

Level	14
Word Count	314
Text Type	Narrative
High Frequency Word/s Introduced	

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. This is not an arbitrary division. 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)*



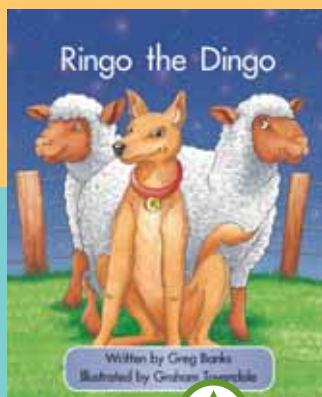
*This symbol relates to use (text user)*

BEFORE READING

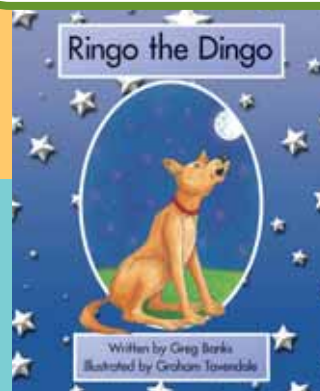
## Cover & Title Page



Ask the children to look at the cover and title page. Ask them what they think the story might be about. What does Ringo do?



Have the children look at the title. What parts of the title words rhyme? What parts of the words are the same? If they change the first letter to *B* what would the new word say?



Ask the children if they found any word difficult. Ask them how they worked the word out. Did they need to reread to maintain understanding?

AFTER READING

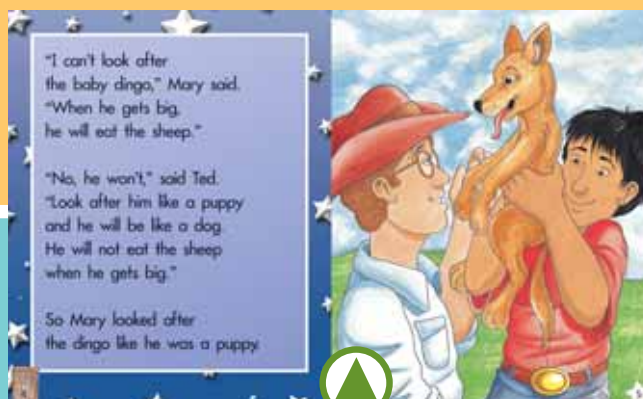
Look carefully at this picture. Where are these people? What are they doing? Who is the puppy? Why does the man have the puppy in his arms like this?

Have the children compare the pictures on the cover, title page and page 3. What is different about them? Can they predict how the time setting may change from daytime? Ask the children to predict the problem in the story.



Ask the children where Ted and Mary live. What was Ted looking after and what did he find?

Ask the children how Ted and Mary look in this picture? How is Mary holding the dingo? What do you think Mary thinks about the dingo pup?



Ask the children why Mary says she can't look after the dingo. What does Ted tell her to do? Why won't the baby dingo eat the sheep when he gets big?

Write *won't* on the board. Ask the children what two words *won't* is shortened from. Ask them to find *will not* on page 4 and think how to make it into a contraction. Make sure their answer is the same as the word on the board.

Ask the children if they think Ringo eats the sheep. What is he doing in this picture? Why does he not eat the sheep?

Ask the children to scan the text and find the word *dingo*. Then ask them to find a word that rhymes with *dingo*.



Ask the children what Mary feeds Ringo. Where does she make his bed? What does Ted decide to use Ringo for?

Ask the children to look at this picture. Where are Ted and Mary? What is happening outside the window? How does Mary look? What do you think she is thinking?

Have the children talk about how the picture shows a change in time (dark outside). Ask the children to find the words that tell them it is a different time period.



Ask the children what Ringo did that was different from a dog. Why did Ted think a dingo was after the sheep? What happened to Ringo as he got bigger and bigger?

Write the word *howl* on the board. Underline *ow*. Ask the children to word build using this sound *howl, owl, shower* etc...

BEFORE READING 10/11

Ask the children what is happening in this picture. Which dingo is attacking the sheep? Is it Ringo? What is Ringo doing?

