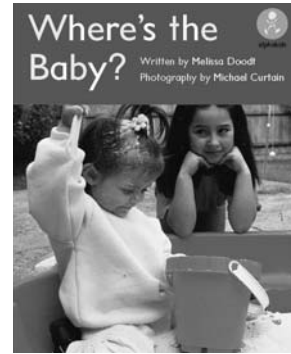


Where's the Baby?

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Photography by Michael Curtain



Getting ready for reading

Ask questions such as: *Have you ever had to look after a baby who can crawl? What was it like? What did they do? Did they make a mess?* Discuss incidents the children have experienced.

Talking through the book

You might say: *This book is about a baby who gets into everything.* Turn through the book pointing out the different rooms the baby goes into. Ask: *Which room is the baby in? What has she done?*

Reading the book

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

Teaching opportunities

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

Being a meaning maker

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

What does the baby do in the bedroom?

Does the baby go to sleep?

Why does Mum say 'Oh no! Not again'?

Why does the big sister sit back and watch the baby making the mess?

Do all babies make messes like this?

Being a code breaker

Vocabulary

- High-frequency words: *where, the, she, in, said, are, no, not, dad, mum, go, to*
- Word families: *pot – cot, dot, got, hot, jot, lot, not, rot, tot*
sand – and, band, hand, land

Sounds and letters

- Hearing words: syllables – Children can clap for each syllable they hear in a sentence.

TEXT FEATURES

- **This book features the sisters from *My Baby Sister* (level 2). The baby sister is a little older and into everything.**
- **It is a narrative that follows the baby from one room of the house to the next where she manages to make a mess each time.**
- **The text is predictable and repetitive.**
- **Uses the sentence forms: 'Where's the baby?' called ____.**
'She's in the ____,' said Nina. '____ is everywhere.'
'Oh no! Not again,' said ____.'
- **Four lines of text to a page.**
- **Text supported by colour photographs.**
- **Text separate from photographs.**

Writing conventions

- Punctuation: capital letters, full stops, question marks, quotation marks, commas, exclamation marks
- Grammar: contractions – *where's, she's, she'll*

Being a text user

Discuss:

What do the photographs tell us about what kind of story this is?

What do the words tell us about what kind of story this is?

Being a text critic

Discuss:

Are all babies like this baby?

Do you think the baby's parents are cross with her?

What might your parents do if they had a baby who made messes like this?

Literacy learning centres

Writing centre 1

Have children write stories about babies they know. These stories can be true or fