

Teacher Edition

# Fancy That!



alphakids

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Illustrated by Alex Stitt



Published edition  
© Eleanor Curtain  
Publishing 2004

First published 2004

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Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3393 6

1 2 3 4 5 6 7 8 9  
04 05 06

## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text is a humorous explanation of a simple food chain.
- The sentence forms: '... , what do you fancy for dinner?' asked the flea. 'I fancy a ... for dinner' said the ... 'I *don't* fancy that,' said the ... 'Fancy that!' said the flea.
- Colour illustrations support and extend the text.

## Vocabulary

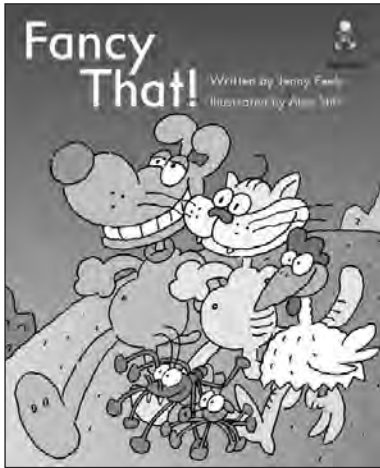
cat, chicken, dinner, dog, fancy, flea, frightened, jumped, looked, spider

## Setting the context

Without showing the children the book, read pages 2–5 aloud. Have the children discuss in pairs what they think might happen next. Invite them to share their ideas.

## Introducing the book

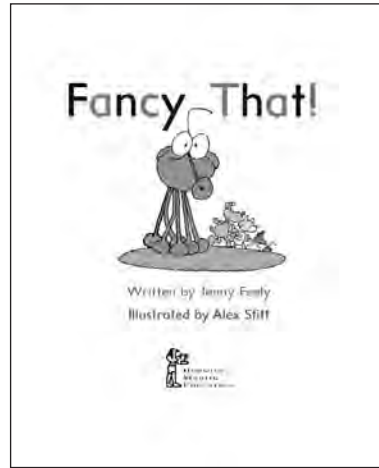
This book is called *Fancy That!* It is a book about a dog, a cat, a chicken, a spider and a flea who are thinking about what they want for dinner.



### Front cover

Read the title together.

Look at the picture on the front cover. How do you think the animals are getting along? How can you tell?



### Title page

Look at the picture of the flea. Is this really how a flea looks? Do you think this book will be funny? Why?

Point out the names of the author and illustrator.

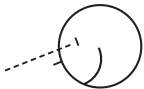


## **Talkthrough**

*There are many different animals in this picture.*

*What animals are in this picture? What are they doing?*

*What does the sign say?*

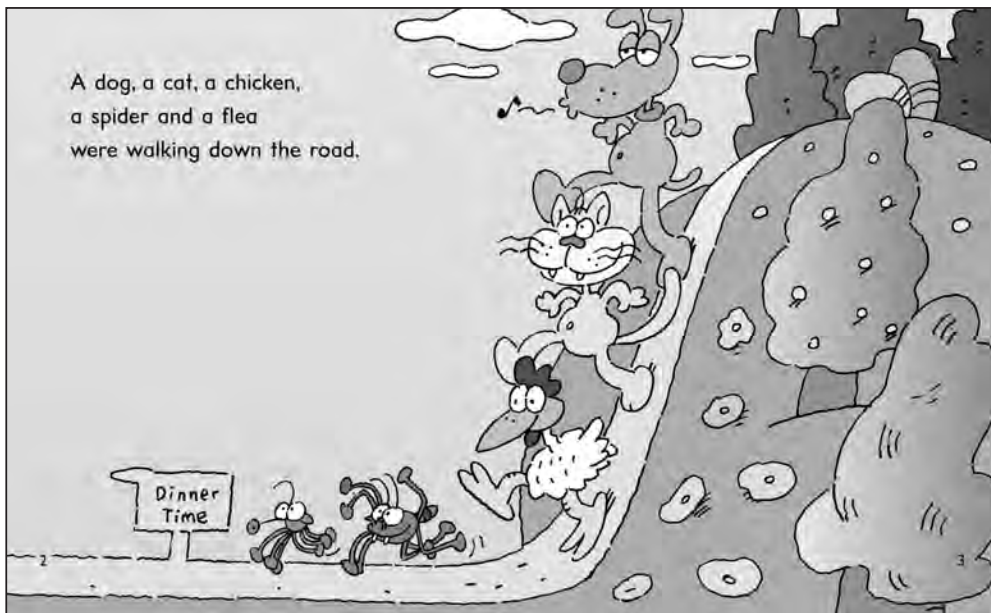


## **Observe and support**

*Do the children cross-check all information on the page to support their reading?*

