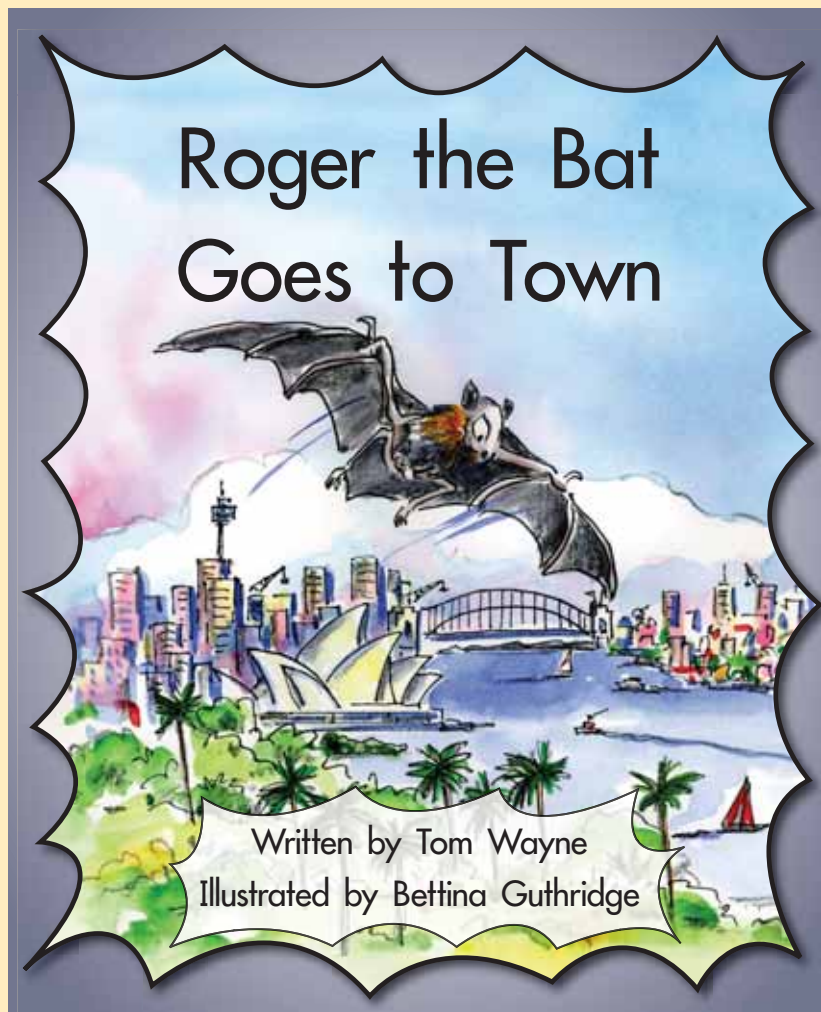




# Level 14

## Book d



Level	14
Word Count	304
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)

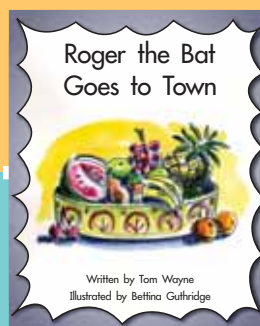
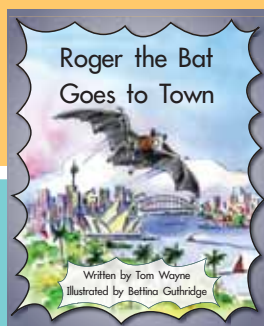
 This symbol relates to use (text user)


## BEFORE READING


# Cover & Title Page

 Ask the children to describe the front cover and title page. Where is Roger? What food might he eat?

 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?

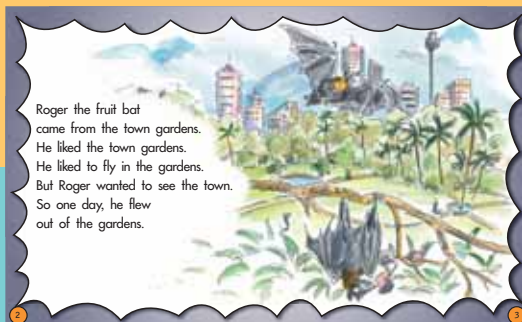


 Ask the children to predict what might happen in this story. Which town is Roger going to? Do the children like Sydney?

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

## BEFORE READING 2/3

Ask the children to look at the picture. Discuss the differences between the town garden and the town itself. What is one of the bats eating?



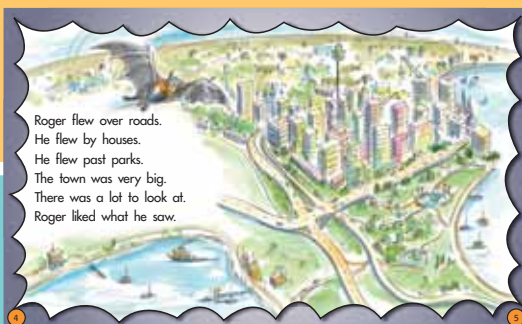
## AFTER READING

Ask the children what Roger liked to do in the town gardens. Why might he want to see the town?

Ask the children to identify the word *fly*. How has it been changed to show something that already happened? Have them find the word *gardens*. How does the letter *r* change the sound of the vowel? Clap the syllables in *gardens*.

## BEFORE READING 4/5

What things can Roger see from the sky? What is good about the view? Do the children think Roger is enjoying himself?