Ask the children if the illustrator has helped them predict what the dingo will try to do next.



Ask the children why Ringo was sad. Why did he go out? What was the other dingo doing?

AFTER READING

Listen to Me

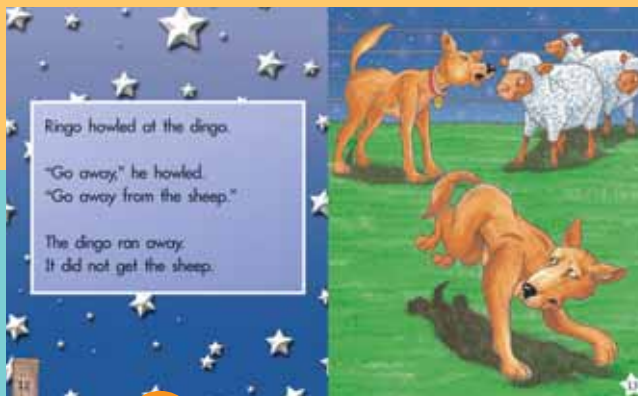
Brian Fixit

This Little Boy

A Hot Day at the Farm

BEFORE READING 12/13

Ask the children to think about what happened on the previous page. What do they think is happening now? How can they tell which dingo is Ringo?



Ask the children why Ringo howls at the other dingo. How does this affect the other dingo?

AFTER READING

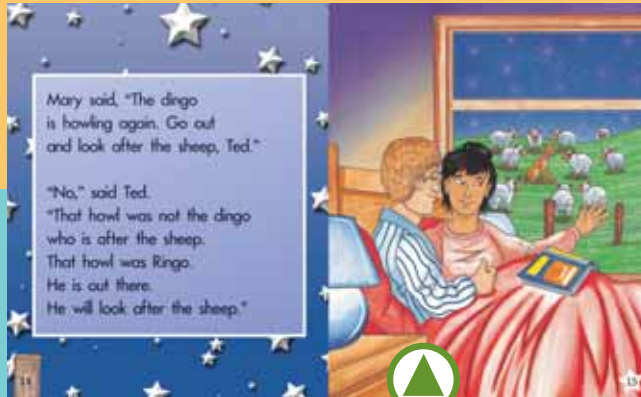
Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?

Ask the children which dingo they see in the picture. How can they tell which one it is? What do they think Ted and Mary are saying?

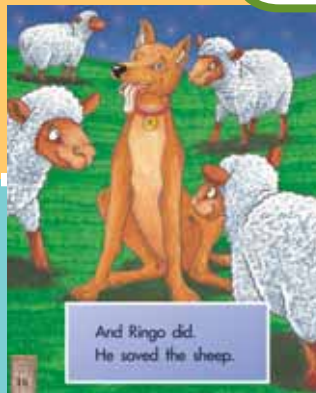


Ask the children what Mary asks Ted to do. Why does Ted not do it? What does he say Ringo will do?

Write *howl* and *out* on the board underlining *ow* and *ou*. Invite the children to say and listen to the sounds, and realise they sound the same but use a different letter combination.

Ask the children why Ringo looks so pleased with himself.

Ask the children to read the story independently. Ask them what strategies they will use for an unknown word. Remind them how to break down a word into syllables.



Ask the children what Ringo did. How do they think he feels? Why are the sheep crowded around him?

# 14 e Ringo the Dingo

Name \_\_\_\_\_

1. Complete the sentences then draw the picture.

Ringo \_\_\_\_\_ at the \_\_\_\_\_.

“Go away,” he \_\_\_\_\_.

“Go \_\_\_\_\_ from \_\_\_\_\_.”

The \_\_\_\_\_ ran away.

It did \_\_\_\_\_ get the \_\_\_\_\_.



# 14 e Ringo the Dingo

Name \_\_\_\_\_

1. Cut out the statements and match them to one of the pictures below.

Ringo is a dingo.

Ted and Mary lived on a farm.

Ringo howled like a dingo.

Ringo liked the sheep.

Ringo howled at another dingo.

Ringo looked after the sheep.

