

# The Ranterino's Big Book of Classroom Activities

## *Level B – Middle Primary Lesson Plans*



# Checklist

*Do you have the following things?*

- A downloaded copy of Level B Ranterino e-book stories (B1-B8)
- A Copy of Level B Lesson Plans (that's this document!)
- Downloaded copies of Level B Classroom Resources PDFs (B1-B8)

*If so, you are ready to go and Ranterino!*

*If not, visit [www.theranterino.com](http://www.theranterino.com) and get them there!*

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# Overview of Level B 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 8 Ranterino e-book stories at Level B which can be downloaded at [www.theranterino.com](http://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 e-book 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 32 lessons which are included in this document, your Middle 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) and multi-syllabic word decoding
- 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)
- Process writing skills such as drafting, self and peer correction / editing and publishing
- Collaborative project skills to help develop 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 Middle 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 Middle Primary aged students straddling Key Stage 1-2 (Grades 3-5 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 P3, P4 and P5 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 emphasize 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 B series with text blurbs and word counts

*Level B - Confident readers at Middle Primary (7-9 years old)*

- Titles between 448-718 words.
- High density of sight words, high-frequency words, common spelling patterns.
- Lower frequency words / multi-syllabic words to develop decoding skills.
- Simple stories with familiar settings and themes for Middle Primary students (such as pets, school, jobs, the home) but with more details and plot development than at Level A.

Story No.	Title	Blurb	Word Count	Lesson Plan on Page
B1	<i>Polarino</i>	The Ranterino goes to the pet shop to buy some purple pets. What can go wrong?	557	8-12
B2	<i>Ranterwriter</i>	The Ranterino wants to be a writer. He tries to write a book. Do you think he can be a good writer?	576	13-17
B3	<i>Superino</i>	The Ranterino wants to be a superhero, with super powers. But what kind of superhero can he be?	718	18-22
B4	<i>Shakerino</i>	The Ranterino goes to the beach. He gets sunscreen in his eyes and jumps into the sea to wash his eyes. Do you think there are sharks in the water?	448	23-27
B5	<i>Mr. Ranterino Rules</i>	Mr. Ranterino is the new teacher at school this year. Do you think he is a nice, kind teacher? Or a super-scary teacher?	492	28-32
B6	<i>Powerouterino</i>	There was a big storm today. There is no power at home tonight. It is very dark. The Ranterino cannot see at all. Is he safe at home?	463	33-37
B7	<i>Waiterino</i>	The Ranterino wants to be a waiter, but first he must learn to smile. Do you think he can be a good waiter? Can he be polite and friendly?	660	38-42
B8	<i>Ranterina Teeth Cleaner</i>	The Ranterina asks the Ranterino to help clean her teeth. But she is always so hungry! Is the Ranterino safe?	492	43-47

## **Title:**

B1 - Polarino

## **Word count:**

557

## **Themes:**

- Talking about pets
- Performing drama
- Effective verbal communication

## **Materials:**

- Polarino drama script,
- Word-stress
- Intonation
- Pause and body language information slides,
- Drama peer-evaluation forms

*All the resources are on the Classroom Resources pdf*

## **ESL / Literacy Focus:**

- Identify same sounds/different spelling patterns: red, read, said / door, store / said, dead, instead / hair, there, bear / chirping, burping / cried, replied, sighed
- Past tense,
- Or/nor usage.

## **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
- 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 drama



## LESSON 1

- Whole-class Discussion
- Whole-class Reading Aloud

1. Teacher asks students what pets they have / what pets they would like / what pets they think the Ranterino has. Add some answers to the board. Now ask students to think of any purple animals they know of.
2. Tell students they are going to read a Ranterino story which involves him going to his local pet shop. Ask for predictions as to what might happen in the story.
3. Teacher pulls up cover page of *Polarino* e-book and asks for more predictions. Elicit from students possible meanings of the story title (polar bears).
4. Turn to Page 1 of e-book and ask for a volunteer to stand up and read aloud. Ask for another student for a prediction for the next page. Choose another student to read Page 2. Ask for another prediction. Repeat until all pages of *Polarino* e-book have been read.
5. Teacher explains that next lesson we will look at a script version of the story, in preparation to doing a *Polarino* Drama activity. If students are new to concept of drama, elicit from whole class concepts of 'acting', 'stage', 'play', 'script'.

