

The Ranterino's Big Book of Classroom Activities

Level A – Lower Primary Lesson Plans



Checklist

Do you have the following things?

- A downloaded copy of Level A Ranterino e-book stories (A1-A10)
- A Copy of Level A Lesson Plans (that's this document!)
- Downloaded copies of Level A Classroom Resources PDFs(A1-A10)

If so, you are ready to go and Ranterino!

If not, visit www.theranterino.com and get them there!

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Overview of Level A stories and Classroom Resources

Introduction: What is this document?

This document is a set of lesson plans for teachers teaching basic literacy to native or non-native English speakers. It can be used in conjunction with the 10 Ranterino e-book stories at Level A which can be downloaded at www.theranterino.com.

It includes 4 lesson plans for each story. All the printable classroom materials to help you implement those lesson plans can be downloaded for free in the Bookshop section of the website. Each set of lesson plans gives the teacher a simple, stage by stage summary of lesson activities to be used with each story, along with checklists of materials needed and the specific Literacy/ESL, Language and Generic skill aims of lessons to aid teacher preparation. You can follow these lesson plans to the letter, or modify to suit your class needs. The lesson plans do not contain specific time limits to activities or stages. Depending on the group of students being taught, teacher discretion is advised, although typically, one lesson should take between 35-50 minutes.

Over the course of the 40 lessons which are included in this document, your Lower Primary students will have an opportunity to focus on the following key knowledge and skills areas:

- Basic phonics and spelling patterns awareness (camera words/ high-frequency words)
- Using drama to develop confidence and a love of reading
- Small group / Individual guided-reading to develop basic comprehension skills / simple inference skills / closed and high order questioning
- Whole-class shared-reading activities to develop peer-correction skills
- Grammar games and activities to develop awareness of sentence building / punctuation
- Reading Aloud activities (including pronunciation, word stress and intonation for ESL students)
- Simplified process writing skills such as drafting, group correction / editing
- Simple collaborative project skills to help develop basic social and classroom teamwork skills

Things to remember...

- These resources and the Ranterino stories have been designed to be used alongside your regular curriculum, not in place of it, as an aid to developing basic literacy in Lower Primary students, either in a native-English speaking classroom or ESL classroom. These resources are ideal for when you have a few spare lessons, or when you want to do some project work away from your normal, target-based lessons. Teachers should think of Ranterino lessons as an opportunity for students to use the English they are learning in their regular lessons. These lessons are NOT linked to governmental target-based educational systems of any country, but have an emphasis on sight words/ Top 300 high-frequency words.
- Students are more receptive to learn through fun and students enjoy reading Ranterino stories, particularly as part of a whole class because there are lots of opportunities to be silly. The stories have been written with mime and gesture in mind to aid the teacher and students to read the stories. So, neither teacher nor students should be shy when reading aloud! It's not difficult to make the Ranterino stories come off the page.
- Although these materials have been written specifically for Lower Primary aged students at Key Stage 1 (Grades 1-3 in US), we do not feel we should pigeon-hole the lesson plans and materials into exact year levels because, with occasional tweaks here and there, the stories and lesson plans have been used successfully during trials in P1, P2 and P3 classrooms. We think it is very, very important that teachers, who know their classes and students best, should look at materials and decide for themselves which materials will be appropriate for their students in terms of level of difficulty, lesson themes etc. So, look at the stories, look at the lesson plans and materials and you decide!
- If you are in an English Medium Instruction (EMI) school or an English as a Second Language (ESL) school your focus may be slightly different. EMI schools may want more emphasis on basic literacy – sound/spelling patterns, reading aloud, phonics de-coding skills, process writing, task-based learning for their classrooms. ESL schools, on the other hand, may emphasis a need to focus on common ESL primary issues such as simple past tense usage, pronoun referencing, 3rd person verb forms, pronunciation of isolated words and chunks of text and reading aloud. However, there is a lot of crossover. All primary school students, whether EMI or ESL, need to learn to read, and learn to enjoy reading. The Ranterino stories and classroom resources help with that.

Catalogue of Level A series with text blurbs and word counts

Level A - Emerging readers at Lower Primary (6-8 years old)

- Titles between 180-384 words.
- High density of sight words, high-frequency words, common spelling patterns.
- Few low-frequency words.
- Simple, silly stories based around familiar themes (such as family, likes and dislikes, food, school, manners).

Story No.	Title	Blurb	Word Count	Lesson Plan on Page
A1	<i>The Ranterino</i>	Who is the Ranterino? What is the Ranterino? Why does he always say 'Blah, blah, blah'?	226	8-12
A2	<i>The Ranterino by Seasons</i>	Does the Ranterino like Spring, Summer, Autumn or Winter? Or doesn't he like any season at all?	181	13-17
A3	<i>Meet the Ranterina</i>	The Ranterino has a sister. Have you seen her? She's a little bit scary sometimes!	218	18-22
A4	<i>Spellerino</i>	The Ranterino takes his spelling test. Do you think he is good at spelling?	347	23-27
A5	<i>Ranter Roach</i>	The Ranterino see a big cockroach in his bedroom... It runs under his bed then jumps on his head. What will the Ranterino do?	239	28-32
A6	<i>When the Ranterino was Eight</i>	The Ranterino started saying 'Blah, blah, blah' when he was 8 years old. Why?	188	33-37
A7	<i>Ranterina World Eater</i>	The Ranterina is very, very hungry. What will she try and eat today?	384	38-42
A8	<i>Comboverino</i>	The Ranterino need to get his hair cut. He goes to the barber shop. What will happen to all his purple hair?	337	43-47
A9	<i>Around the World in Blah Blah Blah</i>	The Ranterino goes on holiday all around the world. Can you guess what he will say?	248	48-52
A10	<i>Ice-creamerino</i>	The Ranterino has found a shop that sells purple ice-cream. He is so happy. He's not going to drop his purple ice-cream, is he?	325	53-57

