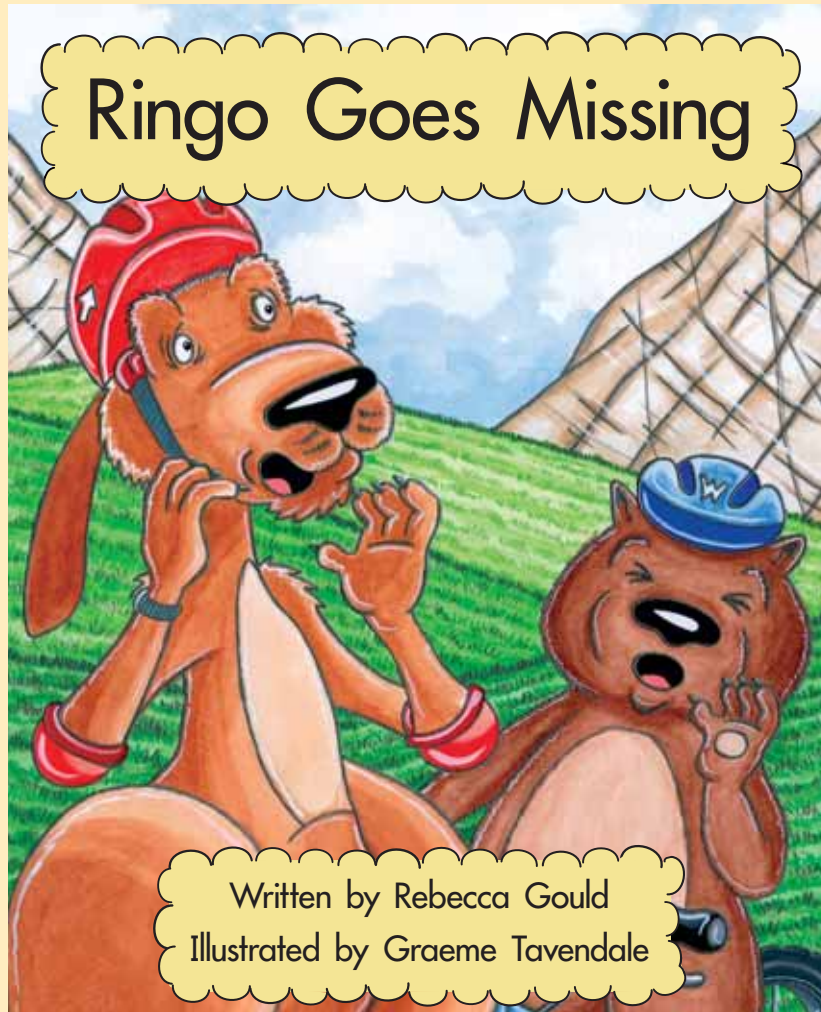




Level 14

Book e



Level	14
Word Count	309
Text Type	Narrative
High Frequency Word/s Introduced	



The Apple Tree

Macey's Mess

This Little Girl

Roger the Bat
Goes to Town

Ringo
Goes Missing


People
and Dolphins


Benny Bilby
and Nick Numbat


Who Works
at the Airport?


We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 This symbol relates to comprehension (meaning maker)


 This symbol relates to decoding (code breaker)


 This symbol relates to critical analysis (text critic or analyser)

 This symbol relates to use (text user)


BEFORE READING


Cover & Title Page

 Ask the children to describe the front cover and title page. Do the two characters look like friends? Where do they live?

 Discuss the work the illustrator and writer do. Ask the children if they would like to do these jobs. Do they like writing stories and illustrating them at school?



 Ask the children to predict what might happen in this story. Why do they think Ringo might go missing? Where might he go?

 Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

AFTER READING

BEFORE READING 2/3

Ask the children to look at the picture and predict why Kangaroo might be looking at his watch. Where do the children think they are going to go?



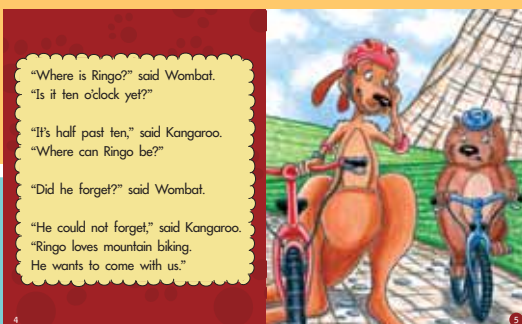
AFTER READING

Ask the children who Kangaroo and Wombat are waiting for and what time he is expected to arrive. Praise them for referring to the text to answer the question.

Ask the children to find the word *new*. Have them spell it without looking at the text. Then ask the children to find the word with the *y* ending. What word here stands for *it is*?

BEFORE READING 4/5

Ask the children what Wombat and Kangaroo might be thinking. What kind of expressions are they wearing at the moment? In what situations do we see people with this same expression?



AFTER READING

Ask the children how late Ringo is. Can they find the answer from the text? Then talk about why Ringo could not have forgotten. Have the children been late for anything before? What kinds of things can hold us up?

Ask the children to find the word *loves*. Can the children find a two-syllable word beginning with *m*? What other words here have two syllables?

Ask the children how Wombat and Kangaroo look now. What are they feeling? Discuss what they could do next.

"Where can Ringo be?
How late is he now?" said Wombat.

