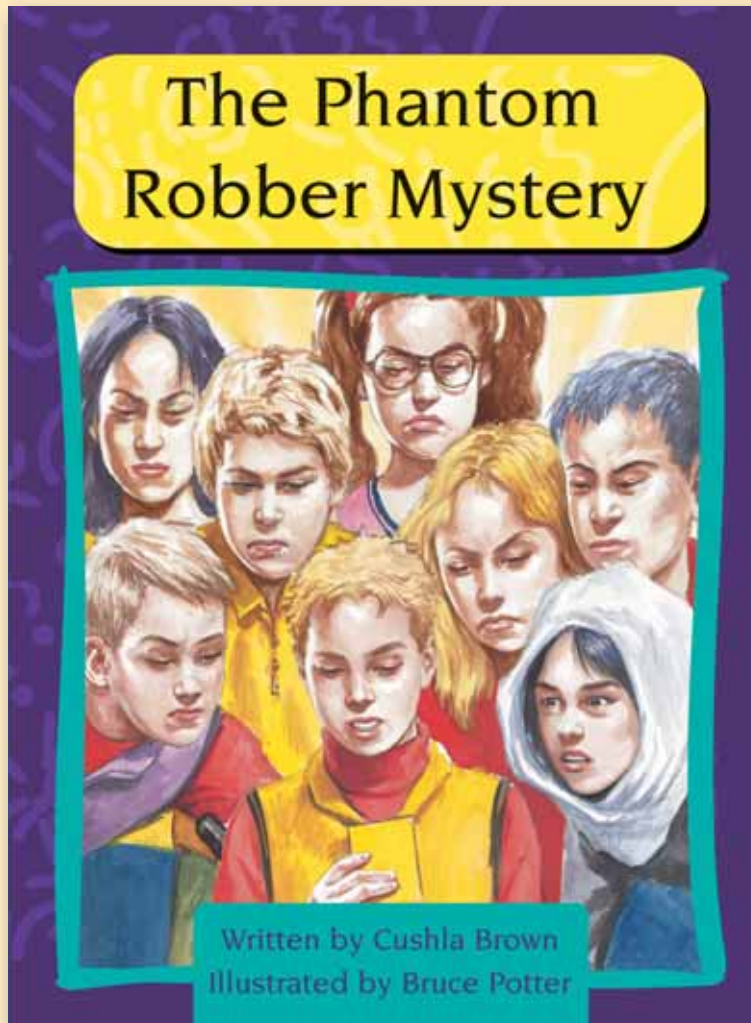




Level 26

Book g



Level	26
Word Count	792
Text Type	Narrative (Adventure)
High-Frequency Word/s Introduced	



The Extraordinary House

Blood, Dung, and Clothes

Captain Gallant

Tsunami Survival Stories

Tiddalick, the Greedy Frog

Athletics

The Phantom Robber Mystery

Dino Info

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 the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the 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 the 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

Have the students read the title and the names of the author and illustrator on the front cover. Ask the students – *What does phantom mean? What do you think this story might be about? What does the illustration suggest?*

DURING READING

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

Before the students read each section, ask –

Pages 2–3 *What does this group of children call itself? What do you think they like doing? What happened to Yo?*

Pages 4–7 *What is the next mystery the children will have to solve?*

Pages 8–9 *What do the children think has happened?*

Pages 10–11 *What does the second note say?*

Pages 12–13 *What clue does Yasmin find?*

Pages 14–15 *Where do the footprints lead them to? What will the next clue be?*

Pages 16–17 *What does the third note say?*

Pages 18–19 *Why is Yo sad? What does Isaac suggest to make him feel better?*

Pages 20–21 *What does the robber do when he sees the children coming towards him?*

Pages 22–23 *Who is the phantom robber? Why did he steal the skateboard?*

Page 24 *What do Ivan and Isabel say to cheer up Michael?*

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AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Model for the students the pronunciation of the characters' names. Have one student read the part of one character and the other student read the rest of the text.

CODE BREAKER



Developing Specific Skills

Word building – *ph* words – *phantom*, *photograph*. Revise the pronunciation of *ph* with the students.

Revise the pronunciation and spelling of the characters' names.

See the BLM.

TEXT USER



Discuss with the students their experiences of times when things have gone missing. Ask – *Did they have to solve a mystery with clues to find the missing object? Did they find it just by searching? Did someone else find it for them?*

MEANING MAKER



Have the students check the meaning of phantom in the dictionary. Ask – *Why is Michael described as a phantom? Why do you think the children are called The Wise Eyes Club? Do you think this is a good name for this group of children? Explain your answer.*

TEXT CRITIC



The author sets up a series of clues to lead the children to the robber. The illustrator also gives details about the clues. Ask the students – *Do you think the illustrations and text match well in this story? Find two examples from the book to explain your answer.*

26g The Phantom Robber Mystery

Name _____

When words are spelled with *ph*, the *ph* is usually pronounced like *f*. Read these *ph* words –

phantom photo telephone graph elephant

Write the words into sentences.