Title:

A1 - The Ranterino

Word count:

226

Themes:

- Describing people
- Expressing feelings about people

Materials:

- Printed copy of The Ranterino Big Book (A3 size),
- scrap paper for drawing,
- The Ranterino Can You? game, How to draw the Ranterino slides,
- multi-levelled comprehension question worksheets

All the resources are on the Classroom Resources pdf

ESL / Literacy Focus:

- Ask and answer simple Wh- questions
- 3rd person verb forms
- Simple past tense
- Pronoun referencing
- Identify basic vowel sounds and spelling patterns: -air, -are, -ere / -out / -ar, -ah / -ips / -y, -gh / -ee, -ees

Language Skills:

- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language
- Demonstrate understanding of meaning through transfer of text to pictures

Generic Skills:

- Collaboration: Working with peers in small groups to produce Big Book pages
- Strengthen creative abilities through reading, listening
- Develop confidence in using English through performing tasks in groups

LESSON 1

- Pre-teach vocabulary
- Whole-class shared reading of *The Ranterino* e-book
- How to draw the Ranterino activity

1. Pre-teach/familiarize students with text vocabulary orally using CAN YOU? (pdf slides 3-22). Award points to students who can do/show the vocabulary items.
2. Show students the front cover of *The Ranterino* e-book and elicit vocabulary from cover picture. Read through *The Ranterino* e-book with the students or have various volunteers read it out, page by page, followed by whole-class reading. Re-read and mime out the actions or get students to mime out the actions playing different characters or objects in the story, namely the Ranterino, the little girl, the people, the car, the trees. Alternatively, you can show them [The Ranterino youtube video](#).
3. Ask students what they think the Ranterino is, why he has purple hair.
4. Show students the A3 BIG BOOK version of the story (printed from classroom resources (pdf slides 36-51) but NOT stapled or bound). Point the students to the lack of pictures inside the A3 printed version and note that on the front cover there is a space for the name of the author (Class ____). Explain to the whole class that they will make a new version of *The Ranterino* with their own illustrations. But first, they will have to learn how to draw the Ranterino!
5. Give students some scrap paper to draw on. Go through HOW TO DRAW THE RANTERINO (pdf slides 23-33). Let students show their Ranterino pictures to each other and make comments.
6. Read through *The Ranterino* e-book with whole class again and for each page/picture remind the students that they need to remember what they can see /read on the page because next lesson they will be making their own A3 Big Book version.
7. Wrap up the lesson by asking students what they think of the Ranterino. Why does he always say Blah, blah blah?

LESSON 2

- Review vocabulary
- Review how to draw the Ranterino
- Illustrate the Big Book

1. Review *The Ranterino* vocabulary using CAN YOU? (pdf slides 3-22).
2. Review HOW TO DRAW THE RANTERINO (pdf slides 23-33) to make sure all students can draw the Ranterino.
3. Divide class up into a number of small groups, 3-5 students in each group. Give each group a page from the unstapled A3 BIG BOOK and ask each group to read the text on the page and then illustrate it. Emphasize the need for teamwork and hand out one set of COMPREHENSION QUESTION WORKSHEETS, LEVEL 1-3. You can show whole class the worksheets (pdf slides 52-54). Explain to the groups that while they complete their pictures for their page(s) they must also try and complete the worksheets. Again, emphasize that teamwork and organization will help them complete everything before the end of the lesson.
4. At the end of the lesson collect all A3 pages back from the groups and staple ready for next lesson. Tell the whole class that next lesson they can read/see their completed A3 version of *The Ranterino*.
5. Wrap up the lesson orally checking the answers to the 3 worksheets.

LESSON 3

- Whole class reading of the completed A3 BIG BOOK
- Peer review - Judge the best page
- Teacher-students Q and A

1. Ask students what they remember about *The Ranterino* story. Ask them what they remember drawing last lesson.
2. Show students their stapled whole-class big book and read it too them, asking students to comments on their peers' pages. Give volunteers the opportunity to read a page(s).
3. Focus on the last few lined but blank, empty pages. Ask students to give ideas what else we could write about the Ranterino. Give them freedom to say anything. Add in their ideas, or let them do it.
4. Display the big book in a suitable place.

LESSON 4

■ Ranterino Phonics Game

1. Ask students to remember any words from *The Ranterino* story. (They should easily come up with words like Ranterino, hair, purple, girl, knees, trees etc...) Add the words to the board until the board is full. Put students into teams, preferably the same groups from Lesson 2.
2. Explain to students the following game rules with example: Teacher asks Team A to pick a word from the board and the team picks a word and also another team. The other team (Team B) has to think of two rhyming words. For example, Team A choose stare, Team B thinks of hair, bear as their two rhyming words. (Teacher can increase the number of rhyming words depending on ability of their students.)
3. Teams take it in turns to challenge each other to think of and spell 2 words that rhyme with the given word. Repeat as many times as necessary, awarding points to teams appropriately.
4. Clean the board and give teams a verbal spelling test of some of the words that have come up during the game. Students who volunteer to answer have to spell the word without aid of writing it down.

Title:

A2 - The Ranterino by Seasons

Word count:

181

Themes:

- Describing seasonal activities
- Expressing likes and dislikes

Materials:

- Laminated text vocabulary items
- Laminated text jigsaw items
- Me and the Ranterino poster WS (print at A3 size)
- Blank Word doc.

All the resources are on the Classroom Resources pdf except for a blank Word doc. Laminating the text vocab items you print off the pdf is optional. They last longer laminated.