*You read, 'A dog, a cat, a chicken, a spider and a flea were walking down the road.' What did you check to help you read the names of the animals? What things helped you to read the word 'road'? Would just the picture tell you that it was a road? What other words could have made sense here? Why didn't you use any of these words?*

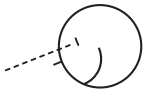
A dog, a cat, a chicken,  
a spider and a flea  
were walking down the road.





## **Talkthrough**

*Look at the animals' eyes. Who are they each looking at? Why are they licking their lips? What is drawn above the flea's head? What might the flea be thinking?*



## **Observe and support**

*Are the children able to use the information in the text and the illustrations to help them infer meaning? Why are the animals licking their lips? Why is the dog looking at the cat? What do you think the cat is thinking? What about the chicken? What do you think the flea is thinking?*

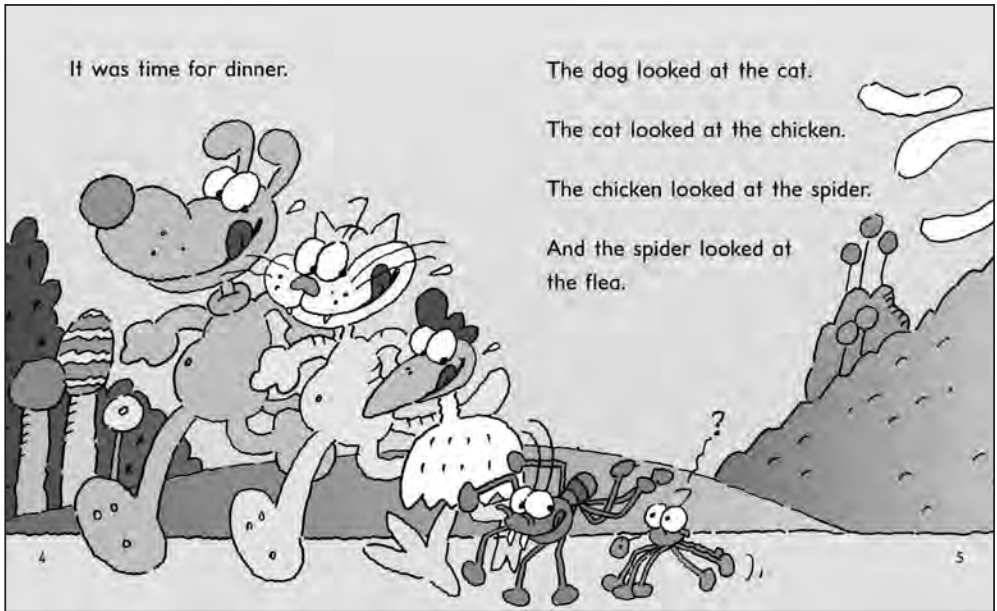
It was time for dinner.

The dog looked at the cat.

The cat looked at the chicken.

The chicken looked at the spider.

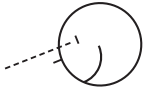
And the spider looked at  
the flea.





## **Talkthrough**

*What is the flea feeling? How does the thinking cloud help you to know this?*



## **Observe and support**

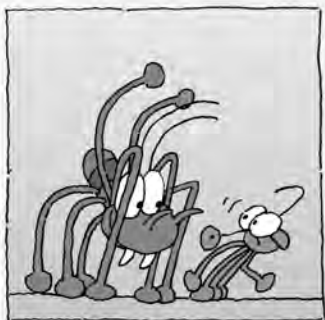
Can the children use their knowledge of familiar words to work out new vocabulary?

*Scan the sentence to see what words you already know. Can you tell me what these words are?*

*What letter does the word start with? What sound might that letter make? What word starting with the /f/ sound would make sense here?*



The flea was frightened.



