



## Before Reading

### Motivation / Purpose

The purpose of this text is to entertain the reader with a story about a boy who makes his sister his slave for a week, because he has won tickets to a concert which he knows she would love to attend.

### Text Type **Date .../.../...**

Draw students' attention to the:

- title
- illustrations
- chapter headings

Ask, "What type of book is this?" (Narrative). What do you think Nico's list will contain? Why do we need to write lists?

### Visual Literacy **Date .../.../...**

- Ask students to examine the front cover. What are the two people doing? What is the boy doing, and how does it relate to the title of the text: *Nico's List*?
- Have students browse the first few pages of the story. Ask them where and when they think this story is set. What visual clues lead you to these ideas? Ask students to describe the style of artwork in this text. What does it remind you of?

### Background Knowledge

#### **Date .../.../...**

- Why do we make lists? On what occasions do you need to have lists? Does everyone write lists? Why or why not? talk about how a list usually written. How is this different from other texts? Discuss what might happen if you go shopping and you forget your list.

### Phonological Awareness **Date .../.../...**

- Ensure students know the following phonological patterns:
  - : toenails (p.4), slammed (p.4), gross (p.4), pass (p.6), Schf (p.5), announcer (p.6), concert(j).<sup>6</sup>, cancelled (p.18), parcel(p.22).
  - **pie**(p.11), **fa** (p.19), **e** (p.11), **de\_9ded**(p.9)
  - /u:/ up (p.7), until (p.10), stuff (p.11), bus (p.12), lucky-(p.24), a(p.6), double (P.6), won (i.9), frnt(p.13), belEved (p:1<sup>3</sup>)
  - Say a word which contains an s' sound, and ask students to make the word using letter tiles. Then ask them to explain how they knew which letters to use.
  - Identify the silent letters in the following words: si-fi,

locked, guess, kitchen, watched, listen  
Say a word containing a silent letter, and ask students to spell the word and say which letter is the silent one.

### High Frequency Words **Date .../.../...**

- already, Friday, front, great, idea, know, last, sister, thought, through, turned, watched
- Write some word beginnings on cards (syllables or blends). Have students select a card and add different endings to make new words, e.g. gr – grandmother, grip, ground.
- Select the letter tiles to make up a word and jumble them up. Then ask a student to reorganise the tiles to make the word, and time how long it takes.

## During Reading

### Vocabulary in Context **Date .../.../...**

- Discuss the meaning of each vocabulary word.
- Use dictionary to find the meanings of the word *gross*. How does the author use the word in this story? Remind students to reread the text to determine which meaning the author intended.
- Talk about colloquial expressions in this text, e.g. *gross, apiece of coke. I put my feet up, stuff, over the moon.*
- Explain to students that this is common in narrative texts, because people often use colloquial terms when they speak, but writers use them less often in formal writing.

### Checking for Meaning

#### **Literal: Date .../.../...**

- What is the name of Maria's favourite band? (The band is called Sci-ti Zombies.)
- What do listeners have to do to win tickets to the concert? (Listeners have to be the ninth caller to call the radio station.)
- When the concert is cancelled, what is the alternative prize? (The prize is a Sci-ti Zombies double CO.)

#### **Inferential: Date .../.../...**

- Why do you think Nico enters the station number into speed dial?
- Why doesn't Maria believe Nico at first when he says he has won a double pass to the concert?
- When Nico says he is on 'kitchen stuff', what jobs might that include?
- **Response: Date .../.../...**
- How might Nico have felt when he won the double pass to the concert?
- If you were in Nico's position, what would you have put on your list of things for Maria to do?

### Grammatical Patterns **Date .../.../...**

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: *Nico wins tickets to a concert and bargains with his sister to do his jobs for the week in return for the tickets. Then the concert is cancelled.* (pp.6-21)
- **Resolution** – the problem is solved. *The radio station sends Nico a double CD in place of tickets to the concert.* (pp.22-24)
- Use of particular nouns to refer to particular people and things: *tickets* (p.5), *courier* (p.13), *homework* (p.15), *parcel* (p.24)
- Use of adjectives to describe nouns: *ninth* (p.6), *lead* (p.8), *different* (p.12), *dried-on* (p.16)
- Use of time connectives to sequence events: *Suddenly* (p.7), *A few minutes later* (p.8), *By the time I got to school* (p.14), *For the next two days* (p.17), *On Thursday night* (p.18)
- Use of adverbs and adverbial phrases: *this Friday* (p.6), *today* (p.10), *by courier* (p.13), *between now and Friday* (p.15), *from the hallway* (p.16)
- Use of past tense action verbs: *s(ammed)* (p.4), *stomped* (p.4), *scowled* (p.9), *c/oned* (p.16), *knocked* (p.18), *cancelled* (p.18)
- Use of saying and thinking verbs: *yelled* (p.4), *said* (p.9), *asked* (p.10), *thought* (p.14)

### Fluency / Punctuation Patterns

#### **Date .../.../...**

These punctuation patterns occur in the text:

- Use of speech marks to indicate the actual words being spoken: *Hey, Maria, "I said. "Guess what?"* (p.8)
- Use of a numbered list to indicate the jobs Maria has to do for Nico before Friday. (p.15) Note the verb at the beginning of each task, indicating what has to be done.
- Use of exclamation marks to indicate surprise or emotion: *"Johnny Alien is not my beloved!"* (p.13), *"Oh, gross, Nico!"* (p.16)

- Demonstrate how to read sentences that have additional information inserted between commas. *She was lying on her bed, mooning over a reporter of Johnny Alien, the lead singer of Sci-ti Zombies.* (p.8). Allow students to read these parts of the text with you, developing expression and fluency in their own reading.

### Critical Literacy **Date .../.../...**

- How does the opening sentence set the mood for the remainder of the story? Why did the author put the tasks for Maria to do in a list? How does this make the text more effective?
- Why do you think the author wrote this story? What events in the story are likely to occur in typical families?

### Linking Visual and Written **Date .../.../...**

- Look at the illustration on page 5. How can you tell that Maria loves the Sci-ti Zombies?
- Discuss the effect of presenting the jobs Nico asks Maria to do in a list, on page 15. How do the illustrations above the list make it more effective?
- Describe Maria's reaction to Nico's soccer boots. Do you think she enjoyed doing the tasks on Nico's list?

## After Reading

Imagine you are Nico, and make a list of tasks you would have Maria do for you as your slave.

Talk about the relationship between Nico and Maria. Do you think they are really good friends? What evidence is there to support your answer?

### Activities

Students will:

- correct false statements and sequence events from the text
- circle words spelt incorrectly and rewrite sentences using correct phonic elements
- make word families using given root words
- write a new resolution for the text.

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

