

# The Chalk Circle

## Before Reading

This book forms the fiction reading record for Level 11

### Vocabulary:

bench, chalk, cool, earphone, empty, Mp3 player, Officer Day, owner, power



## Text Type

Draw students' attention to the:

- title
- illustrations
- contents page.

Ask, "What type of book is this?" (Narrative)

## Visual Literacy

Study the illustrations and discuss the mood of the text. Discuss the 'thought bubble' on page 12. What is the character thinking?

## Background Knowledge

Discuss the purpose of an Mp3 player. What did people use before this?

Ask students how they can resolve differences. On what are these methods based?

Ask students how they care for personal property.

If students cannot answer these questions, provide simple explanations.

## Phonological Awareness

Ensure students know the following phonological patterns:

- -ch (p.4): bench, flinch, lunch, peach, pinch, punch, ranch, teach, trench
- -ea- (p.9): beach, cheap, clean, cream, dream, each, east, leap, leaves, peach, reached, stream, teach
- -ir- (p.10): bird, circle, circus, dirty, stir, swirl, thirteen, thirty, swirl

Say these words to the students. Ask them to identify which part of the words sounds the same. Use the following activities to further develop this understanding.

- Say three words containing the same sound (e.g. swirl, stir, circle) and ask the student to identify the common sound.
- Play 'I Went Shopping' using items with the same sound (e.g. hand cream, peaches, beach towel, cleaning products).

## High Frequency Words

gone, off, saw, some, then, they, took, was, were

- Write high frequency words on cards and cut each into two sections. Ask students to reassemble words.
- Play 'Snakes and Ladders' with a regular game board and two players. Using known and new high frequency words, create a pack of 20 cards. The first student rolls the dice, and must correctly read the top word from the pack before moving. Otherwise, the other player takes a turn.

## Motivation / Purpose

The purpose of this text is to entertain the reader with a story about resolving conflict between two peers.

## During Reading

### Vocabulary in Context

Discuss with students the meaning of each of the words in the vocabulary box. Assist students to decode unknown words by encouraging them to identify an appropriate strategy.

- **earphone** (p. 10): compound word: ear + phone – a device placed in the ear to hear sounds
- **cool** (p.11): discuss various meanings of this word: i.e. not warm; as a verb meaning 'to lower the temperature'; or as a colloquial expression denoting satisfaction. Discuss with students the need to re-read the text to determine the context of the word and thus its appropriate meaning.
- **power** (p.14): discuss various meanings of this word: i.e. control; electrical energy; strength. Establish correct meaning according to context.

## Checking for Meaning

### Literal:

Where did Amy leave her Mp3 player? (p.4)

What did Officer Day think was the best way to solve the problem? (pp.10-11)

### Inferential:

Do you think Amy really knew Zoe had her Mp3 player?

Why do you think Amy decided Zoe could keep the Mp3 player?

### Response:

What does this text tell you about looking after personal possessions?

How would you describe Amy's personality? Brainstorm a list of words.

## Grammatical Patterns

Ensure students understand the following components of a narrative.

- **Orientation** – introduces the main characters and tells where and when the story takes place: *Amy left her Mp3 player on the bench at lunch. She had been listening to music, but took it off to talk to a friend.* (p.4)
- **Complication** – the sequence of events develops a problem for one or more of the characters: *But the bench was empty when Amy remembered her Mp3 player.* (p.4) *"Cool!" said Zoe, and she walked out of the circle, holding the player.* (p.13)
- **Resolution** – the problem is solved and things return to normal. (pp.14-16)
- Use of particular nouns to refer to particular people, animals and things: *Amy* (p.4), *Mp3 player* (p.4), *birthday* (p.5), *Officer Day* (p.7), *chalk* (p.9)
- Use of adjectives to describe nouns or build noun groups: *big chalk circle* (p.10), *one earphone* (p.10)
- Use of time connectives to sequence events through time: *at lunch* (p.4), *On the way home* (p.7), *Just then* (p.7)
- Use of adverbs and adverbial phrases to locate particular events: *on the bench* (p.4), *for her birthday* (p.5), *Just then* (p.7), *into her pocket* (p.9)
- Use of past tense action verbs to indicate the actions: *left* (p.4), *looked* (p.5), *started* (p.6), *walked* (p.7)

## Fluency / Punctuation Patterns

In this text many sentences are simple, as they contain only one idea: *Now, it was gone.* (p.5) *She looked everywhere for it.* (p.5) *"Hold one earphone each."* (p.10)

In this text some sentences are compound as they contain two ideas, joined by a conjunction: *She took it off to talk to a friend, and left it on a bench.* (p.4)

Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

*She took it off to talk to a friend, / and left it on a bench.*

In this text this sentence is complex, as it contains an independent and dependent clause: *But, the bench was empty when Amy remembered her Mp3 player.* (p.4)

Demonstrate to students how to read this sentence. (Use / to indicate phrasing)

*But, the bench was empty / when Amy remembered her Mp3 player.*

These punctuation patterns occur at various intervals throughout the text:

- Use of the apostrophe in a contraction: *that's* (p.7), *it's* (p.7), *what's* (p.8), *she's* (p.8), *let's* (p.12)
- Use of capital letters for names of people: *Amy* (p.4), *Zoe* (p.7), *Officer Day* (p.7)
- Use of exclamation marks to express strong feelings: *"No, it's not!"* (p.7), *"No, it's mine!"* (p.7) *"Cool!"* said Zoe. (p.11)
- Use of a comma to separate phrases or dependent clauses from the main clause in a sentence: *On the way home, Amy saw Zoe showing some girls an Mp3 player.* (p.7)
- Use of an ellipsis to indicate an interruption in the sentence: *"But ..."* said Zoe. (p.14)

## Critical Literacy

What is this text trying to achieve?

Who is it aimed at?

What attitudes, values and beliefs are reinforced in this text?

## Linking Visual and Written

Ensure the students can identify the three main characters by their roles in the story.

Discuss the illustration on page 13 with reference to the characters' expressions and relative positions.

## After Reading

Discuss occasions when personal items have been mislaid or damaged. How did you feel? How did you overcome the problem?

Talk about how Amy and Zoe would have felt at the end of the text?

## Activities

After reading the text, the students will:

- answer questions about the text.
- sort given list of words into categories according to common phonological elements
- match words with their meanings
- complete sentences about sections of the text.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)