## LESSON 2

### ■ Script Reading

1. Tell students that in today's lesson they will start practicing to perform *Polarino* as a mini-play.
2. Ask students to remind other students of any themes and details from *Polarino* story.
3. Ask students to try and remember any of the words spoken between the Ranterino, Shop Lady or Bernie the Polar Bear.
4. Put first page of script (**pdf slides 3-5**) on projector. Focus students on color codes for different characters (Narrator / Ranterino / Shop Lady / Bernie / Animals)
5. Whole-class reading of script, checking for basic pronunciation.
6. At this stage introduce the concepts of word-stress, intonation, pause and body language for dramatic effect (**pdf slides 6-9**)
7. Tell all students to read the whole script at home in preparation for next lesson when roles will be assigned to characters. Remind them they need to be aware of the whole script, regardless of which role they will eventually be assigned.

## LESSON 3

- Script vocabulary checking
- Rehearsal

1. Ask students to take out their *Polarino* scripts. Ask if there are any words that students need to be checked for pronunciation. Add to board any words students mention and do a quick, whole class random test by writing some of the more difficult/low-frequency words such as indigo on the board and ask whole class to pronounce.
2. Teacher splits students into small groups of 4-5 and allocates a role from the *Polarino* character list on the first page of the script to every student in each group. Be sure to double-check all students know their roles by asking all Ranterinos to stand up/sit down, all shop ladies stand up/sit down etc.
3. In groups students practice reading script. (Allow them to stand up and move around to practice 'stage positioning')

## LESSON 4

### ■ Performance and evaluation

1. Give students a few minutes for final rehearsal. Tell students that not all groups will get the chance to perform because of time limit, but the groups that do perform will be randomly selected. Show students the peer-evaluation form (**pdf slide 11**). Check students are clear about the different aspects of it and how they should judge their peers. Hand out one peer-evaluation form to each group. Tell students not to write anything on it until they have watched the first performance.
2. Choose a random group to go first. (\*Make it look random, but pick one of the strongest groups. This gives the weaker groups an opportunity to get some last minute ideas to copy). Let the chosen group perform at the front of the class. Demarcate a 'stage boundary'. Group performs. Ask class to evaluate it on their peer-evaluation forms. Give them about a minute to discuss and fill in.
3. Repeat process with another group.
4. Choose a third group if time. (If you have class time, let all groups perform)
5. Whole-class feedback on which group performed best, based on the evaluation forms.

## **Title:**

B2 - Ranterwriter

## **Word count:**

576

## **Themes:**

- Jobs
- Future
- Describing personal qualities
- Tongue-twisters

## **Materials:**

- Speed-reading text handout,
- Levelled comprehension worksheets,
- What you want to be example worksheet,
- What you want to be 1<sup>st</sup> draft worksheet,
- What you want to be final draft worksheet

*All the resources are on the Classroom Resources pdf.*

## **ESL / Literacy Focus:**

- Job vocabulary
- Short-vowel pronunciation
- Simple past tense
- -because/however

## **Language Skills:**

- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language
- Develop basic concepts of process writing – drafting and correcting
- Read aloud a sustained text of several short paragraphs

## **Generic Skills:**

- Interact with teachers and classmates
- Converse about ideas on a familiar topic
- Collaboration: Working with peers to produce an end product
- Strengthen creative abilities through reading, listening, speaking
- Predicting based on current knowledge

## LESSON 1

- Job vocabulary brainstorm game
- Ranterino job predictions activity
- Whole-class shared reading

1. Warm up by telling students today's lesson is all about jobs. Ask the whole class to help you list some great and some terrible jobs. Ask students to give reasons for why they think certain jobs are good or bad.
2. Now ask students to think about what kind of jobs the Ranterino might be good/bad at. Again, ask students to support their choices with reasons.
3. Whole class reading of *Ranterwriter* e-book.
4. Tell students that next lesson they will play a game which involves reading the final page of the story very, very quickly. Tell them to practice reading it fast at home.

## LESSON 2

- Whole-class shared reading
- Title speed reading race game
- Levelled comprehension worksheets

1. Re-read *Ranterwriter* as a whole class.
2. Focus on the final page with the Ranterino's silly title for his book. Explain to students that in their small groups they are going to compete to see which group can successfully say the tongue-twister fastest. Leave the final page of the e-book on the projector/smartboard. Allow students to copy it down if they want. Give them a few minutes to practice saying the title as a group. (This may be noisy). Then settle and quiet the class.
3. Take out a stopwatch and explain that each group will take turns to stand up and on the count of 3 they will read aloud the last page as fast as they can. They have 3 attempts to successfully read all words as a group. Take their best time and post it on the board. Repeat with all groups.
4. Give the winning group the opportunity to choose which levelled worksheet they can do at home, and also they can choose which levelled worksheet the rest of the class must complete for homework (**pdf slides 3-4**). Probably the winners will choose to do the Easy Worksheet, and make the rest of the class do the Difficult worksheet. That's ok though, because in fact, the worksheet titled Easy is the most difficult, and the Difficult one the easiest.
5. Finish the lesson by telling the class that they should be nice to their peers!

