



Running words: 274

Book Summary

This book looks at how Mum keeps losing her keys because she doesn't put them by the front door. Her daughter Gina has an idea, so she and Dad set about building something that will help Mum remember to put her keys there. Mum also leaves a note to help Gina remember something, too!

Themes

Family, Invention, Problem solving

Features of the Book

- The information contained in illustrations
- Content words for discussion: *pulley, idea, string, build*
- Phonics and phonemic awareness: consonant digraph *wh-*

Strategies

Where Are My Keys? introduces and reinforces the following strategies:

- sequencing
- recognising cause and effect

Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

Where Are My Keys?

by Bill Nagelkerke

Introducing the Text

Begin by asking the students about a time they have misplaced something.

- *Have you ever lost something in the house?*
- *How did you try to find it?*

Reading the Text

Ensure each student has a copy of the text. Ensure that the content words (*pulley, idea, string, build*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to determine the strategies of sequencing and recognising cause and effect as you work through the book.

Cover

Together, read the book's title and the name of the author. Point out the illustration.

- *Who is on the cover?* (Mum and her daughter Gina)
- *What does Mum's expression tell you?* (She looks flustered.)
- *Why might she be flustered?* (She is looking for her lost keys.)

Talk about how when we read a fiction book, we read a sequence of events in a certain order. Explain to the students that when the author writes, he or she thinks about the beginning, middle and end. Ask the students to think about this as they read the book.

Title Page

Read the title aloud. Discuss the illustration and how Gina has found Mum's lost keys.

Page 2

Ask the students why people lose things. Talk about how if people put items down without thinking or put them in a different place each time, then it is easy to lose things.

Read the text together. Talk about how Mum thought the keys were on the table, but Gina had found them on the bench. Ask the students what this may suggest. (Mum puts her keys in different places.)

Page 3

Discuss the illustration. Why is Gina pointing to the table near the front door? (She might be suggesting that's where Mum should put her keys.)

Read the text together. Confirm that Gina wants her mum to remember to put her keys on the table by the front door. Have the students suggest ways that Gina might help her mum remember to do that. (Answers will vary.)

Page 4

- *What is happening in the illustration?* (Gina has a box full of pulleys.)
- *Why would Gina have a box full of pulleys?* (She is going to build some kind of pulley contraption.)

Read the text together. Encourage the students to suggest what Gina might be going to build. Explain to the students that a pulley is a wheel with a grooved rim in which a string, rope or chain can run, and that pulleys have been used for thousands of years to lift things.

Page 5

- *What is Gina getting out of the drawer?* (string)
- *Why might she need pulleys and string?* (to make some kind of contraption)

Read the text together. Confirm that Gina has an idea.

Page 6

- *What are Dad and Gina doing?* (putting up a pulley contraption)
- *Why does Gina need Dad's help?* (It is not safe for her to be up a ladder or putting up the pulleys.)

Read the text together. Remind the students that sequencing words such

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as *first* and *then* help the author put the events in a story in time order. Talk about other sequencing words, such as *next*, *after that*, *now* and *finally*. Ask the students to recall what Dad did “first” (put a pulley on the door). Ask *Then what did he do?* (put string through the pulleys) Encourage the students to think about what Gina’s idea is. *What is Gina going to pull up on the pulleys?* (Answers will vary.)

Page 7

Read the text with the students. Encourage the students to suggest what Gina might have written on her sign. Talk about a possible instruction for Mum. (Put your keys here.) Explain how this sentence is an instruction or a request to do something and that those kind of sentences are usually short and to the point.

Page 8

Talk about the illustration and how Mum sets the pulley contraption to work by simply opening the door. Together, read the text. Have the students retell this page using the sequencing words *First*, *Then*, *Next* and *Finally*. Explain to them that they can use the four sentences in the text to do so.

Page 9

- *What does Mum’s expression tell you?* (She looks surprised.)

Talk about the sign and how Gina wrote an instruction for her mum, but also she wrote the word “please”, which is a polite word to use when you ask someone to do something. Together, read the text with the students. Talk about how Gina set out her sign like a letter with the words *Dear* and *From*.

Page 10

Discuss how Mum is finally putting her keys on the table by the front door, thanks to Gina’s sign.

Read the text with the students. Ask them what they think Mum’s idea

might be. (Answers will vary.)

Page 11

- *Look at the illustration. What do you think is written on the sign for Gina?* (Answers will vary.)

Read the text together. Discuss the sequencing phrase *The next day*. Have the students retell the page using sequencing words, such as *Then*, *Next* or *Finally*.

Page 12

- *Did Mum and Gina think that the sign was funny? How can you tell?* (They are both laughing.)

Read the text with the students. Had any of the students guessed correctly what Mum’s idea and sign were going to be from Pages 10 and 11?

Revisiting the Text

- Revisit the text on page 8. Explain to the students about cause and effect. Remind them that cause is why something happens, and effect is what happens. Have the students think about Mum coming home and the contraption that Gina has built. Have the students say what is the cause and what is the effect on page 8. For example: Mum opened the door (cause); The door pushed against the string (effect).
- Write the word “Where” on the board or on chart paper. Explain that the letters *wh* are a consonant digraph. Tell the students that consonants are written letters that are not vowels. (Vowels are a, e, i, o, u.) Explain that a digraph is when two letters represent a single sound. Ask the students to find another word in the story that has the consonant digraph *wh* (*what*). Now have them brainstorm a list of other words with the consonant digraph *wh* (*wheat*, *wheel*, *whale*, *which*, *why*, *white*, *whistle*, *wharf*, and so on).

Following Up

- Re-read the two signs in the story. Have the students write their own

two signs: one from Gina to Mum and one from Mum to Gina.

- Give the students copies of the BM for this title. They can complete the story sequence chart.