

# New Tricks



## Vocabulary

assistant, audience, cheered, comedy, imagine, magician, Natalie, pale, perform, practise, practising, puzzles, sawing, shoes, tricks, wrong

## Before Reading

### Motivation / Purpose

The purpose of this text is to entertain the reader with a story about Mick the magician, who never remembers where he puts anything. His assistant, the Wonderful Natalie, is there to help him.

### Text Type

Draw students' attention to the:

- title
- illustrations
- contents page.

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

### Visual Literacy

Discuss the front cover. What new trick is this story about? Which character is the magician?

Why might the magician be in the box? What do you think is going to happen next in this illustration?

### Background Knowledge

Ask students to describe a magic trick they have seen. What equipment did the magician use? Did the magician have an assistant? How do you think the magician did the trick? If you knew how the trick worked, would the magic be as entertaining to watch?

### Phonological Awareness

Make sure students know these phonological patterns:

- short o: box (p.10), wrong (p.18)
- sh: magician's (p.8), show (p.8), sure (p.8)
- or: perform (p.8), sawing (p.12), audience (p.16)
- ar: laughed (p.18), started (p.18)

Give the students a sound pattern from the list. Ask them to find words containing that sound on a particular page in the book. For example, write 'half'. What sound is made by the 'a' in 'half'? (/ar/) Find a word on page 18 that has the same sound. (laughed) Underline the letters that make that sound. (laughed).

Find words in the text that contain the above sound patterns. Write the words on cards. Have students group the words into common sound patterns as listed above.

### High Frequency Words

careful, disappear, fine, laugh, nervous, numbers, really, remember, swap, usual, which, wonderful

Write each word on a card. Analyse each word. What sound/letter patterns do you recognise? What base words have prefixes or suffixes added to them? What part of the word reminds you of another word?

Show the students one word at a time. Have them use Look, Cover, Write, Check to recall the word, then write the word from memory.

## During Reading

### Vocabulary in Context

Recall the function of adjectives and adverbs. Read the title. Identify 'new' as an adjective describing the noun 'tricks'. Name an adjective that is the opposite of new. (old) What other adjectives describe tricks? (e.g. old tricks, funny tricks)

Say, "When Mick whispered to Natalie, how did he speak?" (quietly) Define 'quietly' as an adverb describing the speaking verb 'whisper'. What adverb is the opposite of 'quietly'?

Say sentences containing adjectives and adverbs. Ask students to identify and change the adjectives and adverbs to make new sentences.

### Checking for Meaning

#### Literal:

- What can't Mick remember? (p.4)
- Why is Natalie wonderful? (p.4)
- What two new tricks is Mick going to perform? (p.10, p.12)
- What happens when Mick tries to do the sawing trick? (p.18)

#### Inferential:

- How does the sawing-in-half trick work?
- How would Mick and Natalie have felt when they realised what had happened?

Make sure students understand the difference between literal and inferential information.

### Response:

If you were in the audience, what would you have thought of Mick's performance?

If you were Mick or Natalie, what would you have thought of the performance?

Would the story be as interesting or funny if Mick was good at remembering or if the trick had worked?

## Grammatical Patterns

Make sure students understand the following components of a narrative:

- Orientation: introduces the main characters and the setting. Mick the magician never remembers where he puts things. His assistant, the Wonderful Natalie, remembers the things that he forgets. (pp.4-7)
- Complication: the sequence of events develops a problem for the main character. During the sawing trick, Mick forgets where he puts the saw. When he gets nervous, and starts sawing in the wrong place, Mick and Natalie swap places. (pp.8-21)
- Resolution: the problem is resolved. Natalie saws Mick in half but she forgets to change the fake feet. (pp.22-24)
- Use of nouns referring to the characters and things the story is about: Mick (p.4), tricks (p.9), audience (p.16)
- Use of adjectives to describe nouns and build noun groups: terrible (p.4), the Wonderful Natalie (p.4), usual magic comedy numbers (p.8), their first practice (p.12), the sawing trick (p.15), pale (p.17)
- Use of adverbial words and phrases of time, manner and place to build story information: for six weeks (p.6), at a magician's show (p.8), even harder (p.23)
- Use of action verbs describing actions: practising (p.9), started sawing (p.18), cheered (p.22)
- Saying and thinking verbs: remembering (p.4), imagine (p.6), whispered (p.17), yelled (p.19), snapped (p.20)

## Fluency / Punctuation Patterns

Speaking verbs and exclamation marks indicate the characters' tone and expression. "Be careful!" yelled Natalie. "You'll saw off my feet." (p.19) He bent over the box and whispered, "Natalie, I don't know where I left the saw." (p.17) "Ta da!" (p.22) Demonstrate how to read direct speech with fluency and appropriate expression.

These punctuation patterns occur in the text:

- Exclamation marks stress emotions and tension: Now he couldn't remember anything! (p.19) The Wrong Shoes! (p.22)
- Quotation marks indicate direct speech: "Come on," she said. "You'll be fine." (p.15)
- Apostrophes indicate possession: Mick's (pp.6, 10, 12), magician's (p.8)

- Apostrophes indicate contractions: couldn't (p.11), I'm (p.14), you'll (p.15), you're (p.24)
- A dash indicates a pause in the text and adds information to a sentence: In fact, Mick was fine - until the sawing trick. (p.15)
- Multiple commas separate words and phrases in more complex sentences: Finally, he started sawing, but he was so nervous he started cutting in the wrong place. (p.18)

## Critical Literacy

Who is telling the story - one of the characters or a narrator? Identify the pronouns that indicate the story is told in the third person: their, he, her, she. If Mick or Natalie were telling the story, how would the sentences change?

## Linking Visual and Written

Describe the characters' expressions in the illustrations. How do they reveal more about the way the characters are thinking and feeling? For example: read Mick looked pale. (p.17) What other emotions are expressed in his face? Describe the expression on Natalie's face on page 23. What do you think about the story ending?

## After Reading

Imagine you are to write a new story about Mick and the Wonderful Natalie. What other trick could they practise? What could go wrong with the trick during the performance? Record the students' ideas for narrative writing.

## Activities

Students will:

- change incorrect words in a retelling of the story
- add suffixes to base words to fill the gaps in sentences
- find and record words containing a particular sound
- select and write adjectives and adverbs to complete sentences about the story.

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

