

# The Coat

## Before Reading

### Motivation / Purpose

The purpose of this text is to entertain the reader with a story about Mark, who rescues Mr Crowe's coat that contains 'treasures' from the garbage dump.

### Text Type

Draw students' attention to the:

- author and illustrator
- title
- chapter headings and blurb.

Ask "What type of book is this?" (Narrative). How do you know?

### Visual Literacy

Look at the front cover. What is shown here? Try to predict what this story will be about.

Browse the first few pages of the story. Where and when is this story set? What visual clues lead you to these ideas?

Describe the colours used in the artwork and the style. What is the effect of the dark colours and sparse illustration style? Do you think this will be a happy book?

### Background Knowledge

Talk about treasure. What does this word mean? What do you think of when you hear the word? Are treasures always expensive? What things do people treasure? What treasures do you have?

### Phonological Awareness

Make sure students are able to break words into syllables. Say and clap a high frequency or vocabulary word omitting one syllable: con / ver / \_\_\_\_ / tion. Students say the missing syllable: / sa / .

coat: 1 syllable; gar / bage: 2 syllables;  
de / ci / sion: 3 syllables;  
con / ver / sa / tion: 4 syllables.

Write high frequency and vocabulary words on cards. Group the words according to the number of syllables. Students read the words and then cut them into syllables (i.e. an / gri / ly, trea / sure). Mix up the syllables and have students remake the words. Which syllables can be found in other words? (e.g. / sure / , / ly / , / gar / , / tion / ). What new words can you make using these syllables? Discuss how syllables can help you spell or read new words.

### Vocabulary

coat, conversation, decision, diamonds, dump, emeralds, garbage, locket, lurched, neighbour, pedal, photo, pockets, rubies, sobbing, trash, treasure, voices

### High Frequency Words

angrily, daughter, emptied, faded, grey, louder, mistake, realised, repeat, spread, ties, thought, thrown, woman, years

Play guess in 10. Select a word. Write spaces for each letter in the word. Students guess the letters in the word in less than 10 guesses to win the game. Alter the number of guesses depending on the word length and students' ability.

Ask students to write a word from the list that matches a specific criterion (e.g. write a word from the list that has a suffix, write a word that rhymes with 'grown').

### During Reading

#### Vocabulary in Context

What syllables are complete words? What syllables are suffixes? Make a list of each.

Write the base word of a vocabulary or high frequency word (e.g. loud – louder). Students write new words by adding suffixes (e.g. loudest, loudly). Write extra words they may have missed. Repeat with other base words from the vocabulary and high frequency word lists. Write a list of common suffixes.

#### Checking for Meaning

##### Literal:

What happens to the old man's coat? (His daughter puts it out for the garbage truck.)

Why is Mr Crowe upset? (Because there were treasures in the pocket of the coat.)

How does Mark get the coat back? (Mark goes to the dump and finds the trash bag with the coat in it.)

What treasures is Mark expecting to be in the coat? (Money, diamonds, emeralds and rubies)

What are Mr Crowe's treasures? (An old fob watch, a faded photograph of a young woman, a locket, bottle tops and a shark's tooth)



### Inferential:

Why does Mark help Mr Crowe?

How does Mark react when he sees Mr Crowe's treasures?

Why do you think Mr Crowe treasures these items?

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

### Response:

What connection is there between this story and the saying, 'One man's rubbish is another man's treasure'?

Who do you think the girl in the photo might be?

### Grammatical Patterns

Make sure students understand the following components of a narrative:

- Orientation – introduces the main characters and the setting: Mark overhears Mr Crowe getting upset that his daughter has thrown away his coat. (pp.4–7)
- Complication – the sequence of events develops a problem for the main character: Mr Crowe is upset because his coat contained his treasures. Mark gets the coat back from the dump and doesn't know what to do when he sees the 'treasures'. (pp.8–23)
- Resolution – the problem is resolved: Mark returns the coat and Mr Crowe is happy. (p.24)
- Use of nouns referring to the characters and things. The story is about: *Mr Crowe* (p.5), *treasure* (p.9), *rubbish* (p.18)
- Use of adjectives to describe nouns and build noun groups: *the garbage truck* (p.6), *an old coat* (p.9), *a faded photo of a young woman* (p.21)
- Use of adverbial words and phrases of time, manner and place to build story information: *under the window* (p.4), *angrily* (p.5), *as he cycled past the kitchen window* (p.11)
- Use of action verbs and verb groups describing actions: *grew louder* (p.8), *lurched* (p.9)
- Use of saying and thinking verbs: *asked* (p.5), *thought* (p.7), *smiled* (p.24)

### Fluency / Punctuation Patterns

Rhetorical questions are used to show what the character is thinking: *Where was that bag?* (p.17) These questions are not followed by written answers, but encourage the reader to connect with, and think like the character. Demonstrate reading these questions for dramatic effect. Students echo your reading. Compare the intonation of a rhetorical question with a question requiring an answer in dialogue: *"What old coat?" asked a woman.* (p.5)

These punctuation patterns occur in the text:

- Use of question marks in dialogue and in rhetorical questions: *"Where are you going?" called his mother* (p.11), *Where was the bag tied with string?* (p.17)

- Use of quotation marks in direct speech: *"Why are you so upset?" asked the woman.* (p.8)
- Use of a dash to indicate related information is to follow: *He had to get away – fast.* (p.9)
- Use of ellipsis to create a pause in the text: *"The pockets ... full of treasure."* (p.12)

### Critical Literacy

Read the opening sentence. How does this sentence drop you immediately into the orientation of the story (i.e. introducing the characters and the story setting)? What effect does this type of story beginning have on gaining your interest in the story?

### Linking Visual and Written

Discuss how the artwork is presented on some pages. What does this presentation remind you of (a comic book)? What is the effect of this style of artwork? Discuss whether you think this style suits the text.

The characters' faces in this story reveal what they are thinking and feeling. Examine each main character's changing facial expressions to reveal their thoughts and feelings.

### After Reading

Identify speaking and thinking verbs in the text. List other saying verbs to replace 'said'. Revise use of punctuation in direct speech. Why aren't quotation marks used when using the thinking verb 'thought'? *That must be Mr Crowe's daughter, thought Mark* (p.7).

### Activities

Students will:

- make and justify opinions about statements in the story
- locate and write words breaking them into syllables
- locate and write base words with suffixes added in a word find
- punctuate direct speech, and add saying verbs other than 'said' to complete direct speech.

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

