

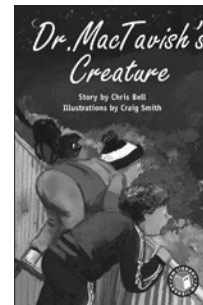
MacTavish's Creature

PM Level 25

Emerald

Text Type Narrative

Running Words 1304



Preparing for Guided Reading

Orientation to the text

- Alex and Brendan watch the new neighbours arrive and hear a loud groaning noise coming from a box marked 'fragile'. That night, Alex hears a wailing noise from next door. The next night, the boys camp out. When the noise starts they see the new neighbour, Dr MacTavish, wrestling with a strange creature. One night later, Alex tries to photograph Dr MacTavish with the creature, but Dr MacTavish grabs the boys and takes them inside. The boys explain that they thought Dr MacTavish had been torturing a creature. Dr MacTavish finally reveals the 'creature'...

Prior knowledge

- Look at the cover illustration and read the title. Read aloud the chapter titles on the contents page and then ask students to predict what the story may be about.

Building the Balanced Reader

Grammatical conventions

- Locate and discuss adjectives – positive, comparative and superlative, e.g. *weirder, weirder; close, closer; strange, strangest*.
- Revise the use of an apostrophe to indicate possession, e.g. *Alex's house, the boys' mouths, Alex's backyard*.
- Discuss nouns that have more than one adjective, e.g. *strange little car; large packing box; loud wailing noise; long black arms*.

Vocabulary

Key vocabulary

antlers, bagpipes, fragile, furniture, mysterious, skeleton, squeaked, tortured, weirder, wrestling

Spelling

- Study words from the text that have silent letters, e.g. *listening, wrestling, kitchen*.

Visual Literacy

- Discuss how the illustrator distinguishes between day and night. Also examine the colours used on p. 26 when the camera's flash goes off.

- Note the cat pictured in some of the illustrations. What is the purpose of this and what does it add to the story?
- Ask students to provide a reason for some of the sentences being written in italics. What do these words represent?

Focusing on the story – guided reading

- Talk about the name *MacTavish* and discuss what students know about the origin of this name: for example, the country of origin and its associated customs.
- Ask students to silently read pp. 4–5 and identify the names of the first two characters, and what these characters are interested in.
- Direct students to read silently to the end of Chapter 2. Ask what events have made the boys really interested in the new neighbours and their possessions and what the students think the boys will do.
- Ask which sentences in Chapter 2 indicate that the boys think there is something alive in the packing box? What do you think of the boys' first reactions to the new neighbours? How does the saying *don't judge a book by its cover* apply here?
- Discuss the following questions: What do you think of the reactions of Alex's parents to the boys' story? What do you think Dr MacTavish will do to the boys?

Comprehension

- What were some of the weird things the boys saw being brought out of the truck? (*Literal*)
- What did Dr MacTavish think of the boys' explanation for their actions? (*Inferential*)
- What do you think Dr MacTavish will do with the bagpipes now? (*Applied Knowledge*)

Follow-up activities

- Ask students to locate some information about bagpipes. Where did they originate? Who plays them? How are they played? What are they made of? Present this information to the class in either a written or oral report.
- Talk about other instruments that make strange noises when they aren't played properly. Consider how Dr MacTavish might be able to learn to play the bagpipes properly. Who might be able to help him?

Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up