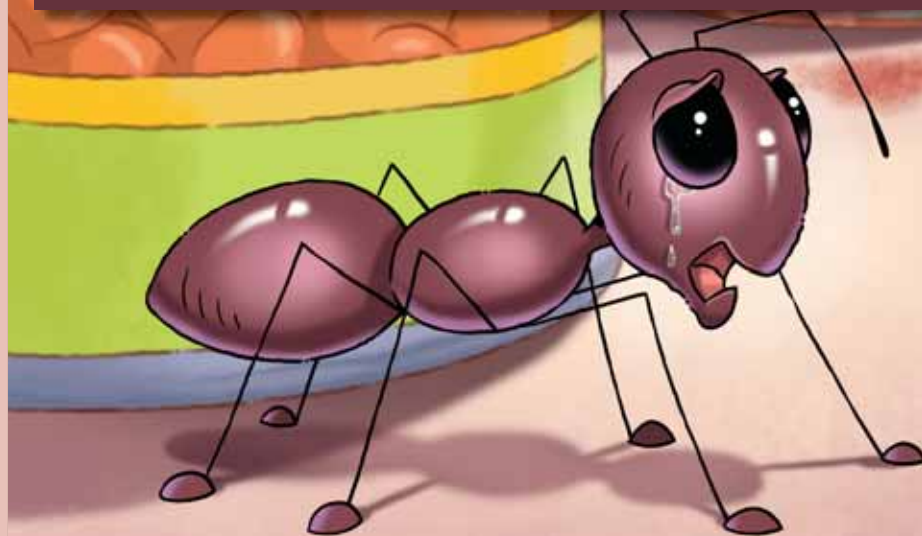




Level 12

Book c

Andy Gets Left Behind



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Illustrated by Richard Hoit

Level	12
Word Count	270
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. 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)



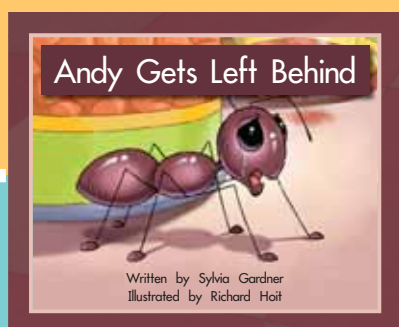
This symbol relates to use (text user)

BEFORE READING

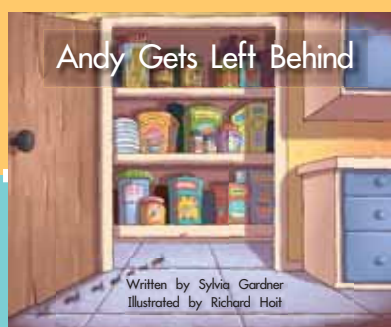
Cover & Title Page



Ask the children to describe the front cover and title page. Is this a fiction book? How can we tell?



Ask the children what kind of creature Andy is. What might happen in this story? Have the children tell you what they know about ants – where the children see them and how they live.



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 guess who the biggest ant might be. How might Andy know the big ant?

Encourage the children to check that their reading sounds right and makes sense.

"It is lunchtime, little ants," said Mother Ant.
"Let's go for a walk."

"I hope there is some sticky sweet jam,"
said Andy Ant.
"I love sticky sweet jam."
Andy was the littlest ant.

"I hope so, too," said Mother Ant.
"Come on, little ants, let's walk in a line."



AFTER READING

Ask the children what time of the day it is. What might the people in the house be doing at the moment?

Ask the children to find the word *love*. Have them place it in sentences. What word has the *le* ending? How is *litttle* different from *littlest*?

BEFORE READING 4/5

Ask the children what they can see in this picture. What are all the ants doing? Where might they be going?

Tell the children that this story will have a main character, a problem, and a place where the story happens. Who is the main character? What problem might he have?

The ant family walked in a line.
They walked after Mother Ant.
She was the biggest ant.
They looked for sticky sweet jam.

"Come on, little ants," said Mother Ant.
"This way."



AFTER READING

Talk about ant habits and the environments where they may be found. Why are the ants walking in a line?

Ask the children to find the word with the double *e* sound. What words rhyme with *sweet*? Have the children find the word with the *y* ending. What two words describe the jam?

