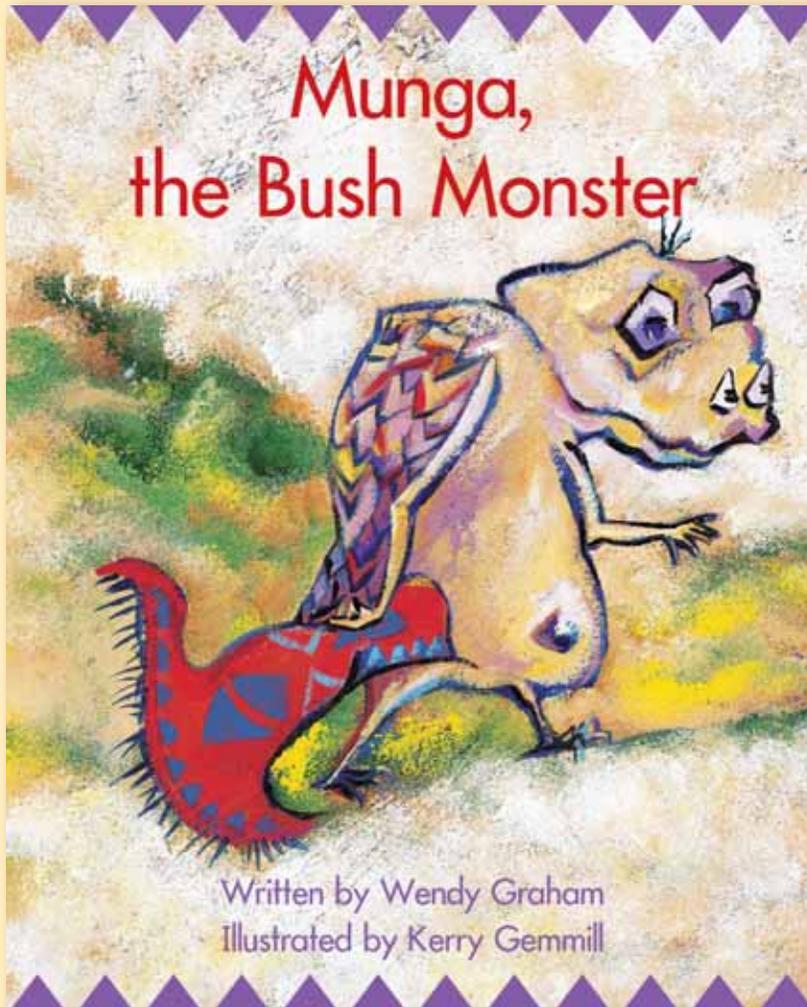




Level 22

Book e



Level	22
Word Count	568
Text Type	Narrative (adventure)
High-Frequency	friend, sun
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

Ask students to read the title, and names of the author and illustrator. Have students predict the main character and setting for the story, from the title. Ask students to describe Munga from the illustration. Tell students the story is an adventure narrative with animated characters. Have students recall plots and resolutions from the structure of adventure narratives they have already read.

Read the title page.

DURING READING

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

Ask, before students read each page –

Pages 2–3 Be prepared to describe the main character.

Pages 4–5 Be prepared to tell information about the setting.

Pages 6–9 What is Munga doing over the next two days?

Pages 10–13 What does Munga decide to do? So far, how does the story make you feel?

Pages 14–17 What happens to Munga and what does he decide to do?

Pages 18–24 How is the problem of the story resolved?

AFTER READING

Ask students what the problem of the story is, and to consider two points of the story when Munga tried to resolve the problem. Have students turn to pages 10 and 16 to confirm their responses.

Ask students to reread the story, and then discuss with a partner what Munga's adventure was.

**Developing Specific Skills**

Verbs – rumbled, howled, drummed, huddled, hugged, trembled, crashed, climbed (page 14)

Compound words – sunshine, rainbow, waterhole, daylight, maybe, pancakes, bushland

y changes to *i* and add *ed* – carry carried (page 2)

Drop *e* before *ing* – hoping, snoring, staring

Vowel group – *aw* – crawled (page 20)



Ask students to compare the structure of this story with another adventure narrative.