"It's eleven o'clock," said Kangaroo.
"This is not like Ringo.
He does not come late.
And he loves going on bike rides."

"Did he fall off his bike
coming here?" said Wombat.
"Is Ringo sick?"

"I hope not," said Kangaroo.
"We will go and look for him."



Ask the children what reason Wombat suggests for Ringo's lateness. Refer to the text to gather the information and praise the children for finding it. What does Kangaroo suggest they do?

Ask the children to find the word *going*. Explain that when we add *ing* to a word in this way, it changes the meaning. What other endings can we add to words?

Ask the children to cover the writing and tell you what they can see. What are Kangaroo and Wombat doing? What part of the picture tells us where they have gone to look for Ringo?

Ask the children to predict what the text might say. Praise them for using style and vocabulary similar to that of the author.

So Kangaroo and Wombat
went looking for Ringo.

They rode up and up.
They rode down and down.
They rode quicker and quicker,
looking for Ringo.
They rode to Ringo's farm.

But Ringo was not home.



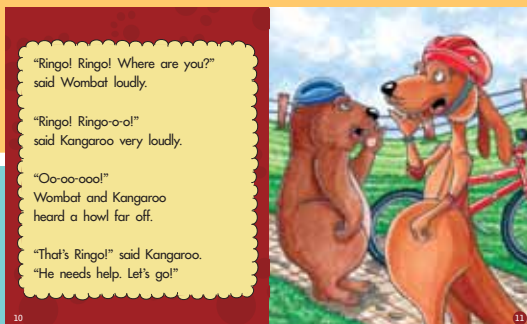
Ask the children if Ringo is at home when Wombat and Kangaroo arrive. Praise them for finding the answer in the text.

Have the children identify the word *down*. What other words have the *ow* sound? Talk about the word *farm*. How does the letter *r* change the sound of the vowel? What ending has been added to the word *quick*?

BEFORE READING 10/11

Ask the children to cover the text and tell you what the characters are doing here. Think about what they might be saying or calling.

Have the children predict some text to go with this picture using a similar style and vocabulary to the author.



AFTER READING

Ask the children how Kangaroo and Wombat know that Ringo is in trouble. Can they find the clue in the text?

Ask the children to find the word *help*. How many syllables does it have? Ask the children to find the word with the double *e* sound. Have them find the contractions and identify the words from which they are made.

BEFORE READING 12/13

Have the children cover the text and consider what Kangaroo and Wombat have found. What do the children think has happened?

Ask the children to predict the text for this page, praising them for using words that are similar to the author's vocabulary and style.



Ask the children to find the word *But*. Put it in sentences to clarify meaning. What word has the *ly* ending? What other words can we add this ending to?

AFTER READING

The Apple Tree

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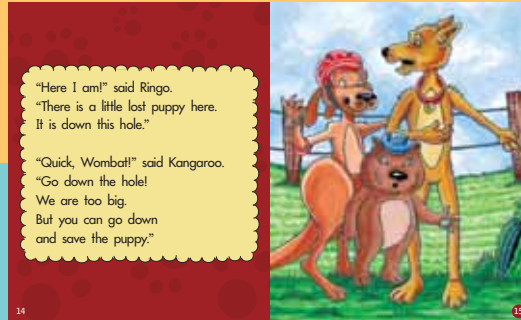
People and Dolphins

Benny Bilby and Nick Numbat

Who Works at the Airport?

Ask the children what is happening in this picture. Has Ringo been hurt? What might have happened to him?

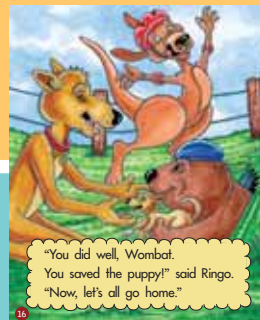
Ask the children what they think of this story so far and why. Do they think the author has come up with a good idea for a story?



Ask the children why Ringo did not turn up to meet his friends. Discuss how the puppy might have gotten down the hole. Have any of the children lost a puppy or kitten like this?

Ask the children to identify the word with the y ending. What sound does the y ending make? Can they think of other y-ending words? How many syllables does this word have?

Ask the children what is happening in this picture. How might the puppy be feeling now? How do the rest of the characters feel now? How do the readers feel?



Ask the children what they liked most about this book and whether they might recommend it to their friends.

Ask the children to find the contraction. Do they remember which two words it is made from?

Put the sentences in order.

Write the number next to the sentence.

___ “It’s eleven o’clock,” said Kangaroo.

“This is not like Ringo.”

___ “You saved the puppy,” said Ringo.

“We can all go home.”

___ Wombat and Kangaroo
could hear the howls.

___ “Where is Ringo? Is it 10 o’clock yet?”

___ “There is a little lost puppy here,”
said Ringo.

___ “Ringo! Where are you?”
said Wombat loudly.

___ So Wombat and Kangaroo
went looking for Ringo.

___ “Look Kangaroo!” said Wombat.

“It’s my new mountain bike.”

14 e Ringo Goes Missing

Name _____

Circle the words with new endings added to them.
One has been done for you.

bike play biking
 looking Ringo
 quicker pull
 first quickly
riding away puppy
 loudly forgot

Add your own new endings to these words.

scare _____

run _____

come _____

ride _____