## *LESSON 3*

### ■ Process Writing - Drafting: What do you want to be when you grow up?

1. Ask students what jobs they would like to do when they grow up. Ask them to give reasons why they would be suited to those jobs.
2. Show students the example worksheet 'What I want to be when I grow up' (**pdf slide 6**). Tell them they are going to write their mini essays, based on the template of four short paragraphs.
3. Hand out the first draft worksheets(**pdf slide 7**), reminding students that as a first draft they shouldn't worry about checking for small mistakes in spelling or grammar. Give students about 15 minutes to complete their first drafts, leaving the example version on the projector/ smartboard for them to follow the structure if they need extra support.
4. Collect in all students' worksheets for use next lesson.



## *LESSON 4*

### ■ Process Writing – Editing and publishing: What do you want to be when you grow up?

1. Remind students of what they did last lesson and explain that you will hand out their first draft worksheets randomly to other students, who will read through and correct any spelling, punctuation or grammar mistakes and add some comments for improvement in the comments box.
2. Let students peer-correct the worksheets then collect back in after about five minutes.
3. Show the students the 2<sup>nd</sup> draft worksheet (**pdf slide 9**) and tell them they will now be given back their original 1<sup>st</sup> draft worksheet with corrections. Give the students most of the remaining class time to write up a final, edited version on the 2<sup>nd</sup> worksheet.
4. Wrap up the lesson by asking for a few volunteers to stand up and read out their mini-essays.
5. Display all work on the classroom walls for students to look at during recess times.

## Title:

B3 - Superino

## Word count:

718

## Themes:

- Public speaking-Reading aloud using punctuation
- Describing and comparing personal qualities
- Using comparatives to give reasons

## Materials:

- Superino e-book,
- Multi-levelled comprehension question worksheets,
- Human V Alien Comparative Worksheet (A3 Size)
- Comparative examples template worksheet
- Alien File Worksheet

*All the resources are on the Classroom Resources pdf, but Lesson 2 requires students reading individually at pcs or on tablets. If you don't have that facility available, show each page of text on class projector*

## ESL / Literacy Focus:

- Ask and answer simple Wh- questions
- 3rd person verb forms
- Simple past tense
- Comparative forms
- Reading aloud
- Phonics
- Identify differing pronunciation of 'o':
  - Other, above, mirror
  - Open, home, superhero, know, go, so, no, blow, below
  - Strong, long, on
  - To, do
  - Or, more
  - Of, off, got, top

## Language Skills:

- Reading and listening for gist
- Reading for specific information
- Pronounce correctly words in isolation
- Pronounce correctly chunks of language
- Read aloud full paragraphs
- Use punctuation to pause - transfer written to verbal communication
- Develop basic concepts of process writing – converting notes to full-sentence text
- Develop decoding skills through silent reading

## Generic Skills:

- Collaboration: Working with peers in small groups to produce a written report
- Strengthen creative abilities through reading, listening
- Develop confidence in using English through performing tasks in groups
- Interact with teachers and classmates
- Strengthen creative abilities through reading, listening, speaking

## LESSON 1

- Pre-teach vocabulary/prediction activity
- Whole-class shared reading of *Superino*

1. Ask students if they think the Ranterino would be a good superhero (Why/why not?) Ask students to compare the Ranterino with their favourite superheroes (**pdf slide 3**).
2. Pre-teach/familiarize students with text vocabulary by focusing on the story word list and asking students to predict what might happen in the story (**pdf slide 4**). Award points to students who can support their ideas with reasons based on vocabulary list.
3. Teacher reads through *Superino* e-book on projector/smartboard with mime and gesture, asking for students to predict what might happen on each following page of the story.
4. Ask students for ideas as to what or who found the Ranterino in space.