Pigs Can't Fly

The Speedy Sparrow

Andy Gets Left Behind

Compost

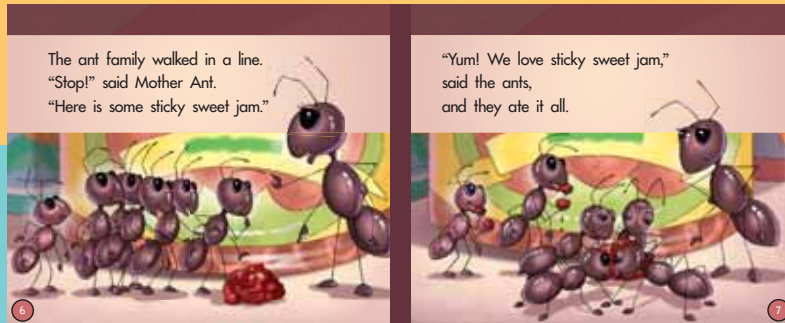
Big Ted's Barbecue

People Who Work Underground

The Greedy Goats

Robots You Can Make

Ask the children what is happening in these pictures. What have the ants found? What do they do?

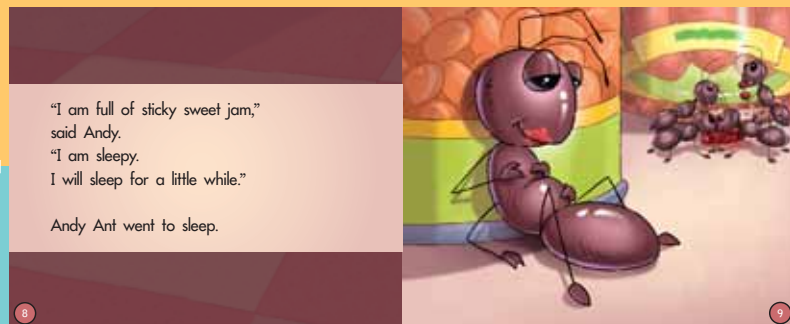


Ask the children what the ants said before they ate the jam.

Have the children find the word with the *ed* ending. What is the main part of this word? What do exclamation marks show? Write *Stop!*, *Yum!*, *Help!*, *Look out!*, and *Oh, no!* on the board. How do we change our voices to read these sentences?

Have the children tell you what they see. How is Andy feeling now? Can the children predict what will happen?

Can the children think of some text for this picture? What does Andy say? What does he do?



Discuss this page in terms of the problem that the narrative must resolve.

Have the children find the two words with the *y* ending. What other ending could we add to *sleep*? What parts are the same in the words *Andy Ant*?

BEFORE READING 10/11

Ask the children to tell you what they think has happened. How is Andy feeling?

Tell the children that speech marks show someone is talking. How do speech marks change our reading? Find the speech marks on the page. Who is talking? How do we know?

When Andy woke up, he was all alone. The ant family was not there.

“Oh, no!” said Andy. “They have left me behind! What will I do?”

Andy Ant started to cry.



AFTER READING

Ask the children to describe Andy's problem. How might Andy solve this problem?

Identify the word *cry*. Discuss the way the *y* functions as vowel. What other words have no vowel, just a *y* ending? Remind the children that their voices should go up at the end when they read a question.

BEFORE READING 12/13

Talk about the new character in this picture. Have any of the children seen a moth? How are moths different from butterflies?

Have the children predict the text. What does Andy say? What does the moth say?

“What’s wrong, little ant?” said a big silver moth.

“I’m lost!” said Andy. “My family left me behind. I do not know what to do.”

“Do not cry, little ant,” said the big silver moth. “I will fly away and look for your family. Wait here.”

The big silver moth flew away.



AFTER READING

Ask the children to find the word *away*. Have them place it in sentences. Find the word *Wait*. Write *aid* and *bait* on the board. Read the words, while the children listen for the part that sounds the same. Write *I am* on the board. What word in the text stands for *I am*? Write *fly* and *flew* on the board. How are the meanings different?

