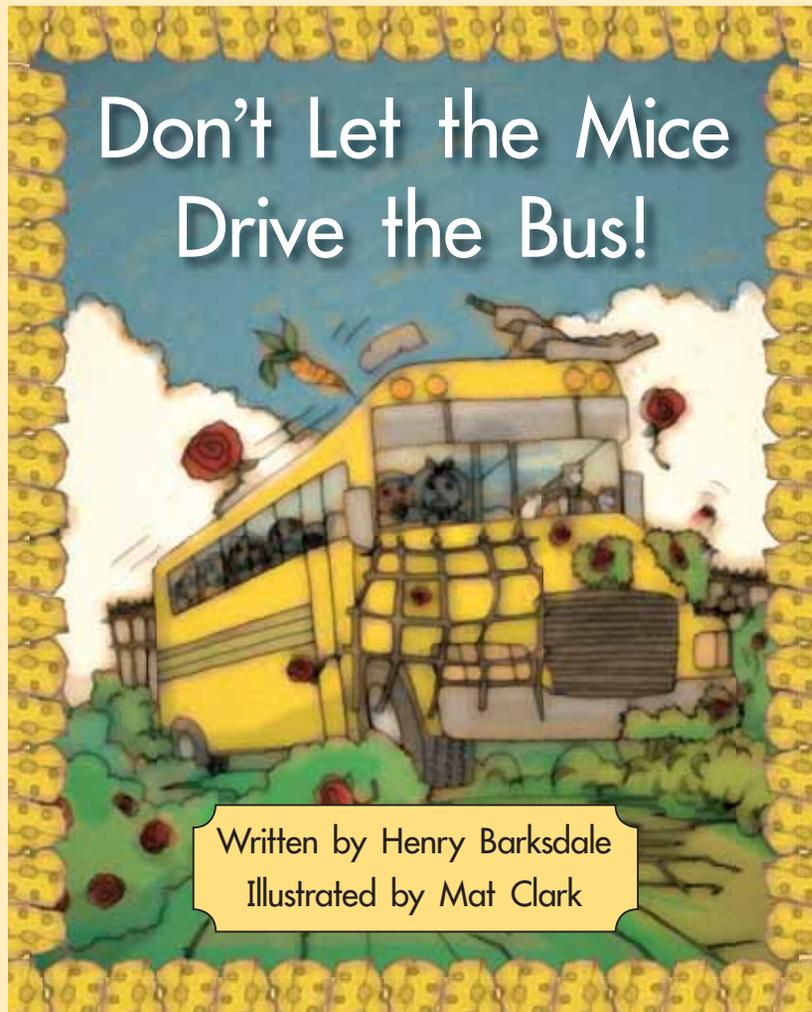




Level 16 Book f



Level	16
Word Count	368
Text Type	Narrative
High Frequency Word/s Introduced	



Making a
Worm Farm

Humphrey - World
Champion Camel Spitter

Seasons in
the Serengeti

The Biggest
Fish Ever

Colourful Snakes

Don't Let the Mice
Drive the Bus!

Market Tools

The Grey Wolf

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)



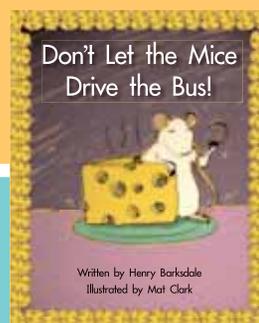
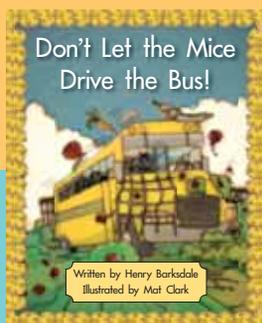
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to describe the cover and title page of this book. Do any of the children have pet mice? What are they like? What do mice like to eat?



Ask the children to think about what kinds of characters they might find in this story and predict what might happen to them.



Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word. Write down these strategies. Remind them to check how the word looks and sounds.

AFTER READING

Ask the children to look at the picture and describe who these characters might be and where they are sitting. What is happening on the seat? What do the children think the mice might do?

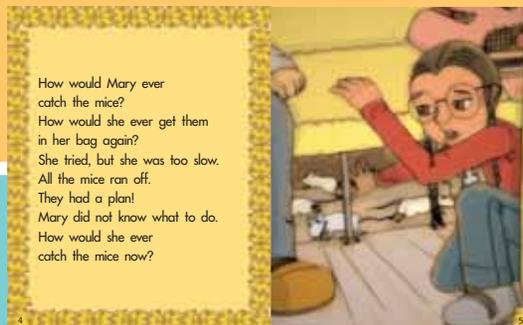
Explain that this book is a narrative and that narratives feature a problem that is resolved by the end of the story. Ask the children to think about what the problem might be as they read.



Ask the children what the name of the main character is. Ask them how they know the mice belong to Mary. Have them refer to the text to justify their answers.

Ask the children to find the word *could*. Have them spell it without looking at the text. Then ask the children to find the y-ending word *Mary* and the *le* word *trouble*.

Ask the children what Mary is trying to do. What would they do if they were in Mary's position? Can the children suggest what might happen if Mary does not catch them?



Ask the children why Mary could not catch the mice. Where is this information located in the text?

Ask the children to find the word *again* then spell it without looking at the text. Have the children locate the word *mice*. Discuss the irregular plural *mice* and the singular *mouse* and place them in sentences to clarify use.

Ask the children what is happening in this picture. What would the children do if mice ran all over them and their classroom? Talk about some of the habits of mice and what they can do.

Ask the children again what the problem in this narrative is? Which characters do they think will be affected?

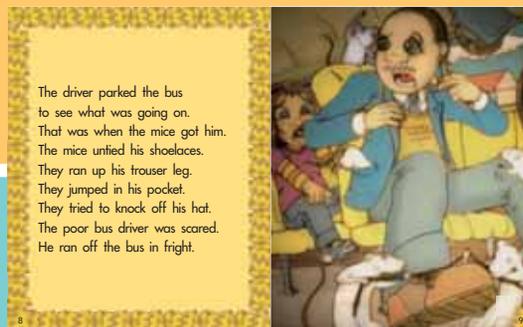


Ask the children what Terry did when he saw the mouse. What does the author compare Terry's voice to? Discuss similes.

Ask the children to identify the *r*-controlled vowel in the word *first*. Ask the children to find the word *scream* and then the same word with a suffix – *screamed*. Talk about verbs and suffixes, comparing tenses.

Ask the children to cover the text and tell you what is happening in this picture. Talk about what the driver might be thinking.

Ask the children to suggest what the text might say. Encourage the children to use vocabulary and style similar to that of the author.



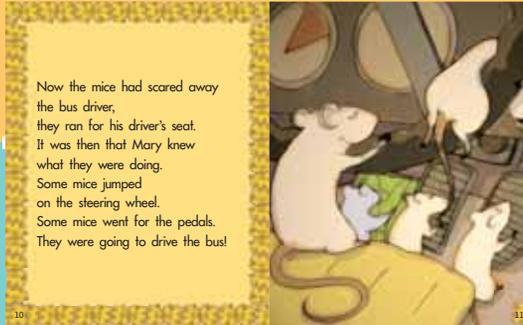
Ask the children what the mice did to the driver. Have them refer to the text to find the answers.

Ask the children to find the *r*-controlled vowels in the words *parked* and *scared*. Talk about other words that have similar sounds.

BEFORE READING 10/11

Ask the children to cover the text and guess what is happening in this picture. Talk about where the children think these crazy mice are going to take the bus.

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.



