



Running words: 522

Book Summary

This book looks at friends and how people need to take responsibility for their actions. One day after school, three friends (Edie, Max and Finn) are playing soccer in the park. Max kicks the ball to Finn, but he misses it. The ball flies over the fence and smashes into a house's window. The two boys run away, but Edie is frozen to the spot and can't move. Mrs West is the woman who lives in the house. Edie takes the blame for the smashed window, even though it is Max and Finn's fault. Edie is angry with her two friends. Finally, the children go to tell Mrs West what happened. They suggest that they tidy up her garden to help repay for the broken window. While working, they see an old volleyball net in the shed and Mrs West's volleyball trophies inside the house. They put up the net in the garden to surprise her, and they all end up playing a game of volleyball.

Themes

Character education, Friends, Friendship, Responsibility, School and community, Sport

Features of the Book

- The information contained in illustrations
- Content words for discussion: *fault, annoyed, blame, own up*
- Phonics and phonemic awareness: words with the /sh/ sound

Smash!

by Janine Scott

Strategies

Smash! introduces and reinforces the following strategies:

- making predictions
- identifying compare and contrast

Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

Introducing the Text

Begin by asking the students of a time when they have broken something.

- *What did you break and whom did it belong to?*
- *Did you take the blame and tell the person it was your fault?*
- *How did the person react when they found out that it was broken?*

Reading the Text

Ensure each student has a copy of the text. Ensure that the content words (*fault, annoyed, blame, own up*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to determine the strategies of making predictions, as well as compare and contrast, as you work through the book.

Cover

Together, read the book's title and the name of the author. Talk about the word "Smash". Explain to the students that this is an example of onomatopoeia, which is when a word describes a sound. Have the students look at the illustration and point out the smashed window.

- *Who smashed the window?* (the children)
- *How do you think the children smashed the window?* (Answers will vary, but they might suggest a

ball, a stone or a stick.)

- *What do the children look as if they are doing?* (running away)
- *What do you predict this story will be about?* (Answers will vary.)

Title Page

Read the title aloud. Discuss the illustration with the students and how the window is no longer broken and how it looks as if it has been boarded up rather than repaired at this stage.

- *Do you think the children own up to their actions?* (Answers will vary.)

Page 2

- *Do you think the boy is going to catch the ball?* (He might not because the ball is high above his head.)
- *Where will the ball go if he does not catch it?* (The ball will go over the fence.)

Read the text together. Confirm that Finn missed catching the ball and that the ball went over the fence.

Page 3

Read the text together with the students. Talk about whether the students' predictions on the cover matched the author's text on page 3. Remind the students about the word "Smash" and how it is an example of onomatopoeia. Have the students think of other words that the author could have used to describe the sound of the ball smashing into the window (Crash, Bang, Boom, Crack, Wham). Compare and contrast how Edie reacted with how Max and Finn reacted to the smashed window. Then brainstorm what the students think might happen next. (Answers will vary.)

Page 4

- *Where are the children now?* (They are in the school playground.)
- *What is happening in the illustration?* (Edie looks angry, and Max and Finn look as if they

Smash!

are trying to explain something to Edie.)

Read the text together. Talk about the word “fault”. Explain how if something is your fault, you are to blame for it. Ask the students if they think it was Edie’s fault that the window broke (No, it was not her fault, because Max threw the ball to Finn and Finn didn’t catch it.)

Page 5

- *Look at the illustration. What might Max be thinking about? (Answers will vary.)*

Together, read the text. Confirm that Max didn’t want Edie to be angry with him.

Page 6

- *What do Max and Finn’s expressions tell you? (They both look worried.)*
- *Why might Edie not be sitting with the boys during lunch? (She is probably still angry with them for not owning up to their actions.)*

Read the text together. Talk about how both boys think that it is their fault that the window broke. Ask the students what they would do next if they were Max and Finn. (Answers will vary.)

Page 7

- *What do the boys’ expressions tell you? (They both look embarrassed.)*
- *Which sentences in the text describe what the boys did when they were embarrassed? Let’s read the text together to find out.*

Read the text and confirm the sentences. (Max went red. Finn stared at the ground.) Ask the students how we know that Edie is a good friend. (She said that she would go to see Mrs West with the boys.)

Pages 8 to 9

- *What words could you use to describe Mrs West’s expression? (Answers will vary, but they could include that Mrs West is frowning*

and looks annoyed). Explain to the students that a thesaurus is useful when looking up words that have the same meaning (synonyms). For example, the words *angry, cross, grumpy, grouchy* and *bad-tempered* are synonyms for the word “annoyed”.

Together, read the text on page 8, pointing out the word “frowned” as you read. Discuss how the boys are finally owning up to their actions and facing the consequences. Have the students look at the illustration on page 9 and predict what might happen next. (Answers will vary.)

Read the text with the students to confirm if their predictions matched the author’s text.

Page 10

- *What are the children doing in the illustration? (They are pulling out weeds and sweeping up leaves.)*
- *What tools are the children using? (wheelbarrow and rake)*
- *What do the children’s expressions tell you? (They look happy.)*

Read the text together. Talk about how the three friends are cooperating and working together, unlike how they were at the beginning of the story.

Page 11

- *Where might the children have found the volleyball net? (in the shed)*

Together, read the text. Talk about how putting up the net in the garden away from windows was a good idea. Discuss how volleyball is a team sport and how Mrs West could teach the children how to play volleyball since she was so good at it. Have the students suggest how the story might end. (Answers will vary.)

Page 12

Read the text together and enjoy the ending. Have the students suggest why this is a satisfying ending (The children can still play with a ball. Mrs West gets her garden tidied up and

also gets to play volleyball again.)

Revisiting the Text

- Encourage the students to think about how Mrs West reacted when Max and Finn went to tell her the broken window was their fault. Ask the students to write a list of other ways Mrs West might have reacted, such as she might have called the children’s school to complain.
- Write the letters “sh” and “Smash” on the board or on chart paper. Explain that the sound /sh/ can be found at the beginning and end of some words and that it is made up of two letters, but it makes one sound. Say the sound /sh/ and word “Smash” aloud together. Ask the students to find other words in the text that contain the letters –sh (*she, should, shed, shelves*). Have the students brainstorm a list of words that start with –sh (*shade, shake, share, shirt, ship, shark, shout, shower, shoes, shop, sheep, etc.*). Then have them brainstorm a list of words that end with –sh (*dish, crash, fish, wash, splash, push, brush, bush, etc.*).

Following Up

- Have the students re-read page 7. Encourage them to write a different conversation between Edie, Max and Finn. The students could imagine that Edie ran away and that Max and Finn stayed to face Mrs West.
- Give the students copies of the BM for this title. They can complete the report of how each character described the incident.