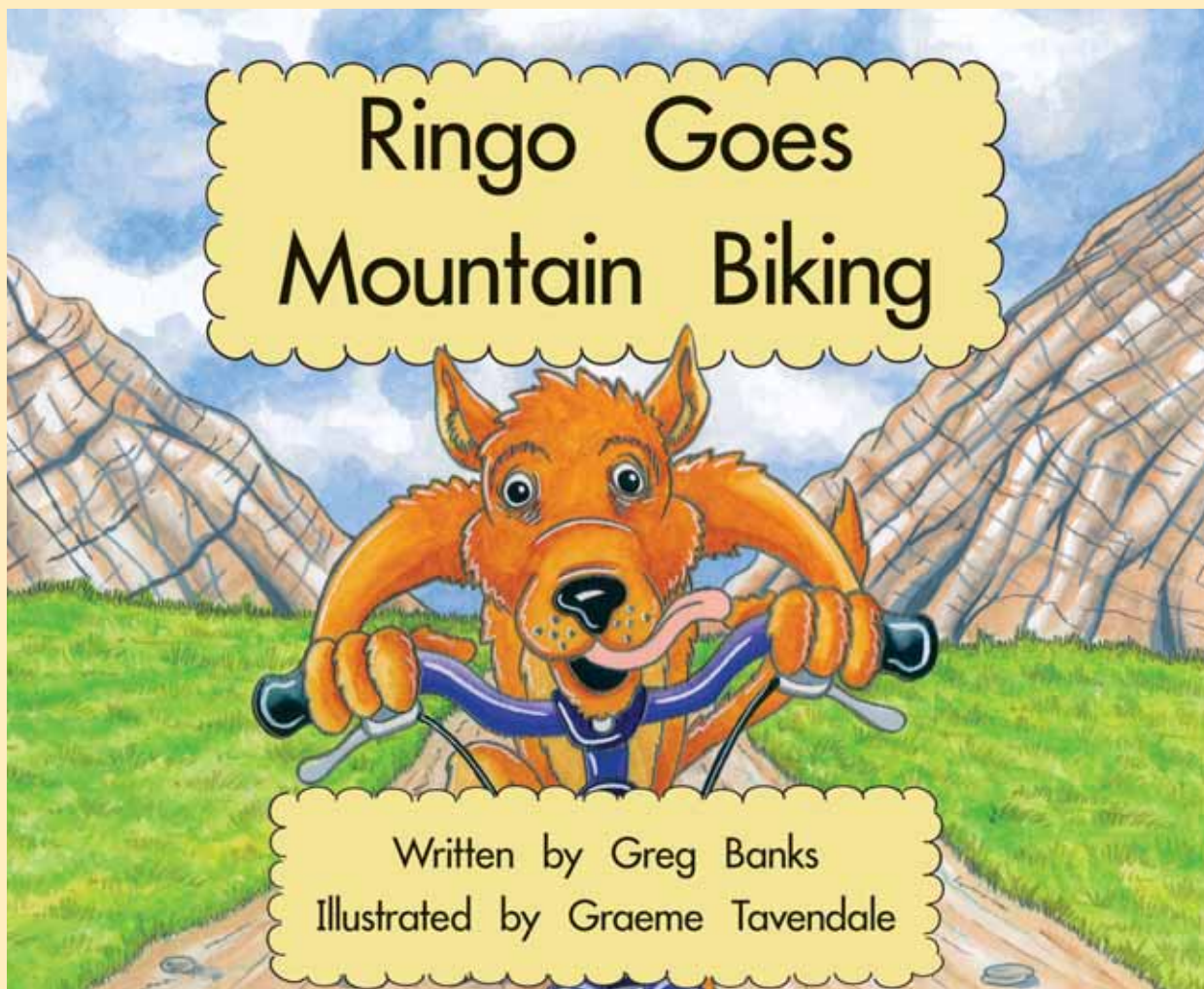




Level 6 Book h



Level	6
Word Count	104
Text Type	Narrative
High Frequency Word/s Introduced	



Mums Surprise

Jungle Animals

The Sad Giraffe

The Spaceship Fire

Getting Ready for
Soccer

Wombat Goes
Surfing

A Party Invitation

Ringo Goes
Mountain Biking

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)