Have students rewrite the story with either the foxes or deer becoming Munga's friends.

MEANING MAKER



Discuss a *herd of deer*. Extend the understanding to flock of sheep, swarm of bees, etc.

Have students compare Munga's feelings when he was lonely with how he felt at the conclusion of the story. Ask students how their feelings changed as they read the problem and then the resolution.

TEXT CRITIC



Ask students to analyse how well the illustrator supported the story in the illustrations. Can students identify art techniques the illustrator used?

Have students analyse how the author made the reader feel sad, then happy. Was it the way the author used language? Ask students to find emotive language in the text.

22e Munga, the Bush Monster

Name _____

1. Circle the verbs.

Thunder rumbled and the wind howled.

Hailstones drummed on Munga's shed.

He sat huddled inside and hugged his piece of carpet.

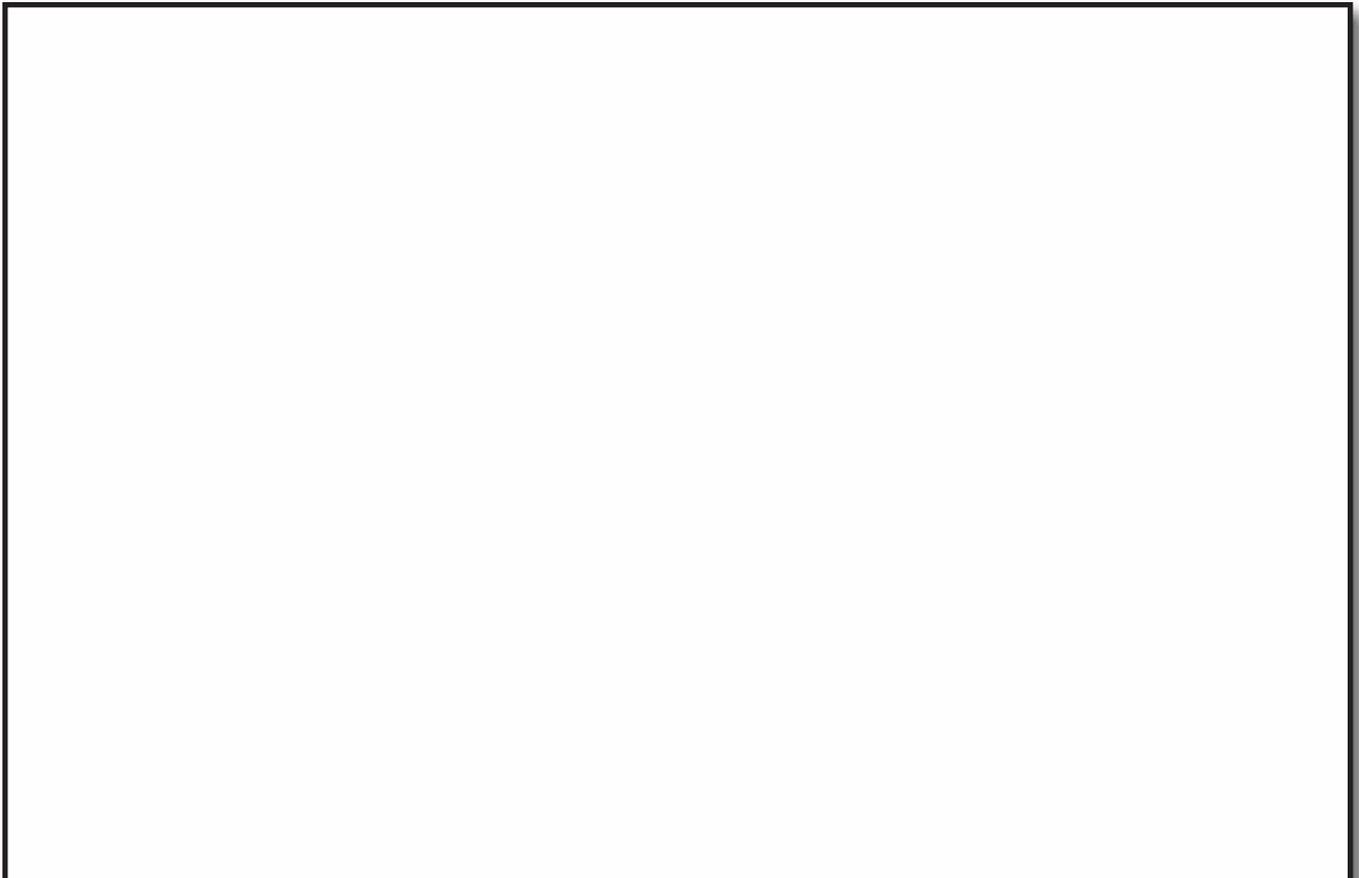
His knobbly scales and his bumpy hump trembled.

