

# The Lost Mother

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## Getting ready for reading

You might ask: *Have you ever been lost? What happened? How did you feel? How did you get found?*

## Talking through the book

You could say: *This is a book about a mother who gets lost. It is called 'The Lost Mother'. Turn through the book ensuring that children are familiar with the items being shopped for. Model the form of the text. You might say [p. 4]: What are they buying here? Yes they got some bread, some cake and some biscuits – and so on.*

## Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### ***Being a meaning maker***

Discuss these questions. Encourage children to support their responses with evidence from the book.

*What did the boy buy?*

*Where did he look for his mother?*

*How did the mother get lost?*

### ***Being a code breaker***

#### **Vocabulary**

- High-frequency words: *the, and, I, went, we, got, some, no, was, my, she, with, me, where, did, go, to, looked, for, said*
- Word families: *got – cot, dot, hot, jot, lot, not, pot, rot, spot, shot, trot*  
*back – lack, knack, pack, rack, sack, stack, tack, track*  
*went – bent, rent, sent, tent, vent*

#### **Sounds and letters**

- Hearing words: Children can listen to sentences from the book read aloud and count how many words they hear.

## TEXT FEATURES

- **This book is a narrative about a child's trip to the supermarket with his mother. The mother gets lost and the boy looks for her until she is found again.**
- **Text is supported by colour illustrations.**
- **Between one and five lines of text per page.**
- **Line breaks support phrasing.**
- **Presents a range of punctuation.**

- Hearing sounds: Children can listen for words that start with a given sound in a range of sentences from the book: For example, listen for the words that start with /b/ in *We got some bread, some buns and some biscuits.*

### Writing conventions

- Punctuation: capital letters, full stops, commas, ellipses, question marks, quotation marks, exclamation marks
- Use of commas and 'and' in lists of things
- Grammar: use of past tense – *got, went, looked*

### Being a text user

Discuss:

*What do the illustrations tell you about why the boy's mother got lost?*

### Being a text critic

Discuss:

*What does this mother like to do?*

*Are all mothers like the mother in the story?*

*What does the author think about this mother?*

## Literacy learning centres

### Interactive literacy centre

Children work in cooperative groups to make a roll movie or multimedia presentation retelling the story.

A roll movie is a shortened version of the book, retold in the child's own words. It includes the important details, plot episodes and illustrations. (See Blackline Master 5 for how to make a roll movie.)



### Writing centre

Children write an imaginary story about their own visit to a supermarket when either they or their mother or father got lost. Alternatively, they could create their ideal shopping list.

### Word centre

Children play Concentration with high-frequency words from the book. Make two sets of cards for them to match.

### Keeping track

Checklists can be made in advance, focusing on the skills to be assessed. As children demonstrate the focus skill, a tick can be made against their name. For example:

Can identify:

- capital letter
- full stop
- word starting with /b/