

The Inventors' Club Meets Again



Before Reading

This book forms the fiction reading record for Level 18

Motivation / Purpose

The purpose of this text is to entertain the reader with a story about a group of children who gather to show each other their latest inventions.

Text Type

Draw students' attention to the:

- cover
- title
- illustrations
- contents page.

Ask "What type of book is this?" (Narrative). What tells you that this text is a narrative? How is it the same as and different from other narratives?

Visual Literacy

Discuss the front cover. What do you think is happening here? What is the boy in the foreground holding in his hands?

Where and when do you think this story is set? What visual clues lead you to these ideas?

Note the background colours and shapes for this story, especially page 7 and pages 22-23. What do the colours and shapes suggest? Why do you think these backgrounds are used?

Background Knowledge

What is the purpose of the Inventors' Club? Why might the Inventors' Club be meeting again?

What did they invent last time you read about them? What do you think they might invent this time? Do you think they are really good inventors? Why or why not?

Phonological Awareness

Make sure students know the following phonological patterns:

- 'e' for long e: design (p.8), ingredients (p.20)
- 'ea' for long e: eating (p.5), cream (p.19)
- 'ee' for long e: meeting (p.4), need (p.9), see (p.10), steel (p.12), three (p.19)
- 'ie' for long e: Jodie (p.4), piece (p.24)

Write the letters representing these sounds on the board. Have one student say a word containing one of

Vocabulary

contents, cord, drill, finished, ingredients, inventions, inventors, junk, kennel, materials, problem, sketched, wound

these sounds. Ask another to tell which letters make up that sound in that particular word.

Spell out one of the above sounds (e.g. 'ee' as in 'street') and ask students to write three words which contain that sound made by the same combination of letters (e.g. 'feet', 'sleep' and 'feed').

High Frequency Words

asked, down, floor, good, idea, many, more, paper, thought, time, turns, work

Write each word on a card. Ask students to divide the words into groups and justify these groupings.

Collect the cards and make your own groups with the cards. Ask the students to decide how you have chosen to group the words (e.g. no of syllables; those that contain a double letter; those that can be 'sounded out' and those that can't; those that are root words and those which have suffixes added).

During Reading

Vocabulary in Context

Locate past tense verbs ending with 'ed' in the text. Ask students to find the pattern, which allows them to decide whether or not to double the final consonant before adding the suffix 'ed'. (If the final consonant is preceded by a short vowel, double the final consonant.) For example:

- Not doubled: ask - asked; finish - finished; sketch - sketched; pick - picked; look - looked; melt - melted; contain - contained; walk - walked; shout - shouted
- Doubled: grab - grabbed; tip - tipped; fit - fitted; drop - dropped

Checking for Meaning

Literal:

What makes Ben decide to invent an ice-cream maker? (He goes to get more ice-cream but there is no more left.)

What three ingredients does Ben use to try to make the ice-cream? (He uses melted chocolate, melted butter and cream.)

Where does Ben get the materials to make his ice-cream maker? (He gets them from Mum's washing machine, Dad's lawn mower and the next-door neighbour's hose.)

Inferential:

Why do you think Ben sketches a design for his ice-cream maker first?

Do you think Ben believes the ice-cream maker will really work? Why?

At the end of the text, why does Ben think that he will be in trouble?

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

Response:

Do you think the ice-cream maker would be a successful invention? Why?

If you had to make an invention to show at the next meeting, what would you make and how would you make it?

Grammatical Patterns

Make sure 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: *Ben only has a short time to think of an invention to show at the next meeting of the Inventors' Club.* (pp.6-23)
- Resolution - the problem is solved and things return to normal: *All the missing parts are located by their owners.* (p.24)
- Use of particular nouns to refer to particular people, animals and things: *ice-cream* (p.5), *design* (p.8), *machine* (p.12), *cord* (p.16), *ingredients* (p.22)
- Use of adjectives to describe nouns: *kitchen* (p.5), *strange* (p.10), *middle* (p.12), *melted* (p.19)
- Use of time connectives and conjunctions to sequence events: *On the third Thursday of every month* (p.4), *Tomorrow* (p.4), *The next afternoon* (p.10), *Next* (p.14), *Just then* (p.21)
- Use of adverbs and adverbial phrases to locate particular events: *at the kitchen table* (p.5), *through a hole in the bottom* (p.12), *over the hole* (p.14), *into the washing machine part* (p.19)
- Use of past tense action verbs to indicate the actions: *thought* (p.4), *grabbed* (p.8), *sketched* (p.8), *tipped* (p.10), *pulled* (p.21)
- Use of saying and thinking verbs: *thought* (p.4), *asked* (p.5), *said* (p.10), *think* (p.24)

Fluency / Punctuation Patterns

These punctuation patterns occur in the text:

- An apostrophe is used after the 's' to indicate possession in the plural form: *Inventors'* (p.4)

- A comma is used between adjectives but not before 'and': *big, round and made of steel* (p.12), *melted chocolate, melted butter and cream* (p.19)
- An exclamation mark is used to express strong emotion: *I'll invent an ice-cream maker!* (p.7), *It's an ice-cream maker, of course!* (p.17)
- An ellipsis is used to show an incomplete line of text: *Oh no ...* (p.24)
- A capital letter is not used to begin the second part of a broken quotation: *"When I pull on this cord," Ben told the others, "the washing machine part will start shaking."* (p.20)

Critical Literacy

What is the author's purpose in writing this text? How do you think serious inventors would feel if they read this text? How would you describe the author's sense of humour?

Linking Visual and Written

How do Ben's facial expression and body language show that he is worried about his invention on page 4? Contrast his facial expression and body language here with those on page 7.

Describe the expressions on the other students' faces when Ben tips out the parts of his invention on page 11 and when he has built his invention on page 16. How can you tell Ben is worried about his invention on page 23?

After Reading

Discuss what actual inventors do. See if you can find biographies of inventors in the library or on the Internet and explore what they invented and how they came up with their invention.

There have been a lot of inventions in Australia. Make a list of the most recent or the most significant.

Activities

Students will:

- make decisions about what the author said and what the author meant
- select the correct word to complete sentences
- write words from the text to match meanings
- write orientations for a narrative text.

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

