Springboard

Wally Wombat Goes to the City

Written by Michele Ashley
Illustrated by Bettina Guthridge

Level	5
Word Count	100
Text Type	Narrative
High Frequency	
Word/s Introduced	

MACMILLAN

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 discussions that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. 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)*

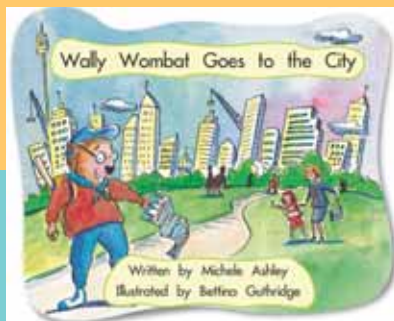● *This symbol relates to critical analysis (text critic or analyser)*

◆ *This symbol relates to use (text user)*

Cover & Title Page

■ Read the title to the children. Ask them why they think a wombat would be going to the city. See if they know where wombats usually live.

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■ Ask the children to respond to the story. Did they like it? Which was their favourite part? Why did they like that part? How long did it take them to guess the city that Wally went to was Sydney?
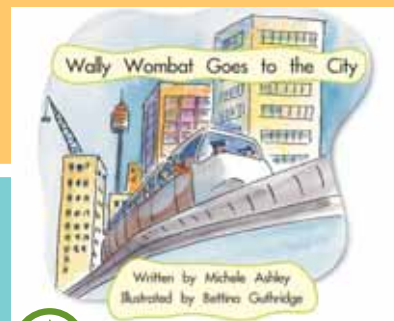
▲ Discuss the reading strategies that the children used. Comment on and praise appropriate reading strategies that you noted while the children were reading.

Discuss the picture with the children. Ask them to talk about the buildings in the city. Are there any buildings that they recognize? Have them predict where Wally will go next.

Wally Wombat went to the big city.

"I like this city," he said.
"But where are the wombats?"
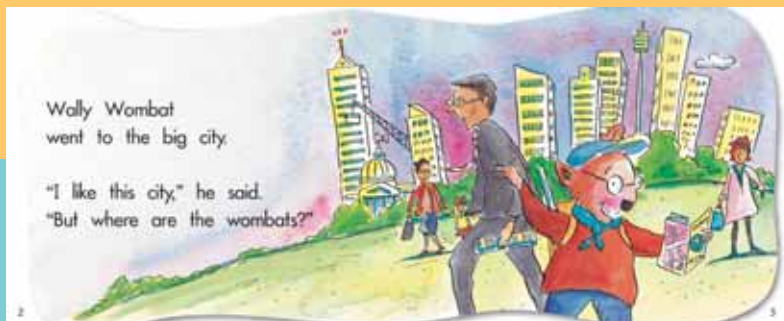
Draw the children's attention to the words *Wally Wombat went.* Ask them what is the same about these words. See if they can suggest another word for *went* that starts with *w. (walked, wandered)*

Discuss with the children why Wally Wombat may have gone to the beach. Did he think that there would be wombats at the beach? Where else could he go?

He went to the beach to look for wombats.

"No wombats here," he said.

Ask the children to talk about Wally at the beach. What do they think the author's purpose was in having Wally go to the beach?

6/7

■ Invite the children to look at the picture and suggest where Wally is now. Can they tell by the picture which city he is in?

▲ Write *wombat* and *wombats* on the board. Draw the children's attention to the *s* ending. Ask the children what they would need to do to turn the word *bridge* into *bridges*.

Wally Wombat went on a big bridge.

"No wombats here," he said.
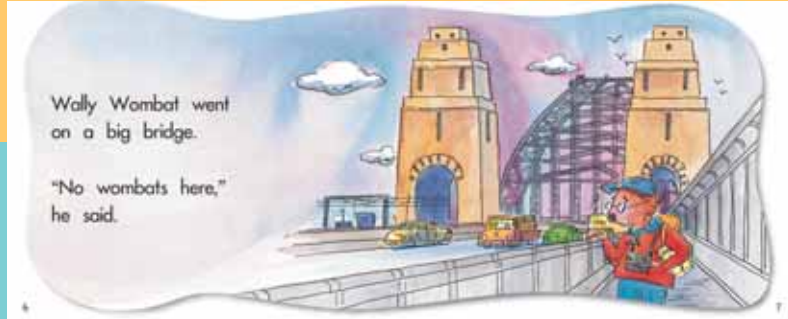
■ Ask the children to analyze the picture and talk about the bridge. Can they name the parts of the bridge? Why are there buildings on this bridge? What is their purpose? What is in them? Is Wally allowed to walk where the traffic is? Why not?

