

# The Inventors' Club



## Before Reading

### Text Type

Draw students' attention to the:

- title
- illustrations
- chapter titles.

Ask "What type of book is this?" (Narrative) What things tell you this will be a narrative text?

### Visual Literacy

Examine the cover illustration to predict the content of the story.

How has the illustrator used colour to add impact to the story?

Discuss the use of the calendar and 'keep out' sign on pages 4-5. What information do these visual communicators provide?

### Background Knowledge

What are some famous inventions from the past? Who made these inventions?

Has anyone you know made an important invention? After inventions are made, how are they tested?

### Phonological Awareness

Ensure students know the following phonological patterns:

- /er/ sound: discuss which letters can make this sound. Locate examples in the text: -er - others (p.6), corner (p.8), her (p.9), players (p.13), higher (p.22); -ir - third (p.4); -ur - Thursday (p.4), turn (p.7); -or - work (p.18)
- /ow/ sound: discuss which letters can make this sound. Locate examples in the text: -ow - how (p.14); -ou - around (p.12), bounce (p.12), outside (p.23), ground (p.23)

Say these words to the students. Ask them to identify which part of the words sounds the same.

To further develop this understanding, ask students to listen carefully to the phonological pattern you say. Follow this with a sentence that includes a word containing that pattern. Ask students to identify the word and the appropriate letters that make up the sound.

### Vocabulary:

bounce, hanging, invention, inventors, pretend, seconds, secret, special, springs, squeezed, third

### High Frequency Words

about, could, every, from, show, something, their, they, were, what

Allow students time to establish criteria for breaking the high frequency words into two groups, and discuss their reasoning, e.g. number of letters, number of syllables, known/unknown.

Arrange high frequency word cards in alphabetical order.

### Motivation / Purpose

The purpose of the text is to entertain with a story about a group of students who enjoy sharing their inventions with the other members of the club.

## During Reading

### Vocabulary in Context

Discuss the meaning of each vocabulary word. Draw students' attention to the following:

- **invention, inventors** (p.6): Locate words in the text that have 'invent' as the root word. Add to the list: invented, invents
- Locate words in the text that have 's' added to make plurals: seconds, springs, inventors, meetings, shoes, players, others, arms
- Identify words from the text that have a root word and common 'ed' or 'ing' endings: squeezed, laughed, yelled, hanging, meeting.

### Checking for Meaning

#### Literal:

When does the Young Inventors' Club meet? (p.4)

Where is the meeting held? (p.5)

Apart from Bianca, who else tries on the basketball shoes? (p.20)

#### Inferential:

Do the other children think Bianca's shoes are a good invention? Why?

Do these children enjoy playing basketball? Do you think they might be on the same team? Is their team good?

How might the others get Ben down from the tree?

#### Response:

Would these shoes ever be used in a real basketball game? Why or why not?

How does Bianca feel about her new invention? How do you know?

### Grammatical Patterns

Ensure students understand the following components of a narrative:

- **Orientation** - introduces the main characters and the setting (pp.4-5)
- **Complication** - the sequence of events develops a problem for one or more of the characters. *Bianca shows off her new invention. One of the other inventors tries it out and finds it is not quite suited to his size, and he gets thrown out of an open window.* (pp.6-23)
- **Resolution** - the problem is solved and things return to normal. *The children find Ben hanging in a tree, but quite safe.* (p.24). Discuss that the story has not been completely resolved.
- Use of particular nouns to refer to particular people, animals and things: *Thursday* (p.4), *Inventors' Club* (p.4), *air* (p.14), *springs* (p.16)
- Use of adjectives to describe nouns or build noun groups: *third* (p.4), *top* (p.4), *basketball* (p.8), *tight* (p.20), *open* (p.22)
- Use of time connectives to sequence events through time: *on the third Thursday of every month* (p.4)
- Use of adverbs and adverbial phrases to locate particular events: *At each meeting* (p.6)
- Use of past tense action verbs to indicate actions: *acted* (p.14), *squeezed* (p.20), *leapt* (p.21)
- Use of saying verbs: *said* (p.11), *yelled* (p.13), *told* (p.18)

### Fluency / Punctuation Patterns

Commas are used to separate an adverbial phrase or clause from the remainder of the sentence: *At each meeting, one of the inventors showed all the others an invention they had made.* (p.6). Encourage students to pause at commas when reading.

These punctuation patterns occur in the text:

- Use of apostrophes in contractions: *What's* (p.10), *I'm* (p.13)
- Use of apostrophes of possession: *Chad's house* (p.5). Use the example *Inventors' Club* to distinguish singular and plural possession.
- Use of speech marks to indicate the actual words being spoken: *"That's a great invention," said Jodie.* (p.17)

- Use of punctuation mark immediately before closing speech marks: *"Let me have a go," said Ben.* (p.18)
- Use of a comma to separate words in a list or series: *Chad, Ben, Bianca and Jodie.* (p.5) Discuss comma not used before 'and'.
- Use of simile - compares Bens' actions with those of a basketball player: *like a basketball player* (p.20)

### Critical Literacy

How might this story have ended if Ben's experience with the shoes had been the same as Bianca's?

Why does the story finish with Ben still in the tree?

Do you believe events in this story could actually happen? Why or why not?

### Linking Visual and Written

Examine the facial expressions of the characters and link them with events in the text.

Discuss the use of the yellow starburst behind Bianca and Ben on page 19. What does it tell you about this interaction?

Explain that the illustration on page 24 shows the outside of the house, with Bianca, Jodie and Chad looking out.

## After Reading

Discuss the excitement level of events in the story. Talk about the climax and what makes it exciting.

If you were in the Inventors' Club, what would you have as your invention?

Discuss ways the children might get Ben down from the tree. Jointly write the next chapter in the text.

### Activities

Students will:

- rearrange groups of words to complete sentences about the text
- group words according to common sounds made by different letter combinations
- insert words to complete a simple crossword
- prepare a plot profile of key events in the text.

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