Then there was a CRACK, and a tree crashed onto Munga's shed.

Munga climbed out and sat by the waterhole.

He hugged his piece of carpet until daylight.

2. Draw Munga in the storm.

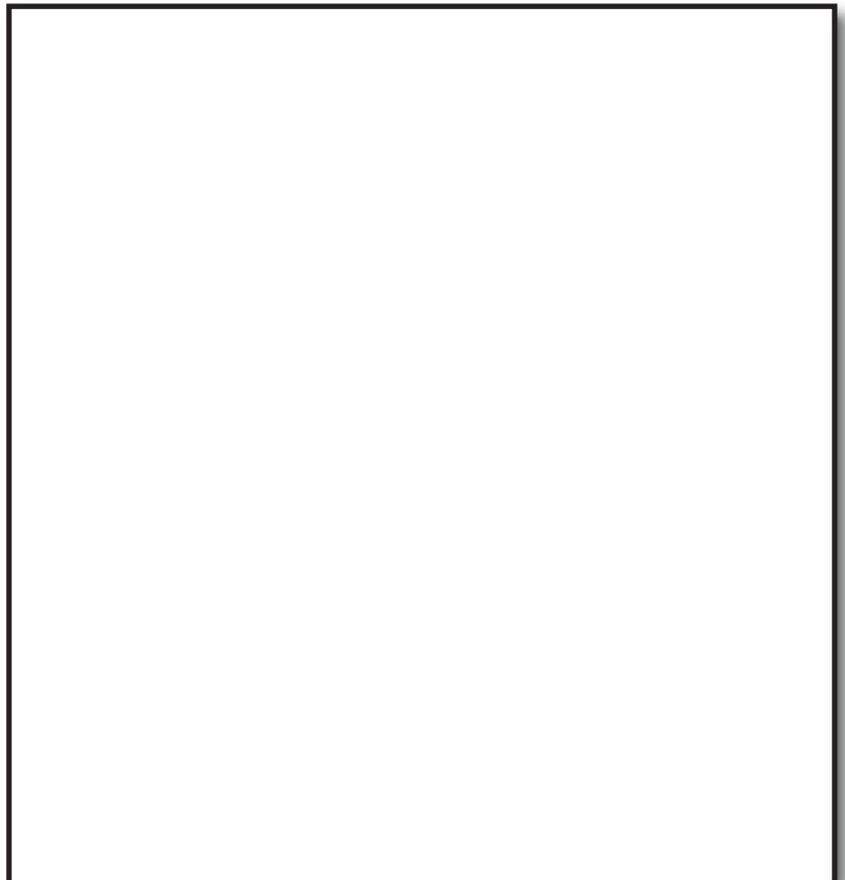


1. Draw lines to match the sentence beginnings and endings. Use your book to help you.

Maybe today
The next day,
No one
But the deer
That night,
When darkness fell,
It was so soft

Munga searched for a place to sleep.
there was a big storm.
and cosy that Munga was soon snoring.
some visitors will come.
Munga cooked pancakes on his camp fire.
is going to come here.
ran away quickly.

2. Write one of the sentences and draw a picture.



22e Munga, the Bush Monster

Name _____

1. Write the compound words as two words.

sunshine _____

rainbow _____

waterhole _____

daylight _____

maybe _____

pancakes _____

bushland _____

2. Change *y* to *i* and add *ed*.

carry _____

try _____

cry _____

marry _____