## LESSON 2

- Reading aloud/using punctuation focus
- Whole class practice
- Individual practice

1. Elicit from students the reason for punctuation in written English and check students understand concept of pausing when reading (show some random pages from *Superino* e-book and focus on punctuation marks)
2. Whole class practice of reading aloud using commas and full stops to pause. (**pdf slides 6-9**)
3. Set up reading challenge using **pdf slide 10**, giving students about 10 minutes to practice reading whole *Superino* e-book. Let them do this by reading the e-book individually on computers or tablets. Teacher should monitor and help students with any problematic words. Choose several stronger students to stand up and read the first few pages of the e-book. Encourage other students to volunteer to stand up and read remaining pages. Award points specifically for good pausing.
4. Additional activity or Homework activity (**print out enough pdf slides 12-14**): Hand out levelled comprehension worksheets based on individual students' ability.

## LESSON 3

- Whole-class brainstorm activity
- Group activity: humans v. aliens factsheet

1. Look at **pdf slide 16 and 17**. Ask students to describe possible features of the aliens that found the Ranterino in space in *Superino* story. Encourage students to compare how they might be different to people/the Ranterino.
2. Show students the classroom version of the Alien Fact File (**pdf slide 18**) and read through the list of human features. Focus on the last box, 'Other information'. Ask students what information they could put in this box for humans.
3. Put students into their groups and ask them to complete the information on the Alien Fact file worksheet(**give each group one A3-sized copy of pdf slide 19**). Stress to the students that they can be as creative and inventive as they like.
4. Collect fact files in at the end of the lesson ready for the next lesson.

## *LESSON 4*

- Review fact file worksheet information
- Alien report-writing activity
- Display

1. Teacher-led whole-class review of each group's Alien fact file. Encourage students to comment on other groups' fact files and ask follow-up questions.
2. Show students **pdf slide 21**. Read through the Alien Report as a whole class.
3. Put students into their groups and hand each group a fact file from another group. Each group reads through the fact file. Hand out Alien Report worksheet to each group (**pdf slides 22 and 23 printed as double-sided A4 sheet**). Students work together in their groups to write up a report similar to the example one on pdf slide 21, based on the information they have just read from another group's Alien Fact File.
4. Discuss with students the best place to display the reports and fact files and then display.

## Title:

B4 - Sharkerino

## Word count:

448

## Themes:

- Making predictions,
- Reading instructions,
- Assessing pros and cons,
- making games

## Materials:

*All the resources are on the Classroom Resources pdf but you will also need for Lesson 2 coloured card/pens/pencils/scissors for making game counters. Gameboards also need to be printed out and laminated prior to lesson.*

## ESL / Literacy Focus:

- Simple past tense – irregular verbs
- was, went, came, let, heard, made, said
- Simple past tense -ed pronunciation /t/  
/d/  
/t/ walked, jumped, mixed, pushed,  
watched, asked  
/d/ rubbed, played, opened, swallowed,  
coughed, smiled
- Identify same sounds/different spelling patterns. Long vowel -ea and -ee
- Develop understanding of phrasal verbs

## Language Skills:

- Guess the topic and the likely development of the topic
- Reading and listening for gist
- Reading for specific information
- Share ideas and language through brainstorming, mind-maps

## Generic Skills:

- 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

## LESSON 1

- Pre-teach vocabulary
- Whole-class shared reading

1. Write the vocabulary items on the board, word by word, elicit meaning by student example sentences. Give students the opportunity to come to board and draw some of the vocabulary items: *Beach, swimsuit, burning face, sun cream, deck chair, sandy towel, sore eyes, cold water, a scream, salty sea water, shark fin, 'SHARK', The Ranterino*
2. Explain that these words are in a Ranterino story called *Sharkerino*. Ask students to predict the story.
3. Teacher-led whole-class shared reading of *Sharkerino* e-book.
4. Whole-class feedback on students' predictions.
5. Hand out levelled worksheets for homework (**pdf slides 3-5**).



## LESSON 2

- Movement phrasal verbs guessing game
- Ranterino Sharks and Ladders game board player pieces making

1. Add a couple of the following phrasal verbs onto the board: *walk down, dip in, jump in, cough up, plunge under, mix in, push down, swim towards, swim back, go back*. Teacher to mime the two examples of movement.
2. Ask students in pairs/small groups to locate in the text other words that show movement as they are shown each page of the e-book in quick succession. Ask students to mime the movement verbs/phrasal verbs.
3. Show students the laminated board game (**pdf slide 7**). Whole class reads through the Instruction List (**pdf slide 8**).
4. Read through **pdf slide 9** and show students the counter template worksheet (**pdf slide 10**). Player pieces to be made by students – Ranterino, Shark, Little Boy, Swimmers, or any *Sharkerino*-related player counters. Give each group a print off of pdf slide 9, ask them to cut it up into squares and give each students at least one square to make one counter. Give students some coloured pens/pencils/scissors and ask them to create their own unique counters.
5. Students can move around the classroom and comment on other students' game counters at the end of the lesson.
6. Carefully collect each group's player counters for next lesson. Tell the students they can play the game next lesson.