ESL / Literacy Focus:

- Ask and answer simple like/dislike questions
- 3rd person verb forms
- Pronoun referencing
- Identify basic short and long vowel sounds and spelling patterns: -o, -oo
- Identify short vowel -tting (getting/chattering)

Language Skills:

- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language
- Put sentences in a logical order to make meaningful text
- Express imaginative ideas
- Provide personal ideas and information

Generic Skills:

- Interact with teachers and classmates
- Converse about ideas on a familiar topic
- Collaboration: Working with peers to solve a problem
- Strengthen creative abilities through reading, listening
- Develop confidence in using English through performing tasks in groups

LESSON 1

- Vocabulary pre-teach
- Whole-class shared reading

1. Split students into small teams of 3 -5 students.
2. Give each team a pile of laminated words from the text. **(Print pdf slides 3-6).**
3. Ask each group to sort the words into groups. They can decide the criteria for sorting. Make sure they understand they can choose the criteria for sorting!!
4. Whole class feedback on what groups of words each team made, and why they chose to do it that way (Rhyming? Same topic words? Look the same?)
5. Tell students the words are from a new Ranterino story. Ask students to predict what might happen in the story.
6. Whole-class shared reading of *The Ranterino by Seasons*.

Word list:

spring, summer, autumn, winter, drive, car, hot, not, cool, cooler, something, everyone, every day, singing, getting, sweating, shivering, chattering, wearing, looking

LESSON 2

- Jigsaw text game
- Group reading
- Whole-class shared reading

1. Split students into small teams (4 teams in total).
2. Give each team one verse of cut-up and laminated cards from *The Ranterino by Seasons* text. **(Print pdf slides 8-15)**
3. Each team races to piece their verse together in the correct order. Check each team has completed their jigsaw in the correct order.
4. Each team now has 5 minutes to practice reciting their verse.
5. Each group stands up to read (and do the appropriate gestures of) their verse.
6. Whole-class shared reading using *The Ranterino by Seasons* e-book.

LESSON 3

■ Four Seasons poster-making

1. Show students the four seasonal pictures of the Ranterino in the e-book.
2. Ask students what they like doing in each different season.
3. Show students A3 poster WS template (**Printed from pdf slide 17**) and ask them to draw themselves and/or the Ranterino doing the seasonal activities mentioned. (Encourage students to write a sentence or two about each season on their poster).
4. Whole-class peer-review of posters, then display.

LESSON 4

■ Whole-class group writing: The Missing Shoe

1. Whole-class shared reading of *The Ranterino by Seasons* e-book. Students take it in turns to read a sentence. Students to be chosen randomly to ensure all students are listening and following the text.
2. Focus students on picture of Winter picture of Ranterino without a shoe. Ask students to brainstorm ideas for the whereabouts of his missing shoes. Add to board.
3. Students choose the most interesting idea. Explain to students that they will now help the teacher write a story based on that idea.
4. Teacher types on Word document 'Once upon a time the Ranterino...' Make sure you have the Word doc on a projector so the students can see what you are typing up.
5. Students are encouraged to develop the story verbally, line by line. If a student has an idea for the next line, encourage them to put their hand up to volunteer their sentence idea. Type it up, silently correcting any grammatical mistakes (ESL) students make. Continue around the class with other students, building up the story line by line.
6. When story is finished, weaker students can copy it word for word from the classroom projector. Stronger students can write their own Ranterino 'missing shoe' story.

Title:

A3 - Meet the Ranterina

Word count:

218

Themes:

- Taking about food
- Asking personal questions

Materials:

- What do you eat questionnaire,
- Guessing Game Food Cards,
- Blank Guessing Game Card Template

All the resources are on the Classroom Resources pdf

ESL / Literacy Focus:

- Closed question forms
- Positive negative 1st and 3rd person verb forms
- Identify basic long vowel sound and spelling pattern: -ee / -ea
- Identify common past tense irregulars – ate, said

Language Skills:

- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language
- Decode words by sight not meaning, inference or memory

Generic Skills:

- Interact with teachers and classmates
- Converse about ideas on a familiar topic
- Collaboration: Working with peers to solve a problem
- Strengthen creative abilities through reading, listening
- Develop confidence in using English through performing tasks in groups

LESSON 1

- Food Questionnaire
- Whole-class shared reading

1. Ask students what they like to eat and add some of the responses to the board.
2. Explain that students are going to complete a quick questionnaire with their partner. Put students into pairs and hand out WHAT DO YOU EAT? worksheet ([pdf slides 3-4](#)).
3. Whole-class feedback on who eats what. Ask students 'Does he/she like mice, spiders, cups etc?' Make sure they respond with a full answer 'Yes, he does / No, she doesn't'. If any students answer yes, ask follow up questions such as 'How often/ Why?'
4. Tell students they will now read about the Ranterino's sister. She has some strange eating habits. Ask students to guess what she likes to eat.
5. Whole-class teacher-led reading of *Meet the Ranterina* e-book.
6. Re-read the story asking students to volunteer to read each page, either individually or in small groups.

LESSON 2

- Whole-class shared reading
- Guessing Game

1. Re-read *Meet the Ranterina* as a whole class.
2. Ask students to think about what the Ranterina possibly ate yesterday for breakfast, lunch and dinner. Also, in between meal snacks. Add students' guesses to the board.
3. Tell students that you have some picture cards of the things the Ranterina ate yesterday. Put students into groups and explain that each group has to try and guess what food is in the first picture card. Model game: Take one card from the set of GUESSING GAME CARDS (pdf slides 6-9). Hold the card face down so students cannot see the picture and tell each group they can ask one YES/NO question, for example, 'Is it big? / Is it an animal?' Get one question from each group in the class and then ask if any students can guess what the picture is, based on the YES/NO answers given.
4. Repeat the game but this time give each group the chance to ask two questions. Award points to any group that can guess the correct answer at the end of the game.
5. Repeat game with another picture if time permits.
6. Tell students that they can now make their own game. Hand out to each group a BLANK FOOD CARD (pdf slide 10) and ask them to draw a silly food item for the Ranterina to eat.
7. Each group then lets other groups ask closed questions to see if they can guess the silly food item.

