

Rosie Moon

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Level 18

Getting ready for reading

Talk about the times the students have had a baby-sitter. *What things did you do? What things would you have liked to do? How did you feel when the baby-sitter first arrived? How did you feel at the end of the time?*

Talking through the book

Give each student a copy of the book. Ask the students to look at the front cover. Ask: *What kind of person do you think Rosie Moon is? What things do you think she will do with the children?*

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.

Who is Rosie Moon?

Why does she baby-sit the children that night?

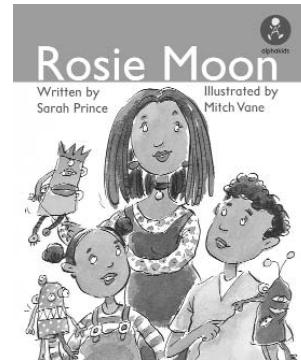
What kind of person is Rosie Moon?

Why doesn't Rosie Moon let the children watch television?

Being a code breaker

Discuss aspects of the punctuation used in the book. Turn to page 4.

How are commas used on this page? How do we read them aloud?



TEXT FEATURES

- **This book is a narrative about two children and their baby-sitter. It tells what happens when one evening the children's regular baby-sitter can't look after them. Her sister turns up instead and the children are in for an eventful evening.**
- **Direct speech is used.**
- **Colour illustrations support and extend the text.**
- **A play on Rosie Moon's last name provides the punchline at the end of the story.**

Being a text user

Discuss:

Did you like this book? Why?

Would you recommend it to anyone else to read? Who? Why?

Being a text critic

Discuss:

Why has the author chosen to repeat the sentence “I don’t think so,’ said Rosie Moon.”?

How does this add to the story?

Why does the author choose to finish the story with “We’re over the moon about her,’ we said.”?

Literacy learning centres – follow-up activities

WRITING CENTRE 1

Students could innovate on the text by writing about the next time Rosie Moon baby-sits the children. What happens?

WRITING CENTRE 2

Students may choose to write an imaginative story about their ideal baby-sitter. They could draw pictures to support their writing.

WRITING CENTRE 3

Students could make a comic showing what the children said and thought during the night. The comic could be drawn on a large piece of paper folded into eight squares to form the picture cells.

INTERACTIVE LITERACY CENTRE

Students could work in cooperative pairs to script and perform the children’s ‘Show and Tell’ for the next day. This could be performed for the group that have read the book. Students could be encouraged to compare the story in the book with the one portrayed in the ‘Show and Tell’ act.

WORD CENTRE

Students could investigate the ‘a_e’ pattern of words in the text and in other familiar texts to create a chart.

ake	ale	ade	age	ame	ate
cake bake take	pale gale	made fade	stage page cage rage	tame same	late mate date

Keeping track

Students’ work can be assessed in relation to how it meets explicit work requirements:

Does it take into account the needs of the audience?

Does it accurately reflect the story?