

Bruno's Tea



Before Reading

Motivation / Purpose

The purpose of this text is to entertain the reader with a story about a delivery boy who, with the help of Bruno the dog, helps a customer who has had an accident.

Text Type

Draw students' attention to the:

- title
- illustrations
- chapter headings.

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

Visual Literacy

Look at the front cover. Why does the book title incorporate a paw print? Can you guess who Bruno is? Describe the characters in this text. Where do they come from? How do you know?

Background Knowledge

Talk about the different meanings of the word 'tea'. Discuss that it can be used as the name of a drink, or it can be used to describe a light evening meal or a snack (morning or afternoon tea).

Phonological Awareness

Make sure students know the following phonological patterns:

- **long e:** Green (p.4), tea (p.4), people (p.4), mystery (p.5), Chinese (p.6), me (p.7)
- **long o:** owned (p.4), home (p.4), loaded (p.5), go (p.8), don't (p.21)

Ask students to think of a sentence using words which have different letters making the same sounds. Ask them to identify the words and say which letters make the common sound in each word (e.g. The Chinese people solved the mystery of the green tea).

Discuss words with a consonant followed by 'y', which make plurals by changing 'y' to 'i' before adding -es.

affection, business, customer, deliveries, explained, furious, grateful, honour, imported, included, invited, liquid, mechanic, mystery, noticed, popular, radiators, regulars, reward, searching, tripped, university, whimper

High Frequency Words

already, although, around, bicycle, brought, each, knew, parents, people, school

Make multiple copies of these and other known high frequency words on cards. Distribute five cards to each player and play 'Fish', using the left over cards as the central pool. The student with the greatest number of pairs when the pool is used up is the winner.

During Reading

Vocabulary in Context

Talk about the use of contractions in the text. Note that these are often used in conversations, so they appear regularly in narrative texts, which often rely heavily on direct speech (e.g. *It's* (p.17), *he'd* (p.19), *I'll* (p.22)). Assist students to build a wider vocabulary by discussing synonyms (e.g. upset, angry, annoyed, furious).

Checking for Meaning

Literal:

What special product was sold at Chen's Dad's shop that people wanted to buy? (Tea imported from Fuchou)

What did Chen hear that helped him find Mr Green? (He heard Bruno whimper.)

What job did Chen want to do when he finished school? (He wanted to be a mechanic.)

Inferential:

Why would Chen's dad tell him not to go into a customer's home if he wasn't invited?

What reward might Mr Green have given Chen?

Why was Bruno's reaction to Chen very different to what it usually was?

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

Response:

Describe how Mr Green would have felt when Chen found him in the garage.

Why was Chen worried about telling his Dad that he didn't want to go to university?

Grammatical Patterns

Make sure students understand the following components of a narrative:

- Orientation – introduces the main characters and the setting: (p.4)
- Complication – the sequence of events develops a problem for the characters: When Chen delivers the shopping to Mr Green's house, he cannot find him. (pp.5–15)
- Resolution – the problem is solved: Bruno leads Chen to find Mr Green, who has been injured. (pp.16–19)
- Coda – explain how the characters have changed and what has been learnt: Chen builds up the courage to tell his Dad he wants to be a mechanic. (pp.20–24)
- Use of particular nouns to refer to particular people and things: *deliveries* (p.4), *exercise* (p.7), *mechanic* (p.8), *whimper* (p.14), *reward* (p.20)
- Use of abstract nouns to represent ideas we can think about, feel or imagine, but cannot touch: *honour* (p.8)
- Use of adjectives to describe nouns: *plastic* (p.4), *three* (p.5), *deep* (p.11), *old* (p.13), *Chinese* (p.21)
- Use of time connectives to sequence events through time: *As I went through the house* (p.13), *I finished searching the house* (p.14), *Then* (p.24)
- Use of adverbs and adverbial phrases to locate particular events: *after school* (p.4), *into the sun* (p.7), *by the back door* (p.10), *through the grass* (p.14), *everywhere* (p.15)
- Use of past tense action verbs to indicate the actions: *stopped* (p.9), *knocked* (p.9), *walked* (p.10), *nodded* (p.22), *gave* (p.23)
- Use of saying and thinking verbs: *said* (p.4), *wishing* (p.7), *knew* (p.7), *decided* (p.7)

Fluency / Punctuation Patterns

Reinforce the purpose of a dash in a sentence – to create a pause, or to add or emphasise information. See examples on pages 4, 11, and 15.

These punctuation patterns occur in the text:

- An apostrophe is used in contractions and to indicate possession: *Here's* (p.4), *I'd* (p.8), *wasn't* (p.8), *I'm* (p.11), *Mr Green's shopping* (p.5), *Bruno's whimper* (p.16), *Dad's sales* (p.20)
- Commas are used to separate clauses and phrases within a sentence: *Dad owned a milk bar, and sometimes I helped out after school with deliveries* (p.4), *My parents wanted me to be a market gardener, but I told them I wanted to sell things, not grow them* (p.22)

- Speech marks are used to identify the actual words spoken by a character: *"See you later, Chen," said Dad* (p.6), *"Mr Green?" I called out* (p.9)
- Numerals are used to represent the date: *1950s* (p.6)
- An ellipsis is used to indicate an interruption in speech or to show incomplete lines of text: *"When Chen goes to university ... "* (p.8), *If I hadn't come along when I did ...* (p.18)
- A question mark is used, but the author relies on the reader's understanding of the context for it to be considered a question: *"Mr Green?"* (p.9)
- An exclamation mark is used to indicate an emotion: *Bruno!* (p.14)
- Quotation marks are used to indicate words used for the sign: *"Good for Animals, Too"* (p.20)

Critical Literacy

Why do you think the author has chosen a dog to be the 'hero' of this story? Discuss the two themes running parallel in this story.

Linking Visual and Written

How is Chen feeling on page 11? How do Chen's facial expressions through chapters 2 and 3 show the build up in tension up to page 17?

After Reading

Talk about occasions that students can recall when they have been afraid to talk to an adult about how they are feeling. How has this been resolved?

Which parts of the text would need to be changed to rewrite this story as a recount?

Activities

Students will:

- match sentences with similar meanings and locate page references
- use a spelling generalisation to complete new words
- write vocabulary words using a bank of letters
- identify structural and grammatical elements in a narrative text.

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