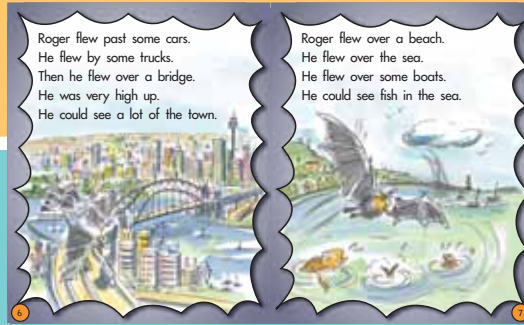


## AFTER READING

Have the children list the things Roger saw. What two words describe the town?

Write *Roger flew over roads* on the board. Explain positional words. Write *over*, *under*, *in*, *on*, *by*, and *near* on the board. Use the children and things in the classroom to build sentences containing positional words. Write them on the board.

Ask the children to tell you what Roger is flying over now. What things can Roger see? How might he be feeling?

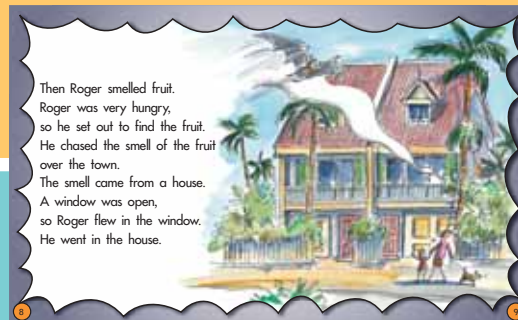


Ask the children to list the things Roger saw in the town.

Have the children find the positional words *past*, *by*, and *over*. Ask the children to find the word *could*. Have them place it in sentences to clarify meaning and use.

Ask the children to tell you what they can see. What might the wavy white part in the picture show?

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



What did Roger chase the smell of? How did he get into the house?

Ask the children to find the words with the *ou* sound. Can the children think of other words with the *ou* sound? Clap the syllables in *hungry* and *window*.

BEFORE READING 10/11

Ask the children what they think Roger is going to do.

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



AFTER READING

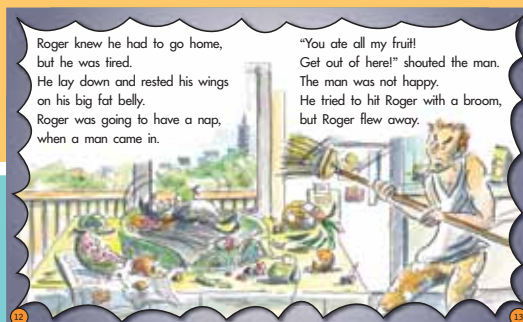
Did Roger eat the fruit? Ask the children if they can think of what the consequences of his actions might be.

What word describes the feast? Discuss the phrase *He smacked his lips*. What does this mean? Can the children put it in their own words?

BEFORE READING 12/13

What did Roger do after eating the fruit? What is happening in the picture? How is the man feeling? What clues are in the picture? What would the children do if they were the man?

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



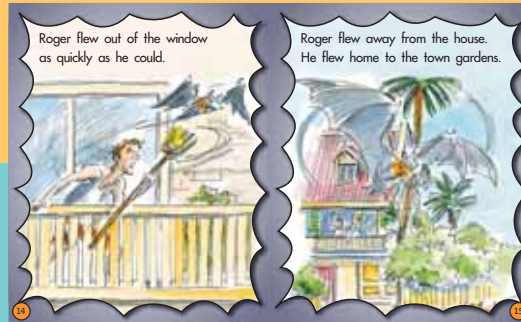
AFTER READING

What did the man say? What did he do?

Ask the children to find *ate*. How is the meaning different from *eat*? Ask them to find the word *home*. Put it in sentences to clarify meaning. What words show things that have already happened?

Ask the children to describe what is happening in these pictures. Does Roger get away? What might he be feeling?

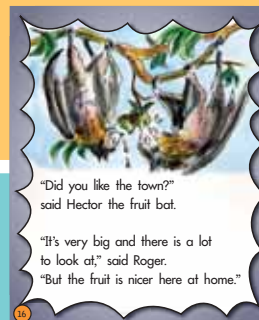
Ask the children what they think of this story so far and why. Has the author come up with a good idea for a story?



Ask the children where Roger flew away to. What do they think the man might do now?

Write *house* and *town* on the board. Demonstrate how the *ou* and *ow* sounds are the same, but are spelled differently. Have the children think of other *ou* and *ow* words. Place them in two lists on the board.

Ask the children whether they think Roger is happy to be home in the town gardens or if he would prefer to be in the town. Can the children justify their point of view?



Ask the children what kind of bat Roger and Hector are. Does Roger prefer the town or the town gardens. Why? Why else might he prefer the gardens?

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

# 14 d Roger the Bat Goes to Town

Name \_\_\_\_\_

Put three of the words in sentences.

by      over      past      in      on

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Put the punctuation in the sentences.

did you like the town

said hector the fruit bat

it s very big and there is a lot

to look at      said roger

but the fruit is nicer here at home

# 14 d Roger the Bat Goes to Town

Name \_\_\_\_\_

Put the words in the correct boxes.

shouted

town

pound

ground

flowers

loud

down

found

howl

mountain

brown

now

hour

vowel

counter

ou words	ow words