8/9

◆ Discuss the picture with the children. How does this picture give them a clue as to where Wally is? Which city is he in?

Wally Wombat went on. He went to the opera house.

"I like this opera house," he said.
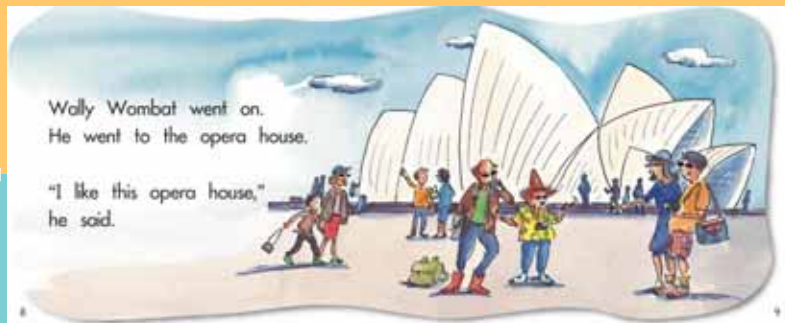
■ Discuss the opera house with the children. What does its shape remind them of? Have they ever seen another building like this one? Why does Wally go there?

Have the children look at the picture and say where Wally Wombat is now. What has he done? Where will he go next?

Wally Wombat went in.

"No wombats in here," he said.
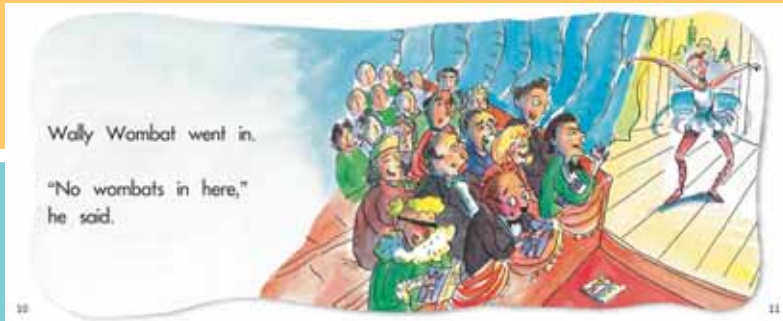
Ask the children to analyze the picture in more depth. What is happening on the stage? What sort of performance is taking place at the opera house?

Discuss the picture with the children. Do they know where Wally is now? Is he getting any closer to finding some other wombats in the city?

Wally Wombat went on to the zoo.

Talk to the children more about the picture. Do they know the name of the Sydney zoo? Have the children discuss some other places that Wally could have gone in the city. In which of these places could he have seen wombats? In which places would he not see wombats?

14/15

■ Invite the children to say what has happened now. Has Wally finally found some wombats?

▲ Invite the children to suggest other animals that could have gone to the city looking for friends. Have them suggest a name that starts with the same letter. Some children may also be able to suggest the following verb, for example *Carla Crocodile crawled.*

"Here are some wombats," he said.
"The wombats are in the zoo."
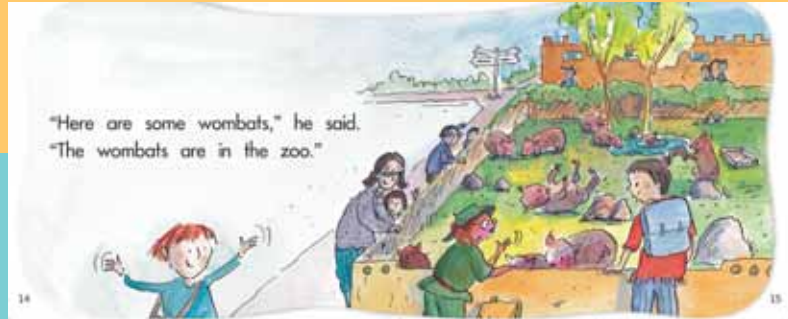
● Discuss with the children why the author didn't have Wally go to the zoo first. Why did he visit all those other places?