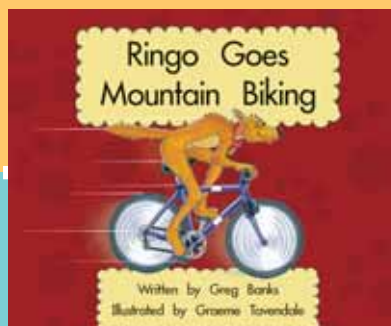
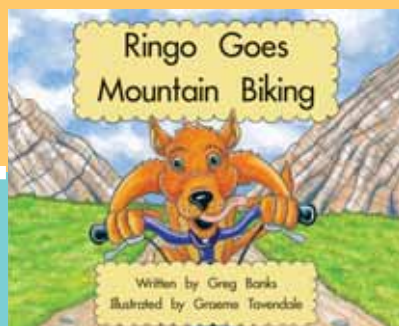
Cover & Title Page



Ask the children to describe what they see in the pictures. Describe the character and what he is doing. Ask the children if they think this is a story book or an information book. Encourage them to give reasons for their answers.



Read the author and illustrator's names. Why are there names here? Identify book conventions.

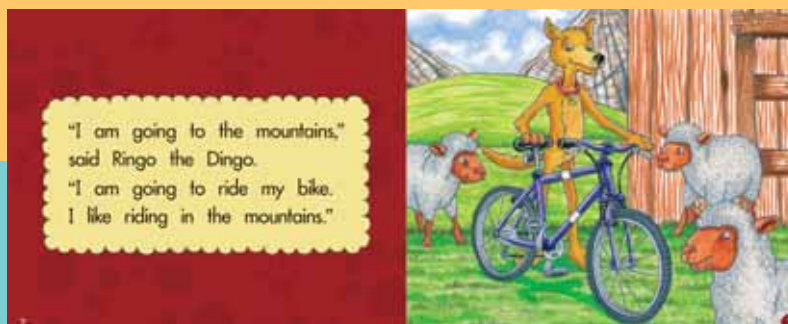


Talk about what might happen in the story. Have the children predict what they think might happen on Ringo's journey.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Note any words the children struggle with. Tell them to break these words into syllables and phonetically decode each one.

Encourage the children to look at the picture and describe what they see. Talk about how Ringo might feel at the moment. Talk about what the sheep might be thinking.



"I am going to the mountains,"
said Ringo the Dingo.
"I am going to ride my bike.
I like riding in the mountains."

Ask the children what Ringo likes to do and where he likes to go. The children need to point to the phrases in the text to justify their answers.

Ask the children to point to the word *going*, putting their finger underneath the word. Spell it and ask them to make a sentence with the word *going* in it. Identify the words *bike* and *like*. Discuss the long vowel sound *i* and other words with the same sound.

Ask the children to cover the writing and look at the picture and see who has come to help. Can the children guess what Kangaroo is giving Ringo?

Talk to the children about what they think of the story so far. Ask them to focus on their favourite part. Do they like Ringo's character? What makes him likeable?



"Take a helmet,"
said Kangaroo.
"You will need a helmet
in the mountains."

Ask the children why Kangaroo is giving Ringo the helmet – talk about safety issues with riding bikes and what the children need to do to be safe.

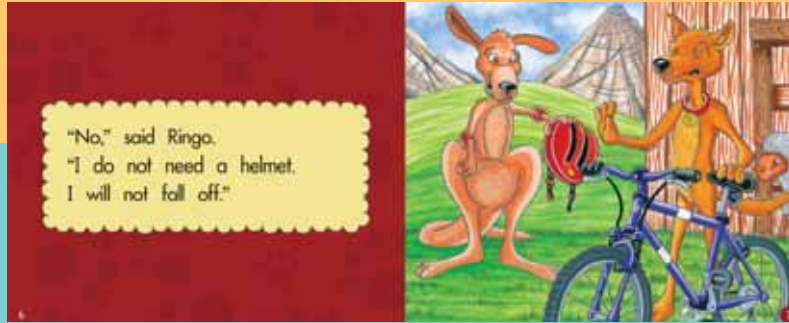
Ask the children which long vowel is in the word *take* – *a*. Discuss other words with the same long vowel such as *made* and *taste*.