Write the names of all the characters in the book *The Phantom Robber Mystery*.

- | | |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | |

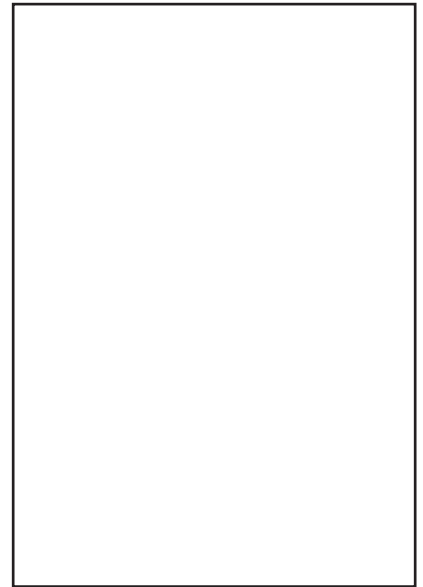

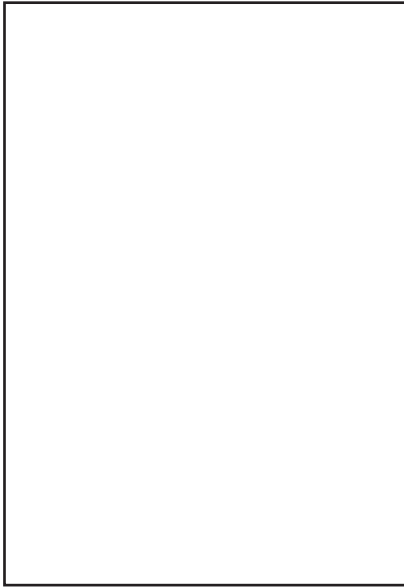
Practise saying these names correctly.

Find out which countries these names come from.

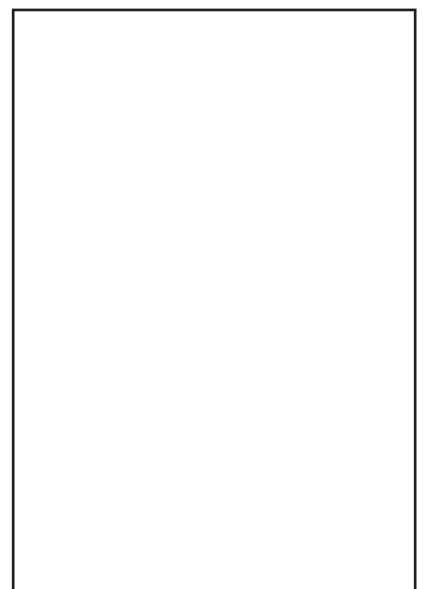
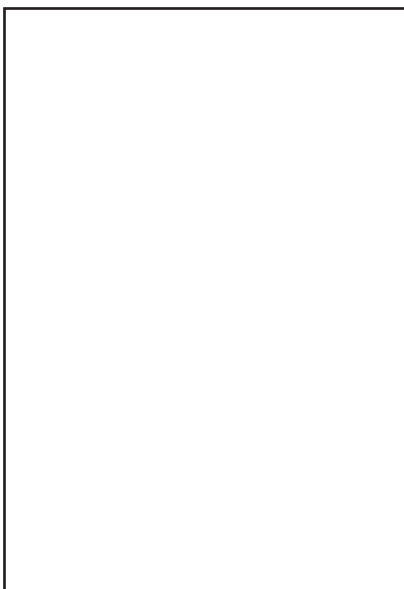
26g The Phantom Robber Mystery

Name _____

There are several notes used as clues in the story of *The Phantom Robber Mystery*. Copy the notes in the spaces below –



We often need to write notes. Make up three more notes – a shopping note, a telephone message, and a note to your friend asking them to come to your house to play.



Shopping note

Telephone message

Note to friend

26g The Phantom Robber Mystery

Name _____

The characters in this book belong to The Wise Eyes Club. Reread the first paragraph of the story on page 2. This paragraph tells us that the children had recently solved the mystery of the missing clock.

Write a story called *The Mystery of the Missing Clock*.

Include all the characters from *The Phantom Robber Mystery* except Michael because the children have just met him. Remember to include –

- Setting – where the story happens
- Plot – the action that takes place. In this story you will need to decide who the clock belongs to, where and when it went missing, clues to solve the mystery
- A solution to the mystery – who took the clock and why?

Illustrate your story and share it with the class.