## *LESSON 3*

### ■ Play the games

1. Students in groups play the game several times in order to make them familiar with it. This can lead into the extension activity Lessons 4-8, or you can finish here if you don't have the time available.

## LESSON 4

### ■ Make a Better Game Challenge

1. As a whole class brainstorm the pros and cons of the original Sharks and Ladders game. Add ideas to the board in two plus/minus columns.
2. Teacher shows 'How to discuss' (**pdf slide 12-14**) and encourages students to use the phrases on it. This section is only necessary for ESL students.
3. In small groups students discuss if they want to make improvements to the game or if they want to make a new game. (Give students the opportunity to improve, add features or design a new, better *Sharkerino*-based board game.)
4. In small groups students develop an idea for improvements/new game idea. This can involve discussion, written ideas and plans, done in note form on scrap paper. Remind students not to worry about spelling or grammar at this stage.
5. Each group now writes a formal request letter (**pdf slide 15**) specifying what materials/stationery etc they will need to make their game and give the letter to the teacher. The teacher grants or doesn't grant the request for materials. If a group is not granted their request (e.g. they asked for some gold to decorate their game) the teacher must explain why not and ask the group to resubmit a new, more realistic request. If a group has to resubmit a request letter, give them the second request letter template (**pdf slide 16**).
6. When each group has had their requests approved and been given the necessary resources they can make their games. This could take up to several lessons, depending on how much time you want to allow.
7. When each group has made their game, all groups can play each other's games and give verbal/written feedback on up to four group's games (**pdf slide 17**).

## **Title:**

B5 - Mr. Ranterino Rules

## **Word count:**

492

## **Themes:**

- Back to school,
- Discussing school rules,
- Talking about the future,
- Agreeing and disagreeing

## **Materials:**

- Best/Worst teacher profile worksheets
- Classroom contract/personal statements worksheets for students and teacher

*All the resources are on the Classroom Resources pdf.*

## **ESL / Literacy Focus:**

- Adjectives describing personality and appearance
- Superlatives – the best/the worst
- Simple future – will
- Should/shouldn't
- Pronoun referencing
- Decoding multi-syllabic adverbs sternly, certainly, absolutely, definitely, , cheerfully, hastily, exactly

## **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 and features of a personal statement
- Reading and listening for gist
- Reading for specific information
- Maintain an interaction by agreeing or disagreeing, asking questions, making suggestions

## **Generic Skills:**

- Interact with teachers and classmates
- Collaboration: Working with peers and individually to produce end products
- Express opinions and converse about preferences and ideas
- Evaluate peers' work
- Develop confidence in reading aloud in front of peers.

## LESSON 1

- Whole-class shared reading of *Mr. Ranterino Rules*
- Using opposite adjectives brainstorming

1. Tell students they are going to listen to/read a Ranterino story. Tell them the Ranterino is a new teacher at school. Ask for predictions.
2. Read through *Mr. Ranterino Rules* with whole class. It's a good idea for the teacher to read through the e-book first time and act out the face and body gestures of Mr. Ranterino.
3. Ask students to give opinions on how good/how bad a teacher the Ranterino might be. Ask students to support their opinions with reasons.
4. Ask students for words or actions to describe a good and then a bad teacher (e.g. kind / unfair). Add words in 2 lists on board. Repeat with 2 lists for what makes a good/bad student.

## LESSON 2

- Whole-class shared reading
- The best / worst teacher in the world profile writing

1. Let students re-read through the *Mr. Ranterino Rules* e-book, either individually on tablets/classroom pcs, or page by page as a whole class using projector/smartboard.
  2. Tell students they are going to invent 2 profiles. First for the best teacher in the world, then for the worst. Show students the profile worksheets (**pdf slides 3-4**) and generate some ideas and example information students could write on the profiles. (Model an entire profile if necessary).
  3. Students have a limited time to complete Best Teacher/\*Worst Teacher Profile worksheets. Set the time limit depending on your students' ability. Let students work in pairs so one can be doing Teacher worksheet while the other does Student worksheet. Then they can swap and read their partner's list and add any other ideas.
  4. Take in worksheets and randomly put some up on the projector/smartboard for whole class feedback on students' work.
- \* Be sure they understand that for the Worst Teacher worksheet must invent a bad teacher, not actually think about a real one!!!