Ask the children to cover the text and describe the picture. Invite them to guess what is being said.



Encourage the children to use vocabulary and style similar to that of the author.



Talk about whether Ringo is making a good decision. Ask the children what they would like to say to Ringo if they were standing with him.



Ask the children to point to the word *not*, spell it, and place it in some sentences to share. Identify the punctuation – speech marks, full stops, and capital letters. Talk about their use.



Can the children describe what is happening in this picture? Talk to the children about how they feel when they go out riding their bikes with their friends. Ask the children if they have any interesting stories about any journeys they have made.



Ask the children what Kangaroo actually says, referring to the text. Can the children predict the next events of this story?



Look at the word *come*. Spell it and share it with the group in different sentences to ascertain meaning and use.

BEFORE READING 10/11

Ask the children to describe what is happening in this picture. Can they describe how the characters are feeling as they ride their bikes? Invite the children to guess how this story might turn out.



Ask the children about what they have enjoyed so far in this book. Encourage them to give reasons.

Ask the children to identify the words *down* and *went*. Discuss their meaning and spelling. Ask the children to put them in sentences to share with the rest of the group.

AFTER READING

Munis Surprise

Jungle Animals

The Sad Giraffe

The Spaceship Fire

BEFORE READING 12/13

Ask the children to describe what is happening in this picture. Can they guess how things might turn out? Talk about what Ringo and Kangaroo might be feeling at this time.



Ask the children what actually happened. They need to refer to the text. What happened after they hit the bump?

Identify the words *Thump!* and *Bang!* Ask what kind of words these are – the children should identify the words' sound quality. Explain onomatopoeia. Talk about how the exclamation mark emphasises the loudness/shock quality of the word. Identify the *mp* blend in *bump* and *Thump* and ask for other words with this blend.

AFTER READING

Getting Ready for Soccer

Wombat Goes Surfing

A Party Invitation

Ringo Goes Mountain Biking

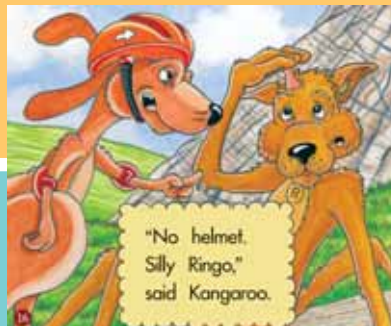
Ask the children what has happened to Ringo in the picture. Talk about how this could have been averted. Talk to the children about any mishap that they may have had that led to a bump on the head. Emphasise how dangerous head injuries can be.



Talk to the children about what the author's intention was in writing this book. What special message does he have for children? Talk about the words he chooses such as onomatopoeia to stress his message.

Ask the children why the word *OUCH* is in capital letters. Then point out the *ch* ending. Brainstorm other words with the same blend, such as *much* and *bunch*. Identify the punctuation and review its function.

Cover the page and talk about the last scene and the expressions on the characters' faces. Ask the children if they can predict what might be said between the two characters.



Ask the children what Kangaroo said and compare this to what the children predicted. They should refer to the actual words said by Kangaroo.

Ask the children to look through the book and select their favourite part, giving reasons why they have chosen it.

6 h Ringo Goes Mountain Biking

Name _____

Break the following words into syllables.

The first one has been done.

mountain

mount-ain

bike

biking

Ringo

Kangaroo

helmet

ride

riding

balloons

6 h Ringo Goes Mountain Biking

Name _____

Use these words to complete the sentences.

Bang fast going

 helmet not

OUCH They went

“I am _____ to ride my bike,” said Ringo.

“Take a _____,” said Kangaroo.

“I do _____ need a helmet,” said Ringo.

Kangaroo _____ down fast.

Ringo went down _____, too.

_____ hit a bump.

Thump! _____!

“_____!” said Ringo.