

# The Boy Who Wanted to be Famous



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## How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

- Direct speech is featured
- Adjectives are used throughout

## Vocabulary

actor, ashore, bedraggled, famous, imagined, interviewed, lifeguard, rarest, stadium, suspiciously, valuable

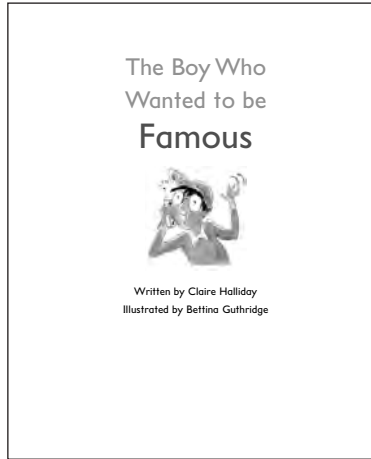
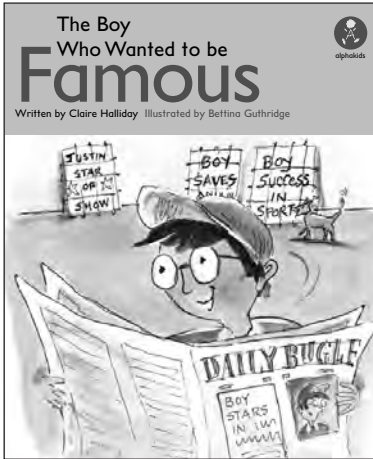
## Setting the context

*Have you ever imagined being famous?*

*If you were going to be famous, what would you like to be famous for?*

*What sort of things can kids do to be famous?*

*Can all kids be famous?*



## Front cover

*What do you like about the design of the front cover?*

*What kind of book do you think this is?*

*Why do you think that?*

## Title page

Point out the features of the title page such as the names of the author and the illustrator.

*What is the boy doing in the picture?*

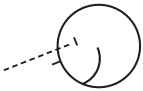
● **Predict**

*Why do you think Justin wants to be famous?  
Do you think he will ever be famous?  
How might he become famous?*

● **Read** to the end of page 5.

● **Reflect**

*Why wasn't Justin on TV?  
Why did Justin's family look at him suspiciously when he  
wasn't on TV?*



**Observe and support**

Does the child understand the inferences in the text?  
*Why did Justin want to be famous?*

Justin wanted to be famous.

He thought about being famous all the time. He dreamed about playing the guitar in a band, or being an actor, or being a sports star.



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He wondered what it would be like to have his photograph in the newspaper or on the television news.



3

On his way to school one morning, Justin was interviewed by a news reporter. The reporter asked him lots of questions about the playground being built at the end of his street.

Justin told him all about it.

Justin was very excited. 'Watch me on TV tonight,' he told all his friends at school. 'I was interviewed for the news.'



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That night, Justin and his family sat down to watch the news. There was a long story about the playground, but Justin didn't appear.

Everyone looked at Justin suspiciously. 'Are you sure you didn't just imagine being interviewed?' asked his sister. 'Why weren't you on the news?'

'I don't know,' replied Justin unhappily.



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● **Predict**

*What do you think will happen to Justin next? Will this make him famous?*

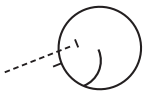
*What do you think Justin is good at?*

● **Read** to the end of page 8.

● **Reflect**

*How do you think Justin felt when he was pulled ashore by the lifeguard?*

*How did Justin sound when he played the recorder? Why did everyone laugh?*



**Observe and support**

Ask one child to read aloud to you while the others are reading silently and check for phrased and fluent reading.

*Read it as if you are talking. Read it as if you are the person in the story.*

Justin went to the beach one afternoon with his friends. He imagined being in the Olympic swimming team. He dreamed of winning a gold medal. He imagined giving the lifeguard his autograph.

'Come on Justin,' called his friends.

Justin stopped daydreaming and ran into the water. 'Look at me!' he shouted to his friends. 'Soon I'm going to start training for the Olympics!'



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Almost at once, a big wave washed Justin out to sea. He waved his arms. He swallowed a mouthful of sea water. He coughed and spluttered.

Justin's friends thought it was very funny when he was pulled ashore by the lifeguard.