## LESSON 3

### ■ Make a classroom contract activity

1. Tell students that in today's lesson they are going to make a classroom contract. Elicit from students what a classroom contract might be.
2. Ask students in groups to brainstorm things they should and shouldn't do in class. Give the examples of *Listen to teacher / Don't fall asleep* in class.
3. Whole class feedback, add students ideas to the board.
4. Ask students, in small groups, to draft a classroom contract which includes the following information: Things I will do, things I won't do, things Teacher will do, things Teacher won't do. Give them some scrap paper to get this done in draft form.
5. Whole class feedback. Reach an agreement with students on the exact items to go into the 4 categories and list on board.
6. Hand out Student Classroom Contract worksheet ([pdf slides 6-7](#)) and ask students to complete the four boxes, copying from the board.
7. Students then complete the personal statement box. For example: 'I will try my best to help my friends in class' / 'I will not shout out when other people are talking'. This can be finished as homework if necessary.

## *LESSON 4*

### ■ Personal Statements - Reading aloud

1. Give students some time to complete their classroom contracts if not finished. Teacher completes his/hers too (**pdf slides 8-9!**).
2. Ask for volunteers to come up and read their personal statements in front of the class. Then student and teacher sign the contract. Repeat with all students.
3. Teacher reads out his/her personal statement. Then all students sign the Teacher's contract.
4. Collect all classroom contracts in and keep for future reference. Put your Teacher's contract up on the classroom wall or door for reference... and remember the students will be pointing to that document as soon as you do anything to break your class contract obligations. So, be careful.



## Title:

B6 - Powerouterino

## Word count:

463

## Themes:

- The home,
- Accidents,
- Onomatopoeia

## Materials:

- Comprehension worksheet,
- Cartoon-strip template (A3 size)

*All the resources are on the Classroom Resources pdf but your students also need pencils, pens, scrap paper for Lessons 3 and 4*

## ESL / Literacy Focus:

- Home vocabulary
- 3rd person verb forms
- Prepositions/phrasal verbs of movement
- -ly adverbs

## Language Skills:

- Reading and listening for gist
- Reading for specific information
- Plan and organize information and express ideas by deciding on the sequence of content
- Use appropriate formats, conventions and language and features of a comic-strip
- Maintain an interaction by agreeing or disagreeing, asking questions, making suggestions
- Create visual art from text

## Generic Skills:

- Interact with teachers and classmates
- Collaboration: Working with peers and individually to produce end products
- Express opinions and converse about preferences and ideas
- Evaluate peers' work
- Assume different roles in collaborative work
- Converse about ideas on a familiar topic
- Respond and give expression to events and characters through art

## LESSON 1

- Whole-class video watching / recount
- Comprehension activity

1. Warm up by asking the students what they know about the Ranterino. Do students think he is lucky or unlucky? (Why or why not?).
2. Tell them they will be watching a video story called *Powerouterino*. Write the words POWER and OUT on the board and elicit from students what the two words mean. Close any curtains and turn all the lights off in the classroom to demonstrate a poweroutage.
3. Turn on the pc and go to the Ranterino youtube channel for the video story. Watch the video as a whole class.
4. Turn all the lights back on!
5. Whole-class summary re-count of the story.
6. Show students the comprehension question worksheet (**pdf slide 3**) and tell students they can complete the answers as they watch the video again.
7. Whole-class feedback on the answers.
8. Tell students that next lesson they will watch the video again and be making a comic-strip version of the story. Encourage students to watch the video at home because next lesson they will need to have remembered the story very clearly.

## LESSON 2

- Whole-class video story memory activity
- Project work group discussions

1. Watch the *Powerouterino* video again and ask students to try and memorize as much of the text as possible because later they will make a comic-strip version of the story. Ask them to imagine the scenes in the story as they watch the video. Visualizing the images of what's happening in the video is very important!
2. Show students the A3 sized cartoon-strip template (**pdf slide 5**). Explain that they will have to do two things: draw one picture over each grey box, write a short text of between 10-15 words in each text box.
3. Explain the rules of the activity, which are these: students work in small groups of 3-5 students, students must first delegate responsibilities for text-writing and picture-drawing and make sure the group works together to make sure text and pictures match up correctly.
4. Tell students they will start actual work on comic-strip. Give the students a piece of blank paper and the rest of the class time to discuss and write down how they will do it and who will do which tasks. Teacher collects these pieces of paper for next lesson.