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■ Discuss with the children what they think Wally is saying now. Why is he saying that?

▲ Remind the children to think about their reading strategies as they read. Ask them what they will do when they come to unknown words. Remind them that the first letter of the word and the picture can help them.

"I like the zoo in this big city,"
Wally said.
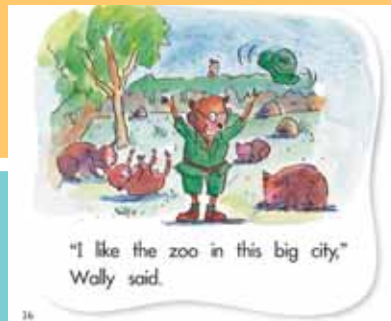
◆ Invite the children to use the illustration to describe wombats. Then have them use reference books to see photos of wombats. Encourage further research on the subject.

● Ask the children to say if they think the story would have been different if Wally had gone to the opera house before the beach. Is there an order to the places he went?
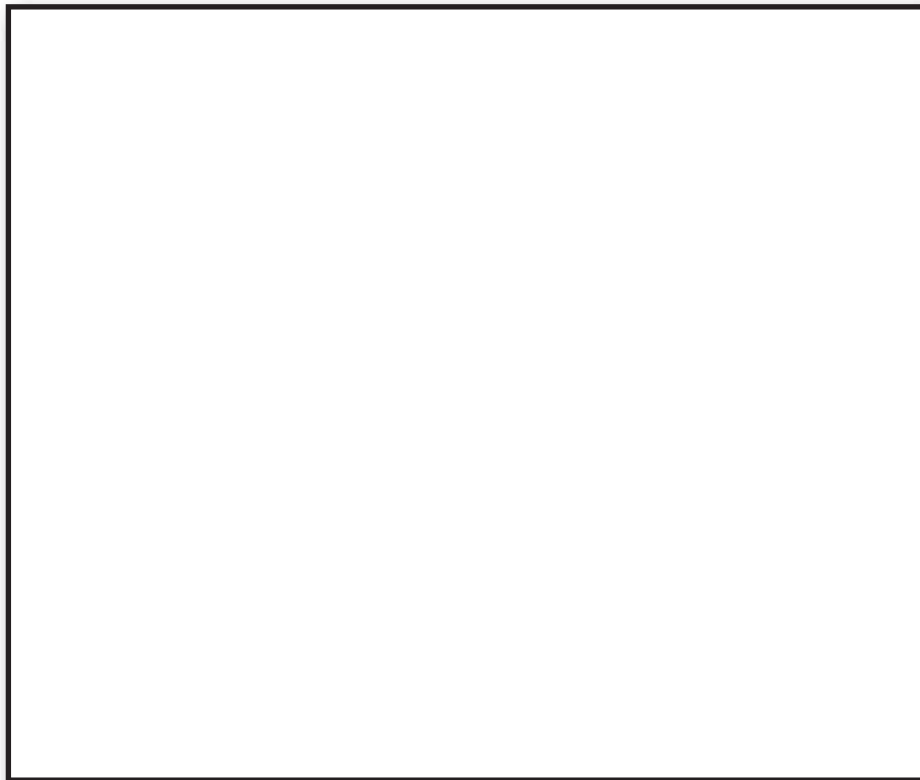
**5 g Wally Wombat
Goes to the City**   **Name** _____

1. Write 1, 2, 3, 4 after each word to show the order in which Wally visited places.

zoo   opera house   beach   bridge

2. Draw another place Wally could have gone.

Finish the sentence.

Wally Wombat went to the _____.

5 g Wally Wombat
Goes to the City   **Name** _____

Practise reading and writing the following words:

went   _____

to   _____

the   _____

big   _____

like   _____

he   _____

said   _____

are   _____

look   _____