LESSON 3

- Whole-class shared reading
- Speed reading competition

1. Re-read *Meet the Ranterina* e-book on projector.
2. Model speed-reading competition: Choose a page from the e-book at random, or ask students to choose a page. Put students into their groups and give them 3 minutes to practice reading the page at speed. Then randomly choose one group to stand up and speed read the page. Time with a stopwatch and note down the time but do not tell the students what time they managed. Whole class feedback on whether the group managed to read every word correctly. Award a score out of ten for accuracy.
3. Repeat game with another page from e-book / another group.
4. Repeat game until all groups have speed-read a page from the story.
5. Finally award points out of ten on a sliding scale based on speed. Fastest group gets 10/10, second fastest gets 9/10 etc. Add together with scores for accuracy to find out which group are the winners.

LESSON 4

■ Backward reading game

1. Repeat speed reading game from Lesson 3, but with one difference. Groups have to speed-read the pages from the e-book backwards, from last word to first word.
2. Give groups 3 minutes to prepare and, if they want to, they can use a pencil and scrap paper to copy the text out back to front to make reading easier. (Encourage students to do this as it gives them useful 'From sight to say to write' practice.)

Title:

A4 - Spellerino

Word count:

347

Themes:

- Taking tests
- Expressing opinions
- Giving advice

Materials:

- Plain text WS
- Advice WS
- Report card WS
- Ideas WS
- Comic strip WS

All the resources are on the Classroom Resources pdf. Remember to print off the Comic strip WS at A3 size

ESL / Literacy Focus:

- Negative verb forms, present and past
- Don't, didn't, was, wasn't, should/shouldn't, good, not good
- Simple past tense
- Pronoun referencing
- Identify same sounds/different spelling patterns
- -ast, -est
- Fast, last, best, rest, test

Language Skills:

- Use a small range of language patterns
- Plan and organize information and express ideas by deciding on the sequence of content
- Use appropriate formats, conventions and language features of a comic strip
- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language

Generic Skills:

- Interact with teachers and classmates
- Collaboration: Working with peers to produce an end product
- Strengthen creative abilities through reading, listening, speaking
- Develop confidence in using English through performing tasks in groups
- Assume different roles in collaborative work
- Respond and give expression to events and characters through writing

LESSON 1

- Whole-class shared reading
- Ranterino spelling bee game

1. Ask students if they like taking tests/exams. Why? Why not? Ask students if they think the Ranterino is good at taking tests. Why? Why not?
2. Read *Spellerino* e-book with students.
3. Ask students in small groups to choose 5 (or more) words from the text that they think the other groups cannot spell. Hand each group a copy of the story text (**pdf slides 3-6**). Each group highlights their chosen words and then tests the rest of the class. Award points to the group if the class fails to spell the words. Repeat with each group and consolidate spelling as most groups will choose the same words. Place all words on the board so students can see them.
4. Ask each group to think and write down 3 words which rhyme with the words on the board (e.g. arrived – sighed, cried, hide). Ask the next group to add one more, another group one more until students cannot think of any other words. Ask students to count up how many different spelling patterns they see.
5. Repeat activity with other words on the board.

LESSON 2

- Whole-class shared reading
- 'Don't Be Negative' - Advice and Opinions Study Tips

1. Ask some stronger individual students to volunteer to read one page of *Spellerino* on e-book, then re-read with all students participating.
2. Elicit from students the best/worst ways to prepare for tests and add ideas to the board.
3. Ask students to imagine what the Ranterino did to prepare for his English spelling test. (Very little!)
4. Tell students that the Ranterino is going to retake the spelling test next week. Show students the Advice Worksheet (**pdf slide 8**) and ask stronger students to give example sentences, e.g. 'I think the Ranterino should study hard at home every day.' Add students' example sentences to the board.
5. Students complete Advice Worksheet. Collect worksheets in.

LESSON 3

■ Advice writing activity–The Ranterino’s Report Card

1. Show students the Ranterino’s incomplete report card (**pdf slide 10**) and focus on the grades. Ask students to think about why he got those grades.
2. Hand back to students the Advice Worksheets from last lesson and tell them they will need to use some of the advice structures from that worksheet to finish writing the Report Card. Review as whole class with some student example sentences from their Advice Worksheets.
3. Students complete Ranterino Report Cards and fast finishers can have fun drawing the report card photo of the Ranterino.

LESSON 4

■ Writing activity

1. Whole class brainstorm predictions for next week when the Ranterino will retake his spelling test. Will he succeed or fail? How? Add ideas to board in note form.
2. Put students into small groups (2-4 students per group). Explain that they are going to write a short story about the Ranterino's retake test. First they must brainstorm and complete the Ideas Worksheet (**pdf slide 12**).
3. Students discuss ideas in their groups and add key words to the worksheet.
4. Each group swaps worksheets and makes comments on other groups' story ideas.
5. Hand out A3 size copies of the comic strip WS (**pdf slide 13**). In groups students write and draw their Ranterino Retake stories. Specify that each box needs a picture and at least one sentence.
6. Display on wall and have a whole class vote on which story was best, and why.

Title:

A5 - Ranter Roach

Word count:

239

Themes:

- Making predictions
- Categorizing

Materials:

- Jigsaw words
- CFC Menu templates letter O sound tables

All the resources are on the Classroom Resources pdf. You can also find the video on the youtube channel if you want to use that instead of reading the e-book.