## *LESSON 3*

### ■ Comic-strip making

1. Hand out to each group one copy of the comic-strip template\* and hand back to each group the paper with their notes on from last lesson.
2. Hand out any materials they need such as pencils, pens, scrap paper for drafting etc.
3. Let them use the rest of the class to work on their comic strips. Monitor and assist when necessary.
4. At the end of the class collect in their unfinished comic strips and tell them they can complete them next lesson.

\*If your students want more flexibility, they can work from scratch on a blank sheet of A3. Offer them the choice.

## *LESSON 4*

- Comic-strip making
- Comic-strip peer evaluation and display

1. Hand back unfinished comic-strips to each group. Use half the lesson to finish off their cartoon-strips.
2. Teacher collects in all comic-strips and lets students read and comment on other groups' versions. This can be done in two way: Whole-class on the projector/smartboard, version by version OR hand back cartoon-strips randomly to groups and let them read and pass around. If you choose the later, give the class a time limit of 2-3 minutes reading time per version.
3. Display the comic-strips in the classroom.

**Title:**

B7 - Waiterino

**Word count:**

660

**Themes:**

- Describing pictures,
- Solving puzzles

**Materials:**

- Page by page e-book picture slides/ worksheet,
- text sentence/paragraphs for printing,
- laminating and cutting,
- Quiz Question worksheet

*All the resources are on the Classroom Resources pdf.*

**ESL / Literacy Focus:**

- Ask and answer a range of open and closed questions
- Simple past tense
- Sound spelling anomalies: paid, enraged, said
- Adjectives of personality
- Present continuous

**Language Skills:**

- Demonstrate understanding of meaning through transfer of pictures to text
- Put sentences in a logical order to make meaningful text
- Express imaginative ideas Decode words by sight not meaning, inference or memory
- Plan and organize information and express ideas by deciding on the sequence of content
- Use concepts of punctuation and sentence structure to build sentences

**Generic Skills:**

- Interact with teachers and classmates
- Converse about ideas on a familiar topic
- Collaboration: Working with peers to solve a problem
- Develop confidence in using English through performing tasks in groups
- Respond and give expression to events and characters through writing
- Working with peers to produce an end product

## LESSON 1

### ■ Book without words activity

1. Tell students they are going to be looking at some pictures from a Ranterino story in this lesson, called *Waiterino*. As a whole class, go through the pictures (**pdf slides 3-20**). As you go through the slides ask students to comment on what they see in each picture and try to get the whole class to come to an agreement on what is happening in each picture. (If they can't agree, don't worry.)
2. Split students into small groups of 3-5 students and explain that each group is going to write the text for some of the pictures the class just discussed. Randomly hand out the printed **pdf slides 3-20** to groups and ask them to complete the text box for each sheet they have. Time limit will vary depending on your students' ability.
3. Ask groups to swap their sheets with other groups for peer-evaluation/correction.
4. Teacher collects in all sheets and puts Page 3 Picture sheet on the class projector/smartboard. Let the whole class read through it. Move on to Page 4 Picture and repeat until the class has seen their version of the full story of *Waiterino*.
5. Tell students that next lesson they will be able to see the words from the real story.

## LESSON 2

### ■ Sentence Jigsaw activity

\*There are several ways the teacher can set up this activity, depending on students' reading/comprehension/inference skills. Either use the Paragraph Jigsaw version or the Sentence Jigsaw version... or you could use both, splitting the class into groups who do the easier paragraph version or the more difficult sentences jigsaw. The following lesson plan is a guide for using the sentences jigsaw.

1. Ask students to re-count the story pictures from last lesson.
2. Show students the sheets they produced last lesson on the projector/smartboard.
3. Tell them they will now be given the real story text...but in a big mix. Each group will be given one page of the text cut up into jigsaw strips (**pdf slides 22-40**). Each group must arrange the jigsaw pieces into what it believes is the correct format of the text. When completed the group can ask the teacher to check it. If correct, the group will be given another page of text in jigsaw form to piece together. (The teacher can choose whether or not to be kind and hand out the correct picture for the text.)
4. When all the pages of text have been completed, show the whole class the first page of the story from the *Waiterino* e-book. Whichever group had the task of piecing together the text for that page must check their own version against the original. Move on to the next page in the e-book, find the group who pieced together this page and check. Repeat until the whole story has been covered.
5. By this stage the students should have a very clear understanding of the *Waiterino* story. Tell them they are going to test each other's understanding of the story. In pairs or small groups, ask the students to go think of five questions to ask other students about the *Waiterino* story. Hand out the blank question worksheet so students can write down their questions (**pdf slide 42**).
6. Teacher collects in questions or lets students finish at home.