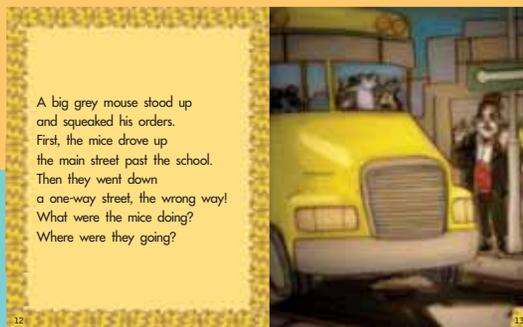
AFTER READING

Ask the children what the mice did when they got into the driver's seat. Have them refer to the text to find the answers.

Ask the children to find the possessive word *driver's*. Talk about how one use of the apostrophe is to show possession. Use the children's names as examples of other possessives – e.g. *Jo's book*. Ask them to find words with the suffixes *ed* and *ing*.

BEFORE READING 12/13

Have the children cover the text and suggest what is happening in this picture. Can they tell from the faces of the people at the bus stop how they are reacting to the mice? How would the children react if they saw mice driving their bus?



Ask the children to find the word *street* and point to the vowel digraph *ee*. Ask them to think of other *ee* words and share them with the group. Ask the children to find the *r*-controlled vowel in the word *orders*.

AFTER READING

Making a Worm Farm

Humphrey - World Champion Caramel Spitter

Seasons in the Serengeti

The Biggest Fish Ever

Colourful Snakes

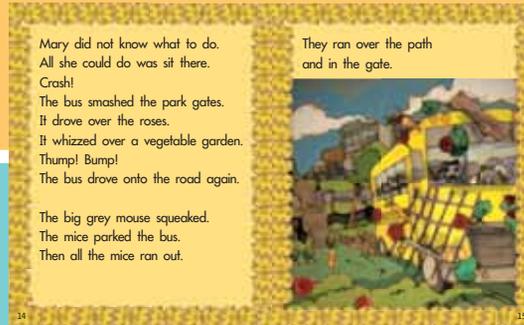
Don't Let the Mice Drive the Bus!

Market Tools

The Grey Wolf

Ask the children what is happening in this picture. What tells them these mice are not very good drivers? Have them refer to the pictures to justify answers.

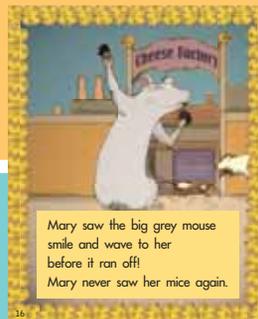
Ask the children to say what they think of this story so far and why. Do they think the author has come up with a good idea for a story?



Ask the children what Mary was doing while the mice were driving the bus. The children should refer to the text for the answer.

Ask the children to identify the word *out* and the vowel diphthong *ou*. List other words with the same sound. Have the children look for the word *garden*. Talk about the *r*-controlled vowel and other words that have the same spelling.

Ask the children where the mice have run into. Why would they go in this place? Talk about the things that mice like to eat.



Ask the children to label the punctuation in this passage and discuss the function of each kind.

Have the children think back to the problem in the story. Was the problem solved? Did predictions they made earlier turn out to be correct?

16 f Don't Let the Mice

Drive the Bus

Name _____

Use numbers to place the sentences in order.

The first one has been done for you.

___ Mary stared and stared.

___ How could they have got
out of her school bag?

___ The bus driver ran off in fright.

___ The bus smashed the park gates.

___ The mice ran for the driver's seat.

___ The mice went down
a one-way street, the wrong way!

___ Mary never saw her mice again.

___ They tried to knock off his hat.

___ Terry was the first person to scream.

16 f Don't Let the Mice

Drive the Bus

Name _____

Here are two words with suffixes.

Place each word in a sentence.

driver

driving

Circle the words that come from sounds.

Put them in sentences.

big

vegetable

thump

street

bump

talk

parked

crash

slow