ESL / Literacy Focus:

- Simple past tense
- 3rd person verb forms
- Identify different sounds/different spelling patterns – the letter O

Language Skills:

- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language
- Use concepts of punctuation and sentence structure to build sentences

Generic Skills:

- Develop confidence in using English through performing tasks in groups
- Interact with teachers and classmates
- Converse about ideas on a familiar topic
- Collaboration: Working with peers to solve a problem
- Strengthen creative abilities through reading, listening
- Use prediction to show comprehension

LESSON 1

■ Word Jigsaws

1. Explain to students that they are going to try to piece together the first page of a Ranterino story called *Ranter Roach*.
2. Put students into small groups of 3-5 and give each group a set of first page words. Use either the easier or more difficult version depending on your students' ability (**pdf slides 3 or 5**). Give students about five minutes to try and put all the words in order. After the time limit is up, check each group's attempt and then show the original text of the first page of *Ranter Roach* e-book.
3. Repeat activity with second page of *Ranter Roach* text (**pdf slides 4 or 6**)

LESSON 2

- Prediction game
- Whole-class shared reading

1. Re-read through first two pages of *Ranter Roach* on e-book, or watch them on the youtube video.
2. Ask students to predict what will happen next in the story.
3. Read/watch the third page and then ask students to predict what will happen next. Repeat until all pages of *Ranter Roach* have been read as a whole class.
4. Ask students to give their opinions on what happened in the story. How would they feel if they were the Ranterino?

LESSON 3

■ Cookery time

1. Ask students to remember what happened in the story *Ranter Roach*. Ask students to volunteer to tell the class the worst things they have ever eaten.
2. Split students up into pairs or small groups and tell the students they are going to make a Cockroach Menu for a new fast food restaurant called CFC (Cockroach Fried Chicken). Whole class brainstorm what things could be put on the menu. Encourage students to offer other horrible insect ideas, such as mosquito soup etc. Add students' ideas to the board.
3. Show students the blank menu template ([pdf slide 8](#)) and give them a time limit to complete their own, truly disgusting CFC fast food menus. Help with spelling where necessary.
4. At the end of the lesson, display around the classroom and let the students walk around and view the other menus. Whole class then votes on which menu is the most disgusting.

LESSON 4

■ Spot the O Game

1. Give all student a piece of scrap paper to write on. Tell them they must write down every word in the Ranterino text that contains the letter O.
2. Slowly read through the *Ranter Roach* e-book, page by page, as a whole class (or get them to watch the youtube video). Students look at each page and carefully copy down any words containing letter O.
3. Put students into small groups of 3-5 students and ask each group to check that all the group's members have exactly the same list of words. Double check each group has the list of words by showing them **pdf slide 10** word list.
4. Model a simple example of two different O sounds, for example, the long vowel sound of NO and the short vowel of NOT. Tell students that there are many different ways we pronounce words with O. Not just long and short vowel sounds! Ask students to guess how many different ways there are to pronounce words with O. Show them **pdf slide 11** (Hint 1) and ask them to count how many columns are in the blank table. (There are 7).
5. Ask students to look at their O word list from *Ranter Roach* and categorize the different types of O sound they can find. If they need some help to get started, show them **pdf slide 12** (Hint 2). Then let them get on with it.
6. When all groups have finished (or nearly finished), show the completed table on **pdf slide 13**. Ask them if they know any other words with O that they could add to any of the 7 columns. Hand out printed copies of pdf slide 13 for students to add any other words they think fit any of the seven columns.

Title:

A6 - When the Ranterino was Eight

Word count:

188

Themes:

- Giving reasons
- making excuses - basic elaboration and building longer sentences

Materials:

- Making Excuses WS
- colour-coded drama script
- drama Dos and Don'ts information slide
- Drama peer-evaluation forms

All the resources are on the Classroom Resources pdf.

ESL / Literacy Focus:

- Present and Past tense negatives
- 3rd person verb forms
- Using connectives - because

Language Skills:

- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language
- Using intonation and stress to convey meaning and emotions

Generic Skills:

- Interact with teachers and classmates
- Converse about ideas on a familiar topic
- Working with peers to produce an end product
- Strengthen creative abilities through reading, listening, speaking
- Develop confidence in using English through performing tasks in groups
- Assume different roles in collaborative work
- Respond and give expression to events and characters through drama

LESSON 1

- Whole-class shared reading
- Making excuses game

1. Tell the students they are going to read a Ranterino story. Ask them to guess when and why the Ranterino started saying 'Blah, Blah, Blah'. When a student offers an answer to these two questions encourage them to give a reason for their answers using 'because...'. Add students' ideas to the board.
2. Read through *When the Ranterino was Eight* e-book as a whole class, either teacher or student-led.
3. Ask students to guess why the Ranterino was always late for school. Did he really get lost every morning? Again, ask students to give reasons for their answers using 'because...'
4. Ask students to think of other things children might do which examples of 'bad' behavior (teacher can offer examples such as not doing homework, not listening in class etc). Make a list of students' ideas on board.
5. Teacher uses examples from board and makes a silly excuse for each example. 'I didn't do my homework because my dog ate my worksheet.' / 'I wasn't listening in class because I had a fly in my ear' etc. Now give students the opportunity to make excuses for behavior items from board using 'because...'. Award points to the silliest, most outlandish and creative excuses. Hand out Giving Reasons/Making Excuses worksheet ([pdf slide 3](#)).

LESSON 2

- Whole-class shared reading
- Drama set up

1. Re-read through *When the Ranterino was Eight* with students.
2. Tell students they are going to perform some drama based on the story. Put students into groups of 4 and explain that for the drama each student in each group will be required to act one role from these: Narrator / The Ranterino / Teacher 1 / Teacher 2. Depending on your class, either let students in their groups decide who plays which role, or chose for them to save time and disagreements. If you have a group with only 3 students, one student can do both teacher 1&2 roles. If you have a group of 5 students, make one of them the director and ask them to organize their group's performance.
3. When each group has decided its roles for it students, read through the script on projector (**pdf slides 5-6**) as a whole class. Ask all the Narrators, Ranterinos and Teachers to stand up together and read aloud their lines. This will allow teacher to check all students can read their lines.
4. Run through the Dos and Don'ts list for drama (**pdf slide 7**).