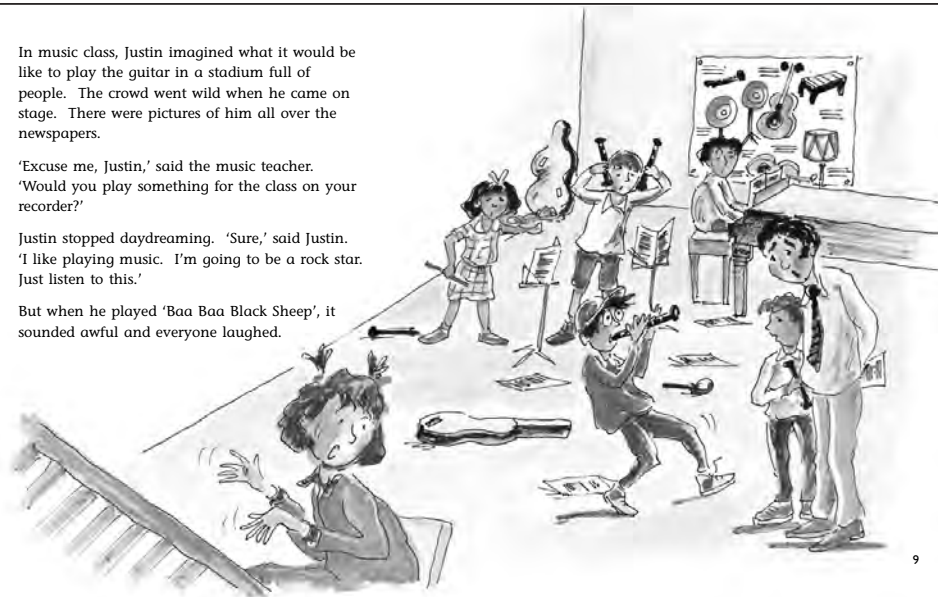
7

In music class, Justin imagined what it would be like to play the guitar in a stadium full of people. The crowd went wild when he came on stage. There were pictures of him all over the newspapers.

'Excuse me, Justin,' said the music teacher. 'Would you play something for the class on your recorder?'

Justin stopped daydreaming. 'Sure,' said Justin. 'I like playing music. I'm going to be a rock star. Just listen to this.'

But when he played 'Baa Baa Black Sheep', it sounded awful and everyone laughed.



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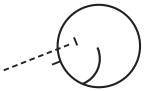
● **Predict**

*What do you think Justin noticed on his way home from school? Do you think that this will make him famous?*

● **Read** to the end of page 12.

● **Reflect**

*Why did Justin help the cat even though he was scared? Why didn't the other children help the cat? Do you think they should have helped it? Why?*



**Observe and support**

Can the child recall the sequence of events in the book?

*How did Justin think he would be famous? Tell me about each of his stories.*



On his way home from school, Justin heard a strange noise. It sounded like it was coming from underneath the pavement.

There was a drain up ahead. The drain was covered by a grate. And under the grate was a very sad looking cat, miaowing loudly.

Justin was scared of cats. He didn't want to get too close.

A group of children came by. 'Hey!' they said. 'Look at the cat stuck down the drain!'

'I wouldn't touch it if I were you,' one of the children said to Justin. 'I bet it's really dirty.' And they walked on.

The cat miaowed loudly. Justin decided to help it.

10



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Justin tried to lift the grate. It was very heavy. He wished he really had been training for the Olympic games.

The grate moved just a little. Then a little more.

Justin huffed and puffed. His arms ached. His fingers felt like they were about to drop off.

He gave one last big tug, and the grate came right off.

12



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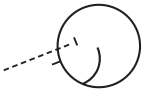
● **Predict**

*What do you think Justin will do with the cat? Do you think Justin likes cats now?*

● **Read** to the end of page 16.

● **Reflect**

*What did Justin realise about the cat?  
What do you think of the cat?*



**Observe and support**

Does the child notice when errors occur in their reading?

*How did you know that was wrong? What did you think about? What word could go there? What would sound right? What would look right?*

He bent down and picked up the cat. He was so tired he forgot to be scared.

The cat looked very small and bedraggled. As Justin pulled it out of the drain, a man walked past with a newspaper.

Justin looked up. He looked straight at the headline on the front page.

'WORLD'S RAREST CAT ESCAPES!' it said in big letters.

Underneath the headline was a picture of the missing cat. It was small and red with big blue eyes.

Justin looked at the cat curled up in his arms. It was soft and warm. It was small and red with big blue eyes. It purred.