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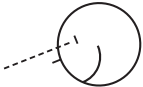


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## **Talkthrough**


*The chicken wants to eat the spider. What is the spider doing? Why do you think he is doing this? Can you see anything different about the text?*



## **Observe and support**

Can the children use their knowledge of phonics to work out new words? Do they identify the digraph /ch/ at the start of the word ‘chicken’?

*What letter does the word start with? What is the next letter? What sound do these two letters make together? What word starting with the /ch/ sound might go here? You might need to use the pictures to help you.*



The flea  
had a plan.

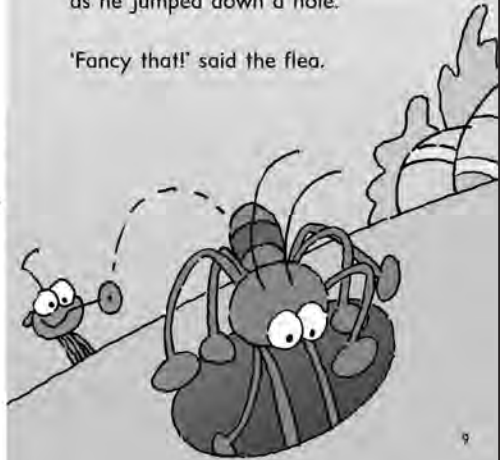
'Chicken, what do you  
fancy for dinner?'  
asked the flea.

'I fancy a nice big spider  
for dinner,' said the chicken.

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'I don't fancy that,' said the spider,  
as he jumped down a hole.

'Fancy that!' said the flea.

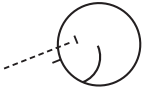


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### **Talkthrough**

*The cat wants a nice fat chicken for dinner. What is the chicken doing? Why does the chicken do this?*



### **Observe and support**

Can the children understand the literal meaning of the text?

*What did the cat want for dinner? What did the chicken do?*

*What did the flea say?*

'Cat, what do you fancy  
for dinner?' asked the flea.

'I fancy a nice fat chicken  
for dinner,' said the cat.



'I don't fancy that,' said the chicken,  
as she jumped into a bush.

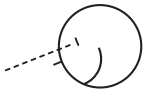
'Fancy that!' said the flea.





## Talkthrough

*Look at the cat's face? What might the cat be thinking?  
Why do you think the cat runs up the tree?*



## Observe and support

Do the children pay attention to the punctuation to support expressive reading?

Point to the quotation marks.

*What do these show? How might your voice sound when you are the flea? How might your voice sound if you are the dog? What about the cat?*

Point to the question mark.

*What does this tell you? How does your voice sound when you are reading a question?*

Point to the word 'don't' written in red.

*Why is this word written in red? How might you read this word?*

You could model the reading of these pages and then ask children to read them.

'Dog, what do you fancy  
for dinner?' asked the flea.

'I fancy a big fat cat  
for dinner,' said the dog.



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'I don't fancy that,' said the cat,  
as he ran up a tree.

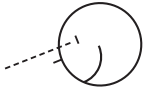
'Fancy that!' said the flea.

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## **Talkthrough**

*What does the flea say to the dog? What does the dog do?  
Why does the dog do this?*



## **Observe and support**

Are the children able to recall and understand the main events in the book? Are they able to identify the motives behind each character's behaviour?

*What were the animals thinking about at the start of the book?*

*What was the flea's problem?*

*What plan did the flea come up with? Did the flea's plan work?*



'Flea, what do you fancy  
for dinner?' asked the dog.

The flea looked at the dog.  
The dog looked at the flea.



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'I fancy you for dinner,' said the flea.

The dog jumped into the river.

