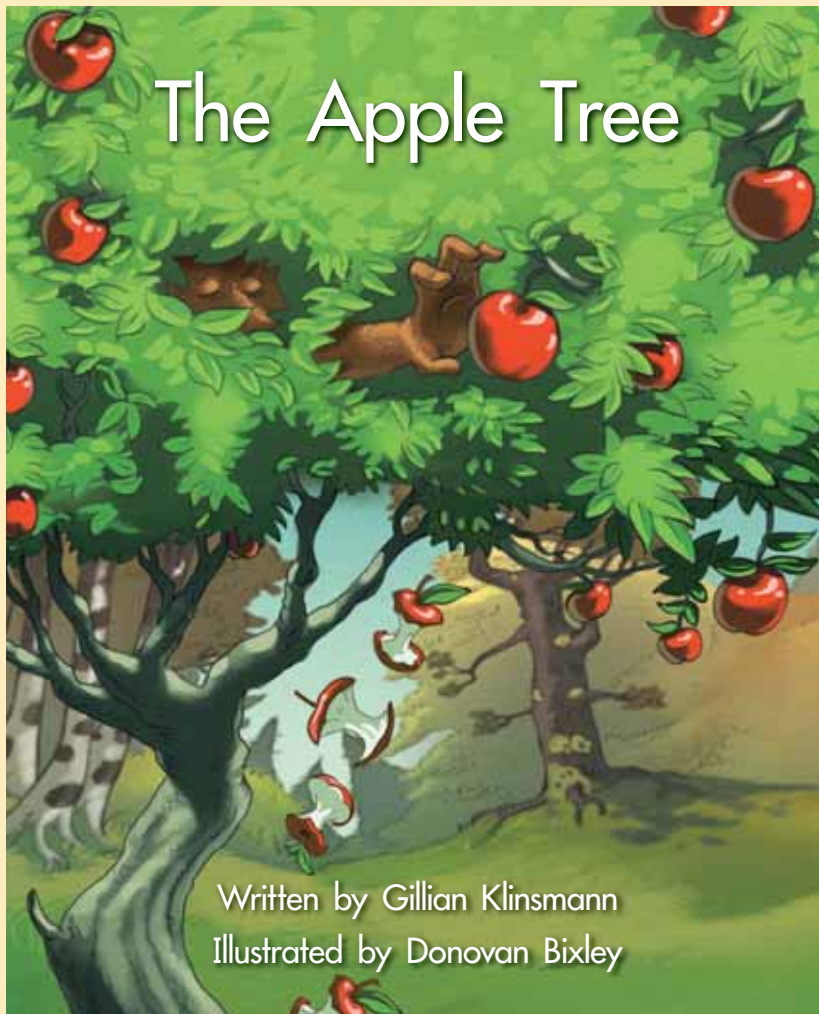




Level 14

Book a



Level	14
Word Count	309
Text Type	Narrative
High Frequency	me, mother
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)

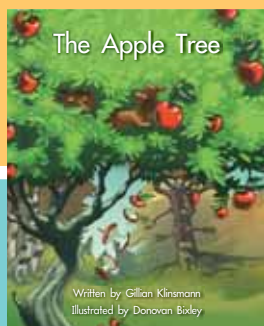
 This symbol relates to use (text user)


BEFORE READING

Cover & Title Page

 Ask the children to describe the front cover and title page. What might be in the apple tree?

 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?

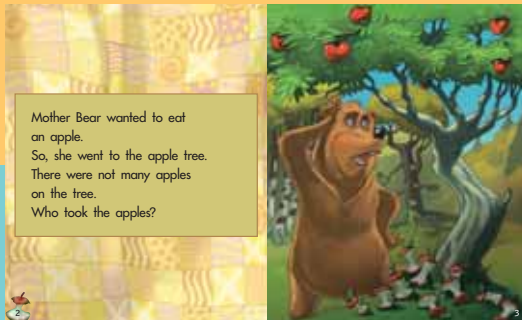


 Do the children ever climb trees? Do they do it safely? Talk about what they think will happen in this story.

AFTER READING

BEFORE READING 2/3

Ask the children who they think this is in the picture. Talk about bears. What do the children think bears are like?



Mother Bear wanted to eat an apple. So, she went to the apple tree. There were not many apples on the tree. Who took the apples?

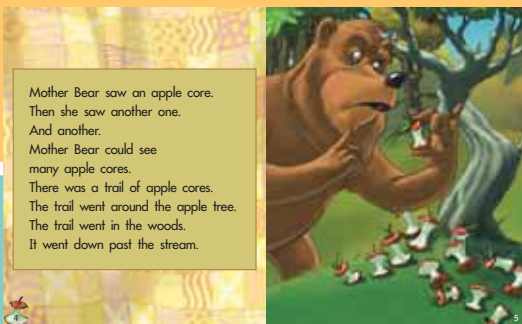
AFTER READING

Ask the children what Mother Bear wanted to eat. Who do the children think might have taken the apples?

Ask the children to find the word *Mother*. Have them place it in sentences. Ask the children to find the word with the *le* ending. What sound does the *le* ending make? Clap the syllables in *apple*.

BEFORE READING 4/5

Ask the children what Mother Bear might be thinking in this picture. Where might the trail lead?



Mother Bear saw an apple core. Then she saw another one. And another. Mother Bear could see many apple cores. There was a trail of apple cores. The trail went around the apple tree. The trail went in the woods. It went down past the stream.

AFTER READING

Ask the children what Mother Bear found. Where did the trail lead?

