

The Key Cutter's Grandson



Vocabulary

bamboo, choices, crumpled, customer, excitement, huddled, muttered, pretended, properly, refused, scrunched, snatched, strain, swerved, tripping, yuan

Say a word containing a silent letter. Ask students to say which letter is silent and suggest another word with the same silent letter, e.g. knew - knee.

High Frequency Words

above, around, began, bicycle, money, nothing, paper, path, slowly, square, through

Write a high frequency word on the board with every second letter missing. Ask students to write in the missing letters. Challenge students by using other high frequency words from previous texts.

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. The activity can be made more challenging by adding one or two extra letters not required to make the word.

During Reading

Vocabulary in Context

- Discuss the meaning of each vocabulary word.
- Discuss the difference between the words *loose* and *lose*. Challenge students to use each one correctly in a sentence.
- Write *buy* and *by* on the board. Explain the correct use of each of these homophones. As a class, make a list of other homophones students may need to use in their writing.

Checking for Meaning

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

Where does Lei find the hundred-yuan note? (He finds it on the ground under a loose stone.)

Where does he hide the money when he gets back to his house? (He hides it in an old sock and stuffs it behind a broken board.)

How much money does it cost to have a key cut? (It costs three yuan.)

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

When Lei bends to pick up his books, why does he glance around quickly?

Do you think Lei's family is rich or poor? What clues are there?

Why does Grandfather refuse to buy new glasses?

Why does Grandfather give the lady back her three yuan?

Response:

What would you have done with the money if you had found it?

Describe Grandfather's character. Is he honest, considerate, greedy?

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. *One day, Lei finds a hundred-yuan note under a loose stone, and he picks it up, deciding to wait until he can decide on just the right thing to buy.* (pp.6-22)
- Resolution - the problem is solved. *He realises his grandfather needs new glasses, so he gives him the money for them.* (pp.23-24)
- Use of particular nouns to refer to particular things: *kitchen* (p.8), *board* (p.9), *glasses* (p.11), *bicycle* (p.13)
- Use of adjectives to describe nouns: *grandfather's* (p.6), *100-yuan* (p.8), *broken* (p.9), *concrete* (p.10), *shiny, new* (p.12)
- Use of time connectives to sequence events: *That night* (p.10), *The next morning* (p.12), *On the way home* (p.24)
- Use of adverbs and adverbial phrases: *onto his shoulder* (p.4), *under a loose stone* (p.5), *hardly* (p.8), *When he grew up* (p.11), *through a hole in the toe of his shoe* (p.12)
- Use of past tense action verbs: *spilled* (p.4), *scrunched* (p.6), *huddled* (p.10), *swerved* (p.13), *refused* (p.23)
- Use of saying and thinking verbs: *muttered* (p.5), *gasped* (p.6), *shouted* (p.6), *imagine* (p.8), *decided* (p.13), *replied* (p.16), *knew* (p.20)

Fluency/Punctuation Patterns

These punctuation patterns occur in the text: **Date.../.../...**

- Use of an ellipsis to indicate an incomplete line of text: *Could that be...?* (p.5) Also point out the use of a question mark to make the reader think about what Lei may have found.
- Use of an apostrophe to show ownership: *grandfather's shop* (p.6), *Grandfather's eyes* (p.11), *Lei's eyes* (p.18), *Lei's hand* (p.24)

- Use of an apostrophe to indicate a contraction: *What's* (p.7), *didn't* (p.10), *wouldn't* (p.20)
- Demonstrate to students how to read the direct speech lines in the text. Look at the attached saying verb as a clue to the expression required. Also, observe the punctuation at the end of each line. Pause for a comma, lift the pitch of the voice for a question, and vary the voice to match the tone for an exclamation.

Critical Literacy

Date.../.../...
What is the moral to this story? What lesson did the author want us to learn from reading this text? When do you think this story is set? How can you tell? Why did the author call the text *The Key Cutter's Grandson* instead of using his name?

Linking Visual and Written

Date.../.../...
Look at the illustration on page 9. What information does it give about Lei's family's financial situation? How can you tell this?

Look at the illustrations on pages 14 and 15. What do the facial expressions of people in the crowd tell you about how they are feeling? How is Grandfather feeling? How does the illustrator convey this?

After Reading

Discuss what might have happened if Lei had not given his grandfather the money he found. Make a list of items Lei could have bought for himself instead of giving the money to his grandfather. (Keep in mind when you think events in the story took place.)

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)