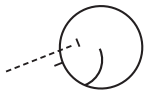
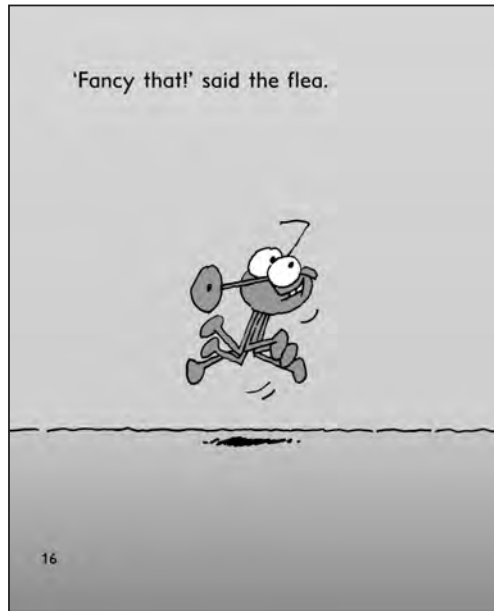


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## Talkthrough

How is the flea feeling? How did the flea get rid of all the other animals? Why do you think the flea says 'Fancy, that!' on the last page? Is this a happy ending?



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*What did the chicken fancy for dinner?*

*Why did the spider jump down the hole?*

*Why did the dog jump into the river?*

*Why did the flea ask the chicken what it wanted for dinner?*

*Who was the cleverest animal?*

## Being a code breaker

Explore the following language features:

- Visual literacy: the use of red text to emphasise 'don't'; use of thinking cloud on page 7; use of lines to indicate movement in illustrations on pages 9, 11, 13, 15 and 16.
- Hearing words: read the children sentences from the text and ask them to count how many words they hear.
- Punctuation: capital letters, full stops, quotation marks, question marks, exclamation marks.

## Being a text user

Refer to the text when discussing these questions:

*What kind of book is this, fact or fiction?*

*How do you know?*

*Why does it have cartoon-style illustrations?*

*What does the cloud around the spider on page 7 tell us?*

## Being a text critic

*What did the author need to know to write this book?*

*Could this story ever happen? Why or why not?*

## Responding to text



Have the children work in cooperative groups to make stick puppets of the characters in the book. These could be used to practise and perform a readers' theatre of the story.



Write out the following words or phrases on cards: 'wants to eat', 'the flea', 'the cat', 'the dog', 'the spider', 'the chicken'. Have the children use these cards to help them write sentences. Encourage them to illustrate their sentences.



Ask the children to draw a simple flow chart showing who each animal wants to eat. Have the children label their chart using words from the book.

## Writing

Talk with the children about the structure of a narrative. Scribe their ideas about the orientation, the problem and the resolution in *Fancy That!*

Have the children retell the story using writing and illustrations. Provide paper folded into quarters to make a simple book.

## Assessment

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Can the children:

- explain what problem the flea had and how he solved it?
- explain why the author repeated the phrase 'Fancy that!' throughout the book?



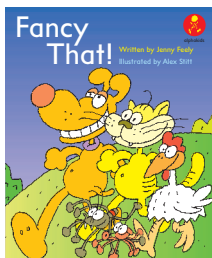
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Animal food

**Curriculum link:** Science/English

**Text type:** Narrative

**Reading level:** 7

**Word count:** 213

**High-frequency words:** a, and, as, at, big, do, down, for, had, he, I, into, it, said, that, up, was, want, were, what, you

**Vocabulary:** cat, chicken, dinner, dog, fancy, flea, frightened, jumped, looked, spider

### Possible literacy focus

Understanding the structure of a narrative: orientation, problem, resolution.

Discussing the use of the repeated comment 'Fancy that!'

### Summary

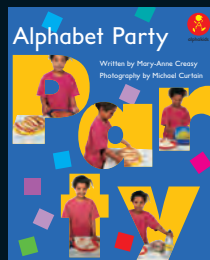
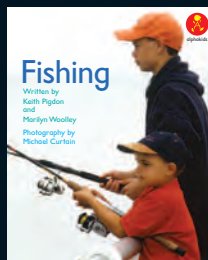
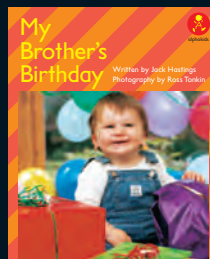
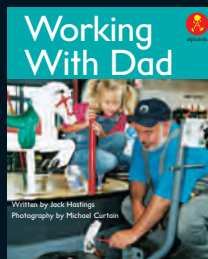
This book is about five animals thinking about what they want to have for dinner.

ISBN 0-7253-3393-6



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Other books at this level



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