



Before Reading

Text Type

Point out and discuss the: **Date.../.../....**

- title
- illustrations

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

Visual Literacy Date.../.../....

- How is the woman from the shop feeling in the picture on page 5? How can you tell?
- On pages 6 and 7, how is the expression on the faces of the two boys different? Why?
- How do the illustrations on pages 8 and 9 show the boys are running fast?
- In the picture on page 10, why is the other boy so small?

Background Knowledge Date.../.../....

- What do we call a shop that sells fruit and vegetables? Why might Ben be shopping for his mother? Discuss other times when children shop for adults.

Phonological Awareness Date.../.../....

- Make sure students know these phonological patterns:
 - -ag (p.5): bag, brag, flag, rag, sag, tag, wag
 - -ack (p.6): back, black, jack, lack, pack, quack, rack, sack, shack, slack, smack, tack
- -ark (p.9): bark, dark, hark, lark, mark, park, shark Say three words in one pattern to the students (eg. bag, rag, sag). Ask them to identify the part of the words that sounds the same. Repeat for the other patterns. To further develop this understanding, use letter tiles to build words.
- Have the students use letter tiles to make the word 'park'. Then give them another consonant (eg. 'm') and ask them to take away the 'p' and put in the 'm' to make a new word (i.e. 'mark'). Repeat for other words.
- Model the process of stretching out the sounds in a word (eg. b - a - g). Have the students choose the letter tiles that make up the word and then say each sound in the word. Repeat for other words.

Vocabulary:

blue, idea, oranges, past, rolled, running, shouted, students, woman

High Frequency Words

- boy, children, down, getting, him, ran, said, stop, that, went
- Make a set of cards with one word on each card. (Use the words above and other known words.) Place the cards face up. Ask the students to select the card that says 'said'. Repeat for other words you say.
- Play Concentration. Use two sets of the cards described above and spread them out face down. Ask the students to play in pairs. One student should turn over two cards. If the cards are the same, the player keeps them and has another turn. The player with the most pairs wins.

Motivation / Purpose Date.../.../....

- The purpose of this text is to entertain the reader with a story about Ben, who chases a boy who has taken a woman's bag.

During Reading

Vocabulary in..Context Date.../.../....

- Discuss the meaning of each vocabulary word. Help students to decode unknown words by identifying and using an appropriate strategy. For example:
 - idea (p.13): Use visual clues such as word shape
 - running (p.5): Use morphemic knowledge: run + ing
 - woman (p.4): Use picture clues and known word parts.

Checking for Meaning

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

- What is Ben buying at the shop? (p.4)
- What does the boy take from the woman? (p.5) what colour is the woman's bag? (p.6)
- Where does Ben chase the boy? (pp.9-10)

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

Why does the woman shout out?

Why doesn't Ben take his oranges back to the shop? Why is the boy in the trees?

Why doesn't the boy see the oranges rolling on the grass?

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

Response:

Do you think Ben does the right thing in chasing the boy?

How do you think Ben feels when he returns the bag to the woman?

Grammatical Patterns Date.../.../....

Make sure students understand the following components of a narrative:

- Orientation: introduces the main characters and tells where and when the story takes place: *One day.*
- *Ben Fox went to the shop for his mum.* (p.4)
- Complication: the sequence of events develops a problem for one of the characters: *A boy takes the woman's bag and runs away with it.*
- Resolution: the problem is solved and things return to normal: *"Here is your bag," said Ben. "Oh, thank you," said the woman.* (p.16)
- Use of particular nouns to refer to particular people, animals and things: *Ben Fox, boy, oranges, children, bag, street, park, swings, gross*
- Use of adjectives to build noun groups: *blue top* (p.6), *black shorts* (p.6), *red bag* (p.6)
- Use of time connectives and conjunctions to sequence events: *One day* (p.4), *As Ben ran up the street* (p.8), *for the pork* (p.10)
- Use of adverbs and adverbial phrases to locate particular events: *outside the shop* (p.4), *down the street* (p.6), *up the street* (p.8), *into the park* (p.9), *after the boy* (p.9)
- Use of action verbs: *looked* (p.5), *ran* (p.8)
- Use of saying verbs: *shouted* (p.5), *said* (p.6)

Fluency / Punctuation Patterns Date.../.../....

- Some sentences are simple, i.e. they contain only one idea: *Ben looked up at the woman.* (p.5) *Children played on the swings.* (p.10)
- Some sentences are compound, i.e. they contain more than one idea: *The boy went on running, and Ben ran after him.* (p.11) Demonstrate how to read these sentences, using / to indicate phrasing; e.g. The boy went on running, / and Ben ran after him.
- These punctuation patterns occur in the text:
 - Capital letters to begin sentences and full stops to end sentences: *Ben ran over the street after the boy.* (p.9)

- Capital letters for special names of people: *Ben Fox*
- Speech marks to enclose spoken words: *"See that boy running away!" she shouted. "He has my bag."* (p.5)
- Exclamation marks at the end of sentences to show strong feelings: *"Stop him! Stop him!"* (p.4) *"I can see you no!-1!" he shouted.* (p.10)
- Ellipses to show incomplete lines of speech: *The oranges rolled under his feet ...* (p.14)
- Use of italics to emphasise a word: "I will take *that* back now." said Ben. (p.15)

Critical Literacy Date.../.../....

- Why do you think the author chose to write this text? What values do you think the author has in relation to other people's belongings? How does the author make you want to read on to the end of the story: >

Linking Visual and Written Date.../.../....

Encourage students to refer to the illustrations after reading each page of text.

- How does the illustration on page 15 show the feelings of the two characters?
- How do you think Ben feels when the woman gives him a box of oranges? How can you tell?

After Reading

Identify the orientation, complication and resolution in the text.

What could Ben have done instead of chasing the boy? What would you have done?

Discuss why the boy takes the woman's bag.

Activities

Students will:

- make sentences about facts in the text
- choose correct word meanings
- make words with common phonemic patterns
- write three sentences about running after a friend.

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

