Why did Great-Uncle Henry congratulate Great-Aunt Iris?*

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AFTER READING

Ask the students to work in pairs to reread the book aloud. Have one student read the part of one character and another student read the rest of the text. Encourage the students to invent a humorous voice to use for their character.

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**Developing Specific Skills**

Alliteration – *sticky, stingy, stringy jellyfish* (page 9)

See the BLM.

Sayings – there are some expressions in this book that make the story interesting, for example, *bursting at the seams*.

See the BLM.



Ask the students – *Have you ever been stung by a jellyfish?*

Have the students find out more about jellyfish. Ask – *Do all jellyfish sting? At which beaches are jellyfish a problem? Were there jellyfish at the beaches you have visited?*

See the BLM.

MEANING MAKER

Ask the students – *What effect did the jellyfish have on the town? Why did the local people want to encourage visitors to their town? How would you describe the character of Great-Aunt Iris?*

TEXT CRITIC

The author of this story has created some humorous and interesting characters. Reread the scenes at the meeting and list the characters.

Encourage the students to participate in a class discussion – *Which character do you think is the funniest? Which character is the most realistic? Which character has the best ideas? Which character seems unrealistic? Explain your answers with examples from the story.*

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Alliteration

Alliteration is the use of the same sound at the beginning of words. Authors use alliteration to grab the reader's attention and to make the words sound interesting when read aloud. Alliteration is often used in advertising. Here is a great example of alliteration – *sticky, stingy, stringy jellyfish* (page 9).

Write some other words to describe the jellyfish using alliteration. For example – whipping, wobbly, wearisome jellyfish; dreadful, dangerous, deadly jellyfish.

Colloquialisms

There are some phrases in this book that make the story interesting, for example, *bursting at the seams*. These types of phrases are sometimes called colloquialisms. Colloquialisms are used to express an idea or situation. They are often humorous. They help make writing more interesting. Some more colloquialisms are written below. On a separate sheet of paper, put them into sentences.

rack your brains (means – to think hard about something)

turn over a new leaf (means – to start again and try to do better)

let the cat out of the bag (means – to give away a secret)

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Persuasive Writing

In this form of writing, you express your point of view and give your opinion about whether something is right or wrong. You try to persuade other people to think the same way you do. In persuasive writing, the structure is usually as follows –

- State the issue, idea, or problem
- Explain your argument for or against the issue
- Put forward a recommendation or solution

Think of your own idea to solve the problem of jellyfish in the bay. Write a persuasive piece using the structure described above. When you have finished, read it to the class.

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Jellyfish are unusual animals and can look beautiful in aquariums as their translucent bodies float through the water. Use an encyclopedia, books, or the Internet to find out more about jellyfish. Answer the questions below.

What do jellyfish eat?

Why do they sting?

How big are the largest jellyfish?

Name three types of jellyfish.

Where are jellyfish found?

What are the predators of jellyfish?
