



Level 19

Book a

The Mystery of the
Flattened Flowers

Have You Ever Seen
a Shell Walking?

New Schoolmates

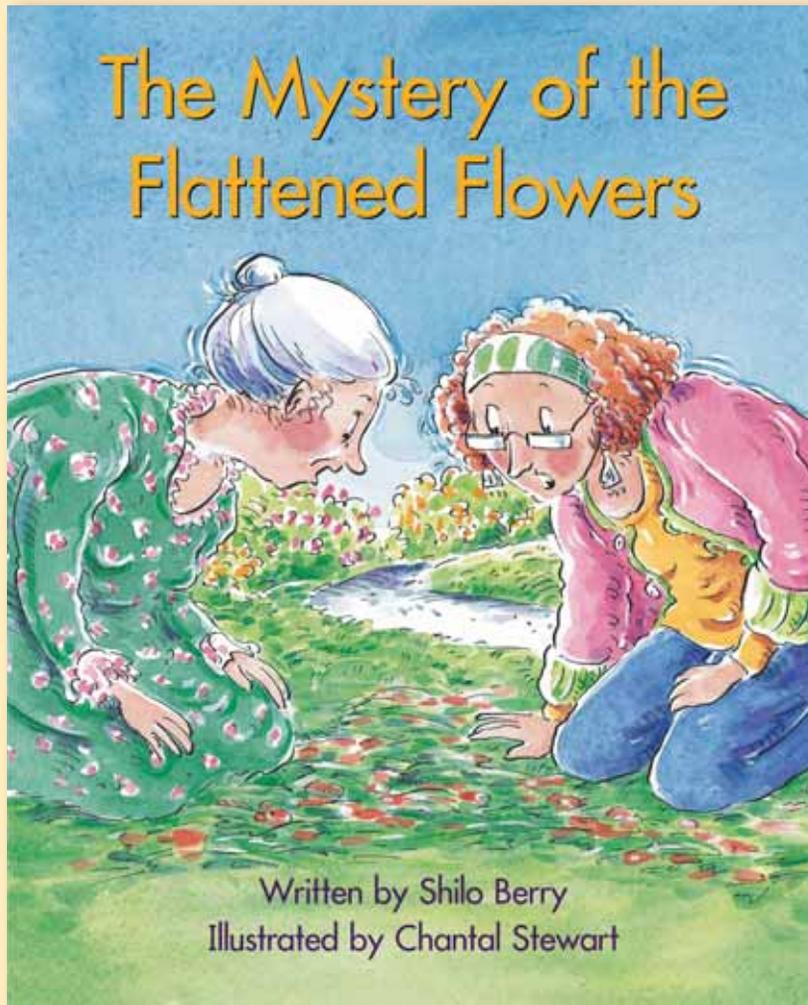
What Lives in a
Rotting Log?

The Kite

Worker Magnetic
Termites

The Zigzag
Kayak Trip

Amazing
Humpback Whales



Level	19
Word Count	454
Text Type	Narrative (realistic fiction)
High-Frequency	think
Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Tell students they are going to read a narrative with the characteristics of realistic fiction. Have them talk about what would make a story realistic.

Ask students to read the title, and the names of the author and illustrator. Discuss what a mystery is and make predictions from the title and picture.

Read the title page and talk about the magnifying glass. Ask students how a magnifying glass could help find clues to solve the mystery.

DURING READING

Set students a purpose to read for, with a focus question for each page or several pages. Explain to students that you will be asking a question before they read each page, and that they should read silently. They should be ready to answer when they have finished reading the page.

Ask, before students read each page –

Pages 2–3 Name the main character and describe the setting after reading these pages.

Pages 4–5 What is the problem in the story? Who is the new character?

Pages 6–7 Why couldn't the wind have flattened the flowers? Ask students what they think has caused the problem.

Pages 8–9 What does Granny Freda think has flattened the flowers?

Pages 10–11 What do they decide to do to solve the mystery?

Pages 12–15 What clue do they have now?

Pages 16–21 Who is the culprit?

Pages 22–24 What does Granny Lina decide to do to prevent the problem?

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AFTER READING

Have students revisit the book to confirm how many nights Granny Lina and Granny Freda camped in the garden. Ask them to check the pictures to find how many clues there were that it was the cat who flattened the flowers.

Ask students to reread the story with fluency and expression, responding to the expressive alternatives to the word *said*.

**Developing Specific Skills**

Alternative words for *said* – cried, whispered, shouted, asked

Plural – *y* to *i* and add *es* – granny, grannies

Double *t* – flat, flatten, flattened

Double *n* – run, running

Adjectives – description of setting (page 2)



Have students discuss, as a group, the friendship of the two grannies. Ask them to refer to the text to confirm their comments.

Write the headings *Cause* and *Effect* on the board. Discuss the headings in connection with the story. Have students refer to the book to write their cause/effect charts.

MEANING MAKER

Have students paint Granny Lina's garden following the description in the book. Ask students to write a description of the garden in their painting.

Discuss solving a mystery. Have students talk about their experiences of mysteries, e.g. in a story about missing slippers, the mystery is solved when it is discovered the puppy has taken the slippers outside.

"They watched and watched," – discuss the effect of writing the word *watched* twice compared to once (page 14).

Ask students to find Granny Lina's brooch and biscuits. What do they tell the reader about her?

TEXT CRITIC

Discuss how, in the story, the author has given the impression to the reader that Granny Lina's garden is very important to her.

Have students discuss with a partner whether the illustrator has included clues in the illustrations. How has the illustrator done this? Can you find the cat in the pictures?

19a The Mystery of the Flattened Flowers

Name _____

1. Put in the missing adjectives.

She grew _____ trees and _____ trees.

She grew _____ flowers, _____

flowers, and _____ flowers.

And there was a _____ cat asleep.

2. Change the words from singular to plural.

granny _____ fairy _____

teddy _____ berry _____

puppy _____

3. Write the word families.

bright

grew

flower

could

19a The Mystery of the Flattened Flowers

Name _____

1. Read the book again.

Find 6 interesting words in the book and write them below.

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

2. Choose 3 words listed above. Write each in a sentence.

a. _____

b. _____

c. _____

3. Turn this page over and draw a picture of one of the sentences.

19a The Mystery of the Flattened Flowers

Name _____

1. Draw and colour pictures to match each text sample.
2. Cut along the lines.
3. Glue each piece in order in your book.



The eyes moved across the grass.
The eyes settled down in the garden.
Then the yellow eyes were gone.

“What have you been doing to your garden?
Some of your flowers are lying down flat!”

“Cats love catmint.
The big black cat will sleep here.”

That night, the two grannies camped
in the garden.
They tried to stay awake
but they both fell asleep.