Have the children identify the word *tree*. Place it in sentences. Have the children point to the word *core*. How does the letter *r* change the sound of the vowel? Brainstorm words that rhyme with *core*. Clap the syllables in *another*.

Where does the trail lead? What might the little bear be saying? How might Mother Bear be feeling at the moment? What clues are in the picture?

The trail went to Mother Bear's cave.
The trail went to Beth Bear's bed!

"Beth, did you eat the apples from the tree?" said Mother Bear.

"No, not me," said Beth Bear.

"But the trail of apple cores led me here," said Mother Bear. "You ate the apples, didn't you?"

"No!" said Beth Bear. "I didn't eat the apples."



Ask the children if Beth Bear admitted to taking the apples. What questions does Mother Bear ask? Who do the children think took the apples?

Ask the children to find the word with the *ai* sound. What are some other words with the *ai* sound? Make a list on the board. Write *eat* and *ate* on the board. How are the meanings different?

Ask the children to describe what Mother Bear is doing in this picture.

Can the children think of some text for this picture? Encourage the children to use vocabulary and style similar to that of the author.

The next day, Mother Bear made Beth Bear stay in her room. Mother Bear went to the apple tree. But most of the apples had gone. There was a new trail of apple cores.



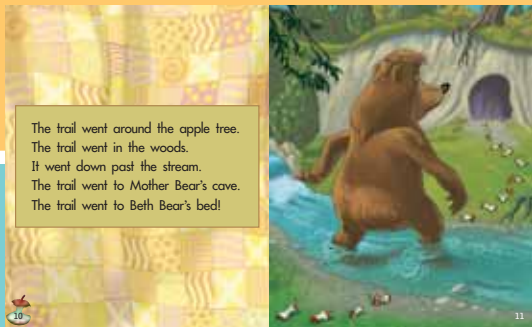
Ask the children what they think of this story. What is mysterious about it? Do the children know any other mystery stories?

Ask the children to point to the word *new*. Have them place the word in sentences. Have the children identify the word *bear*. How does the letter *r* change the sound of the vowel?

BEFORE READING 10/11

Ask the children what the trail of apple cores leads to.

Do the children believe Beth Bear? Is she lying? Who else could have eaten the apples?



The trail went around the apple tree.
The trail went in the woods.
It went down past the stream.
The trail went to Mother Bear's cave.
The trail went to Beth Bear's bed!

AFTER READING

Ask the children what Mother Bear must be thinking now. Do you think she is getting closer to solving the mystery?

Ask the children to find the word with the *ou* sound. What is another word with the *ou* sound? If the children list words with the *ow* spelling, make two lists on the board.

The Apple Tree

Macey's Mess

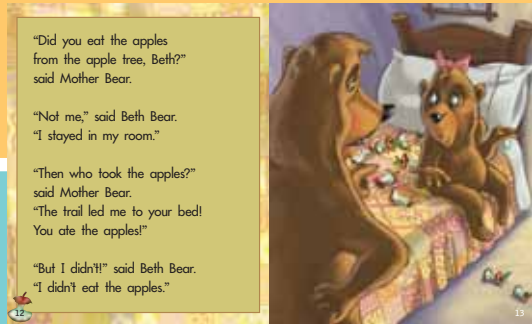
This Little Girl

Roger the Bat Goes to Town

BEFORE READING 12/13

Cover the text and ask the children where the cores lead. Can they think why the cores keep leading to Beth Bear's bed? What could possibly be happening?

Can the children think of some text for this picture? Encourage the children to use vocabulary and style similar to that of the author.



"Did you eat the apples from the apple tree, Beth?" said Mother Bear.

"Not me," said Beth Bear. "I stayed in my room."

"Then who took the apples?" said Mother Bear. "The trail led me to your bed! You ate the apples!"

"But I didn't!" said Beth Bear. "I didn't eat the apples."

AFTER READING

Ask the children to find the words with the double *o* sound. How has the word *stay* been changed to show something that already happened? What other words can we change by adding *ed*?

Ringo Goes Missing

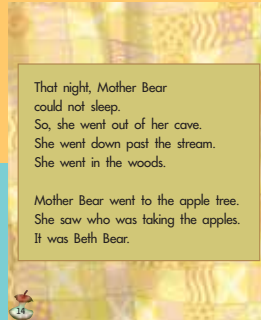
People and Dolphins

Benny Bilby and Nick Numbat

Who Works at the Airport?

Ask the children what Mother Bear has found. Can they explain what has happened?

Explain to the children that Beth Bear is sleepwalking. She is taking the apples while asleep. Have any of the children ever sleepwalked? Do any of them talk in their sleep?



Ask the children where it says in the text that it was Beth Bear taking the apples. Praise them for finding the right words.

Ask the children to identify the word *down* and put it into sentences to clarify meaning. Look also at the word *taking* and which verb it comes from.

Ask the children what Mother Bear is going to do. How would the children deal with this situation?

Ask the children what they thought of the story. What parts did they like? How would they change the story? Do they think it is believable?



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

Identify the capitals and full stops, reviewing their functions. Ask the children if they use capitals and full stops in their writing and how punctuation helps them.

14 a The Apple Tree

Name _____

Break the words into syllables.

Write the number of syllables.

The first one has been done for you.

apple	a-pple	2
walking	_____	_____
mother	_____	_____
asleep	_____	_____
cave	_____	_____
taking	_____	_____
another	_____	_____

Use another sheet of paper.

Draw your favourite picture from the story.

14 a The Apple Tree

Name _____

Put circles around the *le* words.

want found

 core little

buckle over castle

 apple might

far hill cattle

 battle trail