LESSON 3

■ Drama rehearsal

1. Run through the Dos and Don'ts list for drama again.
2. Hand out printed copies of script to all students and check again that each student knows their role / lines. Ask each student to highlight the lines they will speak.
3. Allow the students the rest of the class time to prepare their performances which they will show the rest of the class next lesson.

LESSON 4

■ Drama performance

1. Run through the peer-evaluation form (**pdf slide 9-10**) and explain that each group will be required to give all the other groups a score for their performance. Hand out 1 peer evaluation form per group.
2. Group 1 performs.
3. Give each group a minute to discuss and complete their peer evaluation form of Group 1.
4. Repeat activity with all groups.
5. Collect in peer evaluation sheets and announce the winner(s).

Title:

A7 - Ranterina World Eater

Word count:

384

Themes:

- Questions and Answers

Materials:

- Levelled guided-reading WS
- Quiz question template WS
- Ranterino tummy contents template WS

All the resources are on the Classroom Resources pdf. You will need to make a Powerpoint with students' Quiz question worksheets after Lesson 2.

ESL / Literacy Focus:

- Basic question form structures
- 3rd person verb forms
- Simple past tense
- Using connectives – because – to answer high-order comprehension questions

Language Skills:

- Form, ask and answer a wide range of open and closed questions
- Write in full sentences
- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language

Generic Skills:

- Inferring meaning and levels of difficulty
- Interact with teachers and classmates
- Converse about ideas on a familiar topic
- Working with peers to produce an end product
- Strengthen creative abilities through reading, listening, speaking
- Develop confidence in using English through performing tasks in groups
- Assume different roles in collaborative work

LESSON 1

- Whole-class shared reading
- Individual reading
- Multi-levelled group worksheets activity

1. Tell the class they will read a Ranterino story. Tell them it's about the Ranterino's sister, the Ranterina. Ask them what they think she might eat in the story, *Ranterina World Eater*.
2. Whole-class shared reading of *Ranterina World Eater* e-book.
3. Tell students they will all have to complete a worksheet (**pdf slides 3-6**) answering questions about the story. Give students 30 seconds to individually (and silently) read through each page of the e-book on the projector/e-board and try and memorize as much information as possible.
4. Split students into mixed-ability groups of 4 and explain that each group must complete 4 worksheets. The worksheets are levelled as Easy, A Little Difficult, Difficult and Very Difficult. Explain that each group must decide which students in their group will complete which worksheets. Hand out the four different worksheets to each group and ask them to complete within 5-10 minutes, depending on how long you think they will need. Tell them that worksheets must be completed in silence!
5. After time limit is up, ask the students in each group to pass around their worksheets for in-group peer review/correction. This should take just a few minutes.
6. Whole-class feedback on worksheet answers.

LESSON 2

- Whole-class shared reading
- Ranterina World Eater Quiz question making

1. Put students into the same groups from last lesson. Tell students they will now re-read *Ranterina World Eater* e-book on projector/smartboard. They will have 30 seconds per page to read and remember. They need to remember as much information about the text as possible because later, they will be making questions to test the other groups.
2. Re-read through the e-book as a whole class. Make sure no students make any notes!
3. Show students a copy of the Quiz Question worksheet (**pdf slide 8**) and explain that each group must make at least 5 questions, but no more than 10. Set an appropriate time limit for your students to complete this task and remind them that they must also know the answers to the questions they set.
4. Collect in quiz questions for use next lesson. (Before next lesson teacher needs to go through all the questions, and add them to a Powerpoint ready for next lesson. Mix all the questions up in a random order. Add in some of your own high-order comprehension questions too, if you need to pad out the quiz. A total of about 40 questions should be enough for a full lesson quiz.)

LESSON 3

■ Ranterina World Eater Quiz

1. Use the Powerpoint made from last lesson's quiz question worksheets. Do the quiz!
2. Finish off the lesson by asking students if they can eat as much as the Ranterina. Why (not)? Explain that next lesson the students will be playing a game based on what is in the Ranterina's tummy.

LESSON 4

■ Ranterina tummy contents spelling game

1. Show students the Ranterina's Tummy template worksheet (**pdf slide 10**). Tell students they need to add as many things as possible into the Ranterina's empty tummy until it is full. Tell students that for every item they draw inside the Ranterina's tummy, they will need to be able to spell the word for that item as they will be tested later.
2. Students in small groups spend five minutes drawing in as much stuff as they possibly can into the Ranterina's tummy. It can be anything at all.
3. Teacher takes a completed worksheet from a random group of students and names some of the things he/she can see on their worksheet. The group has to correctly spell the words the teacher says. If they can do it, award points.
4. Repeat activity with other groups in the class.

Title:

A8 - Comboverino

Word count:

337

Themes:

- Making predictions
- guessing
- giving opinions

Materials:

- New hair WS
- What's in the Ranterino's hair guessing game on website
- Guessing game WS
- /t/ and /d/ past tense -ed words WS
- Consonant drop WS

All the resources are on the Classroom Resources pdf and at WWW.THERANTERINO.COM

ESL / Literacy Focus:

- Past tense -ed: / t/ versus /d/
- Doubling up consonants
- Predictive question forms – Is it...?/ Are they...?

Language Skills:

- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language
- Form, ask and answer a small range of closed predictive questions
- Read and comprehend longer sentences

Generic Skills:

- Use prediction to show comprehension
- Use visual aid to predict meaning
- Develop confidence in using English through performing tasks individually

LESSON 1

- Whole-class predictions
- Whole-class shared reading

1. Tell students they will be reading a Ranterino story called *Comboverino*. Write the words COMB OVER on the board and ask if any students know what it means. Demonstrate if no students know.
2. Tell students that in the story the Ranterino goes to the barber shop to get his hair cut. Ask students to predict what kind of haircut he might get.
3. Teacher reads through first 4 pages of e-book using a lot of mime and gesture. After first 4 pages, ask the students what will happen next. Continue reading the rest of the story.
4. Whole-class feedback on Ranterino's new hairstyle. Ask students if they think they could design a new hairstyle for the Ranterino.
5. Draw a simple, egg shaped bald-headed Ranterino on the board. Get some ideas from students, allow some to come up to the board and draw some silly haircuts. Tell students that next lesson they will design their own new haircuts for Ranterino.