## *LESSON 3*

- Whole-class *Waiterino* quiz
- Open discussion

1. Teacher uses the students' questions from last lesson to lead a quiz.
2. Use the rest of the class time to let students give their opinions on *Waiterino*.

## LESSON 4

### ■ Backward Reading Competition

1. Tell students that in today's lesson they are going to be reading *Waiterino* in reverse, from the last word of the last page, back to the first word on the first page. One small group of students will be chosen at random to read the last page backwards. Show the last page on the projector/smartboard. Give the whole class a short time to practice reading the page backwards. Then choose a group to stand up and read. Award points for speed, deduct points for mistakes.
2. Repeat activity with another group and the next page. Repeat until the whole story has been read back to front.

## Title:

B8 - Ranterina Teeth Cleaner

## Word count:

492

## Themes:

- Making predictions
- Story telling

## Materials:

- Worksheets for brainstorming, drafting and final copying

*All the resources are on the Classroom Resources but you will need a computer room for your students to type up their work in Lesson 3.*

## ESL / Literacy Focus:

- Simple past tense -ed pronunciation /-t/ /-d/ /-id/  
/-t/ knocked, pushed, looked, walked, picked, promised, asked, dropped  
/-d/ cried, lied, smiled, opened, leaned, answered, closed, realized, pulled  
/-id/ started
- Past tense irregulars  
Was/were, heard, saw, swung, stood, said, shook, went, did, spoke
- Would/ Could/ Should

## Language Skills:

- Reading and listening for gist
- Reading for specific information
- Plan and organize information and express ideas by deciding on the sequence of content
- Use appropriate formats, conventions and language and features of a comic-strip
- Maintain an interaction by agreeing or disagreeing, asking questions, making suggestions
- Share ideas and language through brainstorming, mind-maps
- Develop basic concepts of process writing – drafting and correcting
- Read aloud a sustained text of several paragraphs

## Generic Skills:

- Interact with teachers and classmates
- Collaboration: Working with a peer to produce end products
- Express opinions and converse about preferences and ideas
- Evaluate and comment on peers' work
- Develop confidence in reading aloud in front of peers.
- Self-correct and evaluate
- Strengthen creative abilities through reading, listening, speaking

## LESSON 1

- Whole-class read and predict
- Process writing: Brainstorming and notes

1. Tell the students they will read a Ranterino story titled *Ranterina Teeth Cleaner*. Ask for predictions.
2. Whole-class reading, page by page of the e-book, with students predicting the next page.
3. After reading the whole story, ask students what they think the Ranterino should now do, given that his head has been bitten off and stuck back on his neck upside down. Give some examples through questions such as ‘Should he go to the hospital?’ ‘Should he ask his sister to staple his head back on properly?’ etc.
4. Tell students that they will continue the story. Explain they must work in pairs and do the following things: Brainstorm some ideas on the note sheet (**pdf slide 3**). Then, next lesson, they will write up a first draft story ending and then self-correct their own draft. The lesson after that they will write or type up their final copy, which will be displayed for all students in the class to read.
5. Hand out Brainstorming Notes sheet to each pair and give them the rest of the lesson to firm up a single story idea. Collect in the note sheets at the end of the lesson.

## *LESSON 2*

### ■ Process writing: 1st Draft and self-corrections

1. Hand each pair their Brainstorming notes sheet from last lesson and tell them they have the rest of the lesson to convert their notes into a proper text (**pdf slide 4**). Remind them this will be the first draft, so not to focus too much on spelling, punctuation, grammar. Make sure they get their basic text written.
2. Give them five minutes at the end of the lesson to proof-read and self-correct their own work. Collect in their work.

## *LESSON 3*

### ■ Process writing: Final copy writing/typing

1. Take the students to the computer room.
2. Hand out their 1st draft sheet from last lesson.
3. Get them to type up as a word document their story ending. If they want to google image some pictures to add to their documents, tell them they can do this **AFTER** they have typed up their text. (Tell students to take turns typing, sentence by sentence.)
4. When students have completed their documents, print them off and take students back to their classroom.

## *LESSON 4*

- Process writing: display and evaluation
- Reading aloud activities – summarizing and reading

1. Display the students work from last lesson on the four walls of the classroom and ask students to walk around and read as many of the documents as time permits.
2. Ask some students to tell the class which story endings they liked best, and why. (Ask them to briefly summarize the story they like best and then give the reason for liking it.)
3. Ask volunteers to come to the front of the class and read out their story endings.

Have fun teaching your students to learn to enjoy reading!

[www.theranterino.com](http://www.theranterino.com)

