Mrs Popinpop’s Ghost

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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)

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**Cover & Title Page**

Discuss noises in the night with the children. Ask them if they believe in ghosts. What causes all the noises they hear in the night?

Ask the children what the name of the main character is. What is she doing in the pictures on the cover and title pages? Discuss why she might think she has a ghost.
Ask the children whose house they think this is. Have them tell you everything they can see in this picture.

Explain past and present tense to the children, and that one way of indicating past tense is to use the word ending -ed. What past-tense word can they find on this page?

Ask the children where Mrs Popinpop lived. Where was her house? What was beside her house?

Discuss with the children what this page is about. Which pictures support their ideas?

Ask the children why Goldie liked to sit on Mrs Popinpop's lap and sleep on her bed. Do the children know other cats that do this? Why do they do it?

Ask the children what past-tense word they can locate on these pages. For a challenge, there are also two past-tense words that do not end in ed. Can they find these words as well?

Ask the children what kind of animal Mrs Popinpop has. What colour is it? What is it called? Where does it like to sit? Where does it like to sleep?
Discuss what is happening in this picture with the children. What time is it? What is Mrs Popinpop doing?

Where does the picture suggest the “screetch” is coming from? What does the word in the picture indicate?

Tell the children there is a past tense word on this page but it does not end with ed. Ask them to tell you what the word is.

Ask the children where Mrs Popinpop was. Where was Goldie? What happened?

Ask the children if this story is real or make-believe. What in the text/picture makes them think so?

Ask the children what Mrs Popinpop does on this page. What does she say is in the house?

Tell the children the tense on this page has changed. Ask them what tense is being used now, and have them find examples of present tense words.
Discuss with the children what they would do if they thought there was a ghost in their house. What do they think Mrs Popinpop is doing in this picture?

Ask the children what Mrs Popinpop thinks the ghost is going to do. What does she decide to do? Could something else be making the “screetch” noise? Do you believe it is a ghost?

Discuss with the children what Mrs Popinpop will have to do now that she has decided to “get the ghost.” Have them look at the picture for ideas.

Ask the children where Mrs Popinpop went to get the ghost. Who went with her? What did they do downstairs?

Ask the children to use the picture to say where the author might want us to think Mrs Popinpop and Goldie are going next.
Ask the children to look at the picture. Where are Mrs Popinpop and Goldie looking now? What would the children do if they could not find the ghost?

Have the children locate a compound word on this page and explain what makes it a compound word.

Ask the children where Mrs Popinpop and Goldie looked next. Did they find the ghost? What did Mrs Popinpop decide to do?

Ask the children why Mrs Popinpop could not find the ghost when she looked for it in the house. Ask the children where the ghost was. What was the ghost in the end?

Have the children read the book independently. Ask them to cross-check with the pictures while they are reading, to reinforce their understanding.

Ask the children how they know the author knows about cats.

Ask the children which tense has been used on this page. Have them give an example of a word in this tense.
1. Circle the past-tense words.

- lived
- was
- had
- liked
- sat
- got
- went
- sit
- sleep
- got
- ghost
- they
- coming
- upstairs
- out
- sat
- was
- looked
- liked
- lived
1. Complete the following sentences in the past, present, and future tenses. Then colour the picture.

Mrs Popinpop ____ ____ in a big house. past

Mrs Popinpop ____ ____ in a big house. present

Mrs Popinpop will ____ ____ in a big house. future

lives live lived