LESSON 2

- Whole-class shared reading
- Make a new Ranterino haircut activity

1. Re-read *Comboverino*, choosing volunteer students to read the text out loud, page by page.
2. Show students the New Haircut Worksheet (**pdf slide 3**). Tell students that today they are going to all design a new haircut for the Ranterino. Explain that students need to first draw the Ranterino with his new haircut, then write a brief description of the hair and whether the Ranterino likes it or not. Show them some examples of other students' work in the 'Fun Stuff' section on the website.
3. Hand out the worksheets (**pdf slide 3**) and ask all students to work away quietly on their worksheets. Give them about 10 minutes.
4. Whole-class feedback. Take a selection of the best (and worst) and display for whole class to see on projector. Get students to vote for one or two favourite hairstyles.

LESSON 3

- Whole-class shared reading
- Website guessing game
- In-class Guessing game

1. Re-read *Comboverino*, choosing volunteer students to read the text out loud, page by page.
2. Go to the Game 2 in the 'Fun Stuff' section on the website. Go through the three Guessing Game questions, polling the students for which answer they think is correct, A, B or C. (NOTE* Actually, whichever answer they choose, it will come up as CORRECT. Your class will get 3/3...but don't tell them it's rigged!!!)
3. Show them some of the example Guessing Game worksheets ([pdf slide 5](#)) underneath the game on the website. Tell them they will all individually now make their own worksheet games. Before you hand out the worksheets, tell students they should draw each picture first, then right the 3 possible answers. Depending on your students' levels, they can write one word answers, short simple sentence answers or longer sentence answers. Time limit should be about 10 minutes and take extra copies of worksheets for fast finishers who can do another set of pictures and answers.
4. When students have completed their Guessing Game worksheets, let them mingle around the classroom to look at and guess the answers for other students' worksheets.
5. Wrap up the class by showing some of the best/funniest students' work to the whole class on the projector.

LESSON 4

- **Pair shared reading** (If you have use of a computer room/tablets, let the students work through this first activity at their own pace, using the e-book on the website. If you are using just the teacher computer + projector/smartboard, give students about 30 seconds per page.)
- **T or D -ed ending game**
- **Consonant drop game**

1. Put students into pairs and tell them that they are going to read through the e-book Comboverino, with one specific aim: To look for and write down all the words that end with **-ed**. Give them some scrap paper and a time limit of 10 minutes and let them go through the e-book in pairs at computers/on tablets.
2. Now show students the blank T or D worksheet (**pdf slide 7**). Explain that they must now sort through their -ed words and decide which words have a /t/ or /d/ sound for the -ed. Make it into a writing race. Hand out worksheets face down. Tell students to turn over and in pairs quickly add their -ed words into the two columns.
3. Whole-class feedback on which words are /t/ and which are /d/
4. Now ask students to do the same with the next double-sided Consonant Drop worksheet (**pdf slides 8-9**). In pairs they have to scan down the list of past tense -ed words and change them back to present tense. Some need just the -ed to be dropped, others need Consonant + ed to be dropped. Set it up as a race like the previous activity.

-ed Word list:

looked, brushed, tried, popped, dragged, pulled, ripped, smoothed, finished, picked, walked, combed, turned

Title:

A9 - Around the World in Blah Blah
Blah

Word count:

248

Themes:

- Countries, places, holidays

Materials:

- Country name rhyming game
- Levelled comprehension WS
- preposition list
- text gap fill WS
- Sentence-building WS
- A3 size poster template

All the resources are on the Classroom Resources pdf.

ESL / Literacy Focus:

- Preposition usage – in, out, on, up, down, around, along, as, at

Language Skills:

- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language
- Answer a small range of closed and open comprehension questions
- Read and comprehend longer sentences
- Write in complete sentences using prepositions /conjunctions

Generic Skills:

- Discussing General Knowledge
- Basic and High Order Comprehension
- Scanning for specific information
- Peer-correction
- Controlled free-writing
- Inferring meaning
- Interact with teachers and classmates
- Converse about ideas on a less familiar topic

LESSON 1

- Country name game
- World knowledge game
- Whole-class shared reading

1. Tell students they will read a story later about the Ranterino going on holiday. Ask students to guess which countries he visited. List the students' answers on the board.
2. Use the rhyming words (**pdf slides 3-20**) to get student to guess the nine countries he visited. Show the word which rhymes with the country name and award points to the first student to guess the country. When all the countries have been guessed go through the Table of Countries (**pdf slide 21**) and ask students to tell the class anything they know about those countries. For example, 'In Japan people eat sushi.'
3. Teacher-led whole class reading of e-book *Around the World in Blah Blah Blah*. Or watch the video on the youtube channel.

LESSON 2

- Whole-class shared reading
- Individual reading
- Levelled comprehension memory activity

1. Re-read *Around the World in Blah Blah Blah* as a whole class.
2. Tell students that they are going to re-read the story again, individually, on their tablets or computers. Before they re-read, they must choose a worksheet (**pdf slides 23-25**) they want to complete. They can choose from three different levels, Easy, Difficult, Genius. Hand out the worksheets (AND MAKE SURE ALL STUDENTS WRITE THEIR NAME ON THEIR WORKSHEET) and let each student carefully read through the questions on their chosen worksheet. A time limit of a couple of minutes should suffice. Do not let students write any answers yet.
3. Collect the worksheets back from the students and tell them to re-read the e-book carefully to try and find the answers. A time limit of five minutes should suffice.
4. Now ask students to turn off their tablets / computers. Hand back their worksheets and give them 5-10 minutes to complete the answers to the questions, in full sentences.
5. Re-distribute the worksheets around the class to other students for marking. Each student will mark another students' worksheet. Tell students to turn on their tablets / computers again and check the worksheet with the story text.
6. Let students redistribute the worksheets back to their owners to look at their scores.