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The man looked up from his newspaper. He looked at the cat in Justin's arms.

'What an ugly little animal,' he said, and walked off down the street.

Justin went to the police station. The policeman called the cat's owner. He asked Justin some questions, then said he could go home.



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● **Predict**

*Who do you think Justin will tell?*

*Do you think that they will believe him this time?*

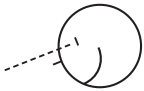
● **Read** to the end of page 20.

● **Reflect**

*Why didn't Justin's friends believe him this time?*

*How do you think Justin felt when he was on the front page of the newspaper?*

*Do you think he will do anything else that will make him famous?*



**Observe and support**

Can the child explain different aspects of the plot?

*What did Justin want?*

*What happened each time he tried to be famous?*

*How did Justin become famous?*

When Justin got home he told his family what had happened.

'I saved the most valuable cat in the world,' said Justin.

He rang his friends to let them know.

'That's just one of your stories,' they said. 'You imagined it.' And they all laughed.



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But the next morning at school, his teacher called Justin out to the front of the class.

'Justin did something very unusual yesterday,' she said. She showed them the front page of the newspaper.

It said, 'BOY SAVES MISSING MILLION DOLLAR CAT!'

Justin was amazed. He was in the paper! He really was famous!



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Everyone wanted to hear all about it. They asked lots of questions.

And Justin never got tired of telling the story over and over and over again.



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## After reading

### Being a meaning maker

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

*What things did Justin daydream about?*

*Was he likely to become famous for these things? Why?*

*Why did Justin want to be famous?*

*Was Justin ever really famous?*

*Why?*

*Should people want to be famous?*

*Why?*

### Being a code breaker

Explore the following language feature:

- use of adjectives in the book:  
strange noise, sad looking cat, small and bedraggled, big blue eyes, ugly little animal, most valuable cat

### Being a text user

*What kind of book is this? How do you know?*

*Did you enjoy it? Why?*


*Who would you recommend the book to?*


### Being a text critic


*What did the author want you to think about people who want to be famous? Do you agree with her?*

*What does the author think about children? What tells you this?*

## Responding to text

 Working in cooperative groups, children could interview various characters from the book to find out what Justin is like. Provide time for them to decide who will play each character, e.g. Justin's mother, his music teacher or one of his friends. These interviews could be recorded on an audiotape.

 Ask children to think about something they would like to become famous for. Children could then write their own stories about how this occurred. These could be collated into a class book titled, 'We could be famous one day'.

 Provide children with pictures cut out from a range of magazines. Brainstorm a list of adjectives to describe the things in

the pictures. Encourage the use of words that give the reader a feeling about what the thing is like. For example: 'an angry, hissing snake'. Children could then select a few pictures and describe them using adjectives in their sentences.

## Writing links

### Shared writing

Provide children with examples of newspaper reports. Discuss the features of this text type. Model a sample of this form by writing about when Justin was rescued at the beach.

### Independent writing


Now ask children to write their own newspaper report explaining how Justin saved the cat. Share these with the class.


## Possible assessment focus


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Can the child:

- recall the sequence of events in the book?
- explain different aspects of the plot:  
*What did Justin want?*  
*What happened each time he claimed to be famous?*  
*How did Justin become famous?*

 whole text activity

 sentence activity

 word activity



## Teacher Edition

**Topic:** Personal development  
**Curriculum link:** Health, Physical Education  
**Text type:** Narrative  
**Reading level:** 22  
**Word count:** 807  
**Vocabulary:** actor, ashore, bedraggled, famous, imagined, interviewed, lifeguard, rarest, stadium, suspiciously, valuable

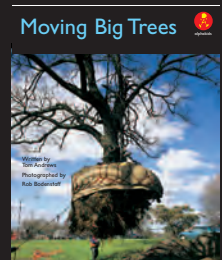
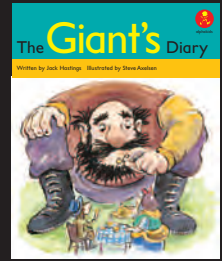
### Possible literacy focus

Recalling a sequence of events in a narrative.  
Identifying plot features, such as orientation (who, what, where, when), problem (what went wrong) and resolution (how the problem was fixed).

### Summary

This book is about a boy who daydreams about being famous. He becomes famous for a day when he saves a rare cat and ends up in the newspaper.

Other books at this level



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