Springboard

Connect

28a The Children of the Sun

28b The Sea Turtles of Tortuguero

28c One Supersonic Space Jump

28d The Greatest Reef

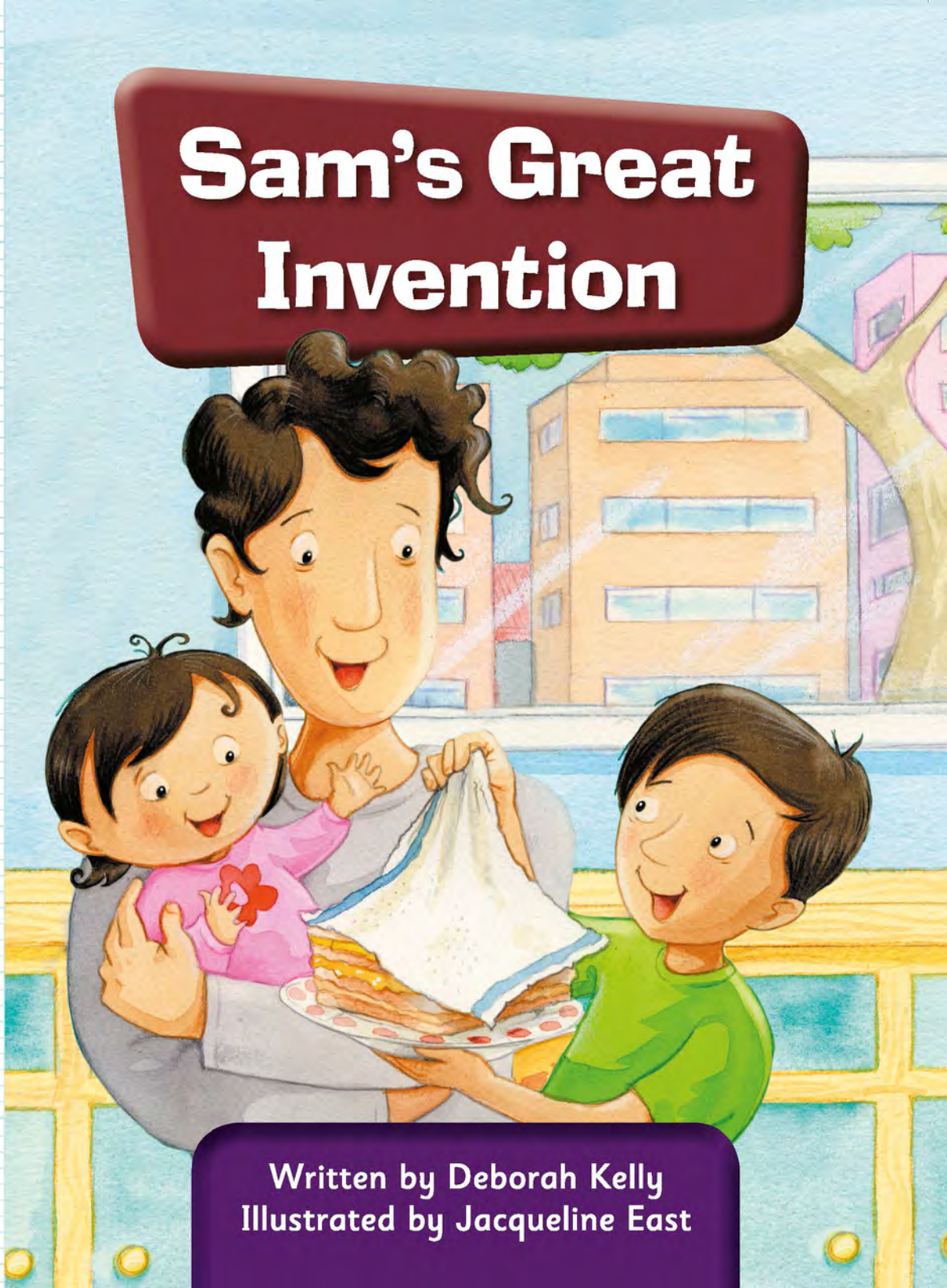
28e Sam's Great Invention

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Sam's Great Invention



Written by Deborah Kelly

Illustrated by Jacqueline East

Word Count	884
Text Type	Narrative
High-Frequency Word Focus	point, show
Content Words	eureka, highchair, inventions, machine, sandwich
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	contractions; apostrophes of contraction; plural *es*

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cgtextures.com/ background.

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GETTING STARTED

Activating prior knowledge: Ask students what invention from history they think is the most wonderful. Ask if they have ever thought of, or tried to invent, something useful.

Book introduction and prediction: Read the book's title to students and have them discuss why the serviette might be covering the sandwich in the illustration on the cover. Turn to and read the title page. Ask students to flick through the book, looking at the illustrations. Have them use the illustrations and layout to suggest the text type and to predict what the book might be about. Identify and discuss any words or features that may cause problems.

Outlining focuses: Explain to students that as well as reading about Sam's invention, they will talk about the structure of a narrative, contractions, apostrophes of contraction, and plurals ending in *es*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussion. What problem does Sam have? How does Amy help solve Sam's problem? Who is happy with Sam's invention? Explain why you would or would not like to try Sam's invention. Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Ask students if they can relate to the family situation in this story, where a parent or grown-up is able to "help out" or direct attention to two children at the same time.

Language

Text structure and organisation: In light of this story, have students discuss the common structure of a narrative: beginning/introduction, complications, and resolution.

Draw attention to the word *what's* on page 4. Ask students to identify and explain the purpose of the apostrophe. Point out that apostrophes are often misused in writing. Have students locate and discuss other contractions within the text.

Expressing and developing ideas: Draw students' attention to the word *sandwiches* on page 4. Use this word to explain and discuss the rule for adding *es* to change nouns to their plural form – if a word ends in *s*, *x*, *z*, *ch*, or *sh*, the plural is usually formed by adding *es*. Ask students to find another example in the text (*lunches* – page 20). Write a list of singular nouns on the board and ask students to identify those that require *es* to make them plural.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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"Hi, Sam!" said Dad, ruffling the top of Sam's head. "How was school?"

"Awesome!" said Sam. He finished his milk and pointed to a new library book he'd taken out of his schoolbag to show Dad.



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"That book looks interesting!" said Dad. He put Sam's baby sister, Amy, in her highchair and started making sandwiches. "What's it about?"

"Inventions!" said Sam. He showed Dad the title of the book. "Things that people have made to help make life better, like washing machines, aeroplanes, telephones, computers – and the Internet!"





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Dad gave Sam a honey sandwich. He pointed to a picture in the book and showed Sam the caption. "In 1905, 11-year-old Frank Epperson was mixing his drink with a stick. He left it outside and forgot about it. It froze overnight, and eureka! The ice block was invented!"

"Cool!" said Sam. He thought for a moment. "Maybe I could invent something, too!" he said.



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"Something to stop your sister from throwing her food would be useful," Dad sighed. He pointed to Amy's honey sandwich on the floor.

"Maybe she wants cheese instead of honey," said Sam.

Dad buttered another piece of bread for Amy. He opened the cheese packet. "What are *you* going to invent, Sam?" he asked.