LESSON 3

■ Preposition sentence-making game

1. Show students a list of the prepositions found in *Around the World in Blah Blah Blah* (pdf slide 27).
2. Ask students to verbally make up any random sentences using some of the prepositions. For example, IN – ‘I live in a house.’
3. Put students into groups or pairs and tell them they will have to complete a worksheet as fast as they can (pdf slide 28), adding the correct prepositions into the blanks in the story *Around the World in Blah Blah Blah*.
4. Whole-class feedback on the correct answers.
5. Show them the next worksheet with key words (pdf slide 29). Explain that in their groups/pairs, students must make a new sentence for each set of key words. Give a time limit of about five minutes.
6. Whole class feedback on various groups’ sentences. Students can rate the sentences on a variety of factors such as correct spelling ,funniness, grammatical correctness. Teacher can, of course, decide what criteria the sentences will be judged on.

LESSON 4

■ Poster-making: What did the Ranterino say and do in your country?

1. Tell the students that the Ranterino visited your country last week. Ask students to guess what he did, how long he stayed, if he liked it etc.
2. Show students the A3 size poster worksheet ([pdf slide 31](#)) and explain that in pairs they will make a picture/text poster describing the Ranterino's trip to your country. Teacher needs to monitor and help out with spelling. Set a time limit which will leave 5 minutes at the end of class for students to put their posters up on the walls / whole-class mingle to view peers' work.

Title:

A10 - Ice-creamerino

Word count:

325

Themes:

- Reading between the lines
- describing things

Materials:

- First and Second pages missing text WS
- Page 4 text guessing WS
- mono and multi-syllabic brainstorming WS

All the resources are on the Classroom Resources pdf.

ESL / Literacy Focus:

- Simple past tense
- Pronoun referencing
- Mono and multi-syllabic adjectives
- Decoding and spelling multi-syllabic words
- Sound-spelling pattern -ful /-le

Language Skills:

- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language
- Read and comprehend longer sentences

Generic Skills:

- Inferring meaning
- Skim-reading for general comprehension
- Use visual aid to create text
- Peer-testing
- Interact with teachers and classmates
- Collaboration: Working with peers to produce an end product
- Strengthen creative abilities through reading, listening, speaking
- Develop confidence in using English through performing tasks in groups

LESSON 1

■ Read between the lines guessing game

1. Show students the title page of e-book story *Ice-creamero*. Ask for predictions about what will happen in the story. Show and read the first page of the story.
2. Show students **pdf slide 3** and as a whole class get ideas about what the two missing lines might be. Then show the original second page from e-book to students.
3. Show students the third page text on **pdf slide 4** and repeat the activity but this time get students to work together in small groups of 3-5. Whole-class feedback on what each group added into the blanks.
4. Whole-class reading of the first three pages of *Ice-creamero*.
5. Ask students for new set of predictions about what will happen in the story. Tell the students they will read the full text next lesson.

LESSON 2

- Missing page write up activity
- Whole-class shared reading

1. Whole-class reading of *Ice-creamerino*, first three pages, either teacher or student –led.
2. Show students **pdf slide 6** with the fourth page picture and empty text box. Tell students they must discuss, predict and then write up the page, based on the picture. Whole-class feedback on each group’s write up. Then show them the original fourth page text in the e-book. Ask for new predictions about what might happen in the rest of the story.
3. Whole-class shared reading of the full *Ice-creamerino* e-book. Then tell the students they will be having a spelling test next lesson based on the words found *Ice-creamerino*. (This may encourage them to read the text at home.)

LESSON 3

- Whole-class shared reading
- Peer spelling bee game

1. Tell students they are going to be testing each other's spelling skills in this lesson. Hand out scrap writing paper to all students and make sure they all have a pencil to write with. Tell students they need to pick out and write down the most difficult words from the *Ice-creamerino* e-book.
2. Teacher reads through each page of *Ice-creamerino*, slowly, giving the students time to scan through the text, find and write down the words they think are the most difficult to spell.
3. Now put students into small groups and give each group one piece of scrap paper. Ask each group to discuss the lists they have made and now make a list of top 5 most difficult words. Remind them to whisper so the other groups cannot hear what words they are putting on their final list.
4. Collect in each group's list of top 5 most difficult words from *Ice-creamerino*. (They should all look similar!)
5. Tell all students to place their hands on their desks. Say a word from the list. First student to raise his/her hand can attempt to spell it. Repeat with all words from each group's list. Make it fun, repeat the same word several times in a row.

LESSON 4

- Whole-class shared reading
- Adjectives race game

1. Illicit from students or explain to them what an adjective is.
2. Re-read through *Ice-creamerino* e-book with whole class. Ask students to find on each page examples of adjectives (First page – purple, second page – lovely...etc.)
3. Write these adjectives on the board: **big, purple, wonderful**. Ask students how many syllables are in each word. (If you need to pre-teach concept of syllables, do it as you go through these three example words, asking students to count out the number of separate sounds in each.)
4. Put students into mixed-ability groups of 3-5 students. Hand out worksheets (**pdf slides 8-10**) and ask each group to brainstorm and write down as many mono and multi-syllabic words as possible in five minutes. Stronger and weaker students in the group should naturally gravitate to the more difficult or easier worksheets.
5. Ask each group to count up the number of words on each worksheet. Add those figures to the board. Swap groups' worksheets around with other groups and ask students to check the numbers.
6. Whole-class feedback on figures.
7. Announce the winning group and tell them they have to buy everyone an ice-cream.(Just kidding!)

Have fun reading!

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