Springboard

Connect

30a Mrs Kim's Ketchup

30b Blind Triathletes

30c Cracked!

30d Science at Work

30e Earth, the Sun, and the Moon

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Mrs Kim's Ketchup



Written by Bill Nagelkerke

Illustrated by Gustavo Mazali

Word Count	990
Text Type	Narrative
High-Frequency Word Focus	
Content Words	collection, container, exhibits, Internet, ketchup, kimchi, museum, qualifications, redundant, websites
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	dialogue; morphemes; contractions

Mrs Kim's Ketchup
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For teachers' inspection ONLY

GETTING STARTED

Activating prior knowledge: Ask students what they would expect to find if they went to a museum. Ask if they have ever been to a shop or a museum that features only one kind of exhibit or product.

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss the display in the illustration on the cover. Ask students to flick through the book or the screens, looking at the illustrations and layout. Have them use the illustrations and structure to suggest the text type and to predict what the book might be about. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that as well as reading about Mrs Kim's ketchup, they will talk about the structure of a narrative, dialogue, morphemes, and contractions.

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. Why does Mr Kim think they should eat less ketchup? Why does Mrs Kim go looking on the computer? What gives Mrs Kim the ketchup museum idea? Do you think many people would visit a mustard or ketchup museum?

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 Su Jin's situation of being told not to have so much of a certain food.

Language

If you are using the digital book, invite students to take turns to operate it for the following activities.

Text structure and organisation: Ask students to recall the three main parts of a narrative. Have them share brief summaries of what occurred in the introduction, complication, and resolution.

Discuss the fact that many narratives include dialogue. Ask students how this story would have been different if no dialogue had been included.

On page 8, have students focus on the words *didn't*, *what's*, and *that's*. Discuss the use of the apostrophe in each word and what it signifies. Have students tell you the extended form of each word. Have them do the same with the other contractions on this page and throughout the rest of the text.

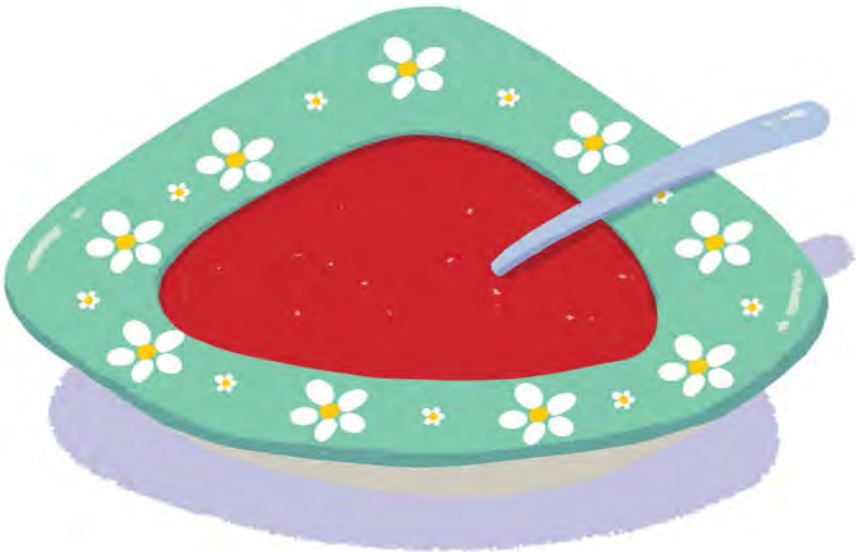
Expressing and developing ideas: Also on page 8, draw attention to the words *spotted* and *liked*. Have students identify the root word in each case. Ask what other words can be made from the roots *spot* and *like*. Repeat this exercise with other words throughout the text.

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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"Hey, Mum, where's the ketchup?" Su Jin said.

"Ask your father," said Mrs Kim.

Mr Kim passed his daughter a small bowl and a tiny teaspoon.

"There's hardly any ketchup in here!" complained Su Jin. "And it'll take forever to get it out with this spoon."



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"I have a plan to cut down our ketchup usage," explained Mr Kim. "Your mother has agreed to give my plan a chance. We are Korean, so you two should eat more of my homemade kimchi and less ketchup!"

"You eat just as much ketchup as I do," argued Mrs Kim.

"Huh!" said Mr Kim, but he didn't disagree.



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Mrs Kim liked ketchup. Not only that, she liked collecting ketchup containers. She had one cupboard full to bursting with ketchup bottles of all different shapes and sizes. "How can I expand my collection if we have to keep on eating ketchup from this little bowl?" she said.



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Mr Kim spooned some ketchup onto his plate.
"I admit, it does take a long time," he muttered.

Su Jin whispered to her mother, "I'll bet you the ketchup bottle will be back on the table tomorrow."