Pigs Can't Fly

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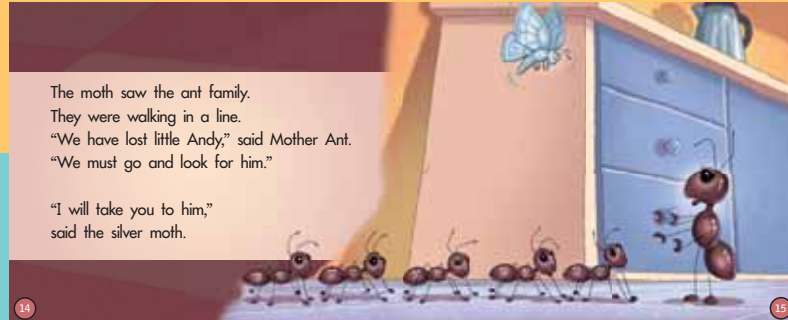
People Who Work Underground

The Greedy Goats

Robots You Can Make



Ask the children to describe what is happening in the picture. What might the ants be saying to one another? How would Andy be feeling?



The moth saw the ant family.
They were walking in a line.
“We have lost little Andy,” said Mother Ant.
“We must go and look for him.”

“I will take you to him,”
said the silver moth.



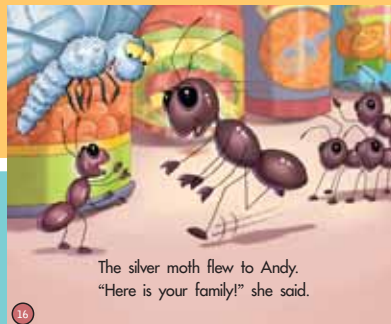
What does Mother Ant say?
What does the silver moth say?



Ask the children to identify the word with the *ing* ending. What two words does the author use to describe the moth?



Ask the children to describe what is happening in this picture. How are Andy and his mum feeling? How does it feel to be lost and then found again?



The silver moth flew to Andy.
“Here is your family!” she said.



Ask the children what they liked most about this book. Would they recommend it to their friends?



Identify the word *silver*. Ask the children to think of other words to describe the moth. List them on the board, then read the list together.

12 c Andy Gets Left Behind

Name _____

Write the correct words in the sentences.

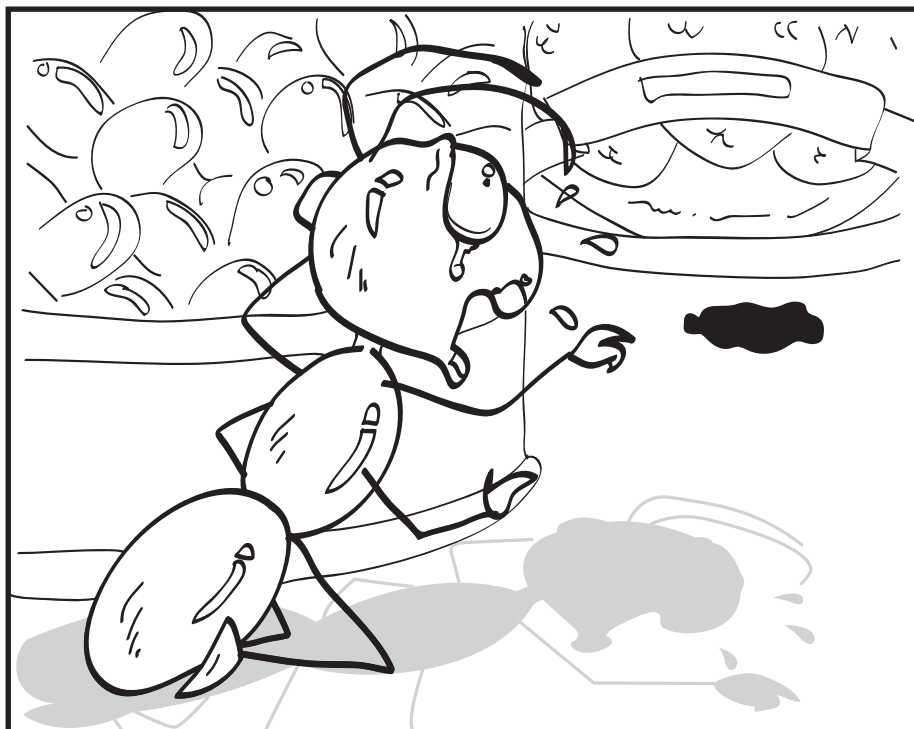
“_____ wrong, little ant?”

said a big silver moth.

“_____ lost!” said Andy.

It is lunchtime, little ants,” said Mother Ant.

“_____ go for a walk.”



Write three words to describe Andy.

12 c Andy Gets Left Behind

Name _____

Circle the words with the **le** ending.

moth sleepy don't
little find ant
people silver syllable
tall bottle flower
coin pull bristle
apple jam

Put three of the **le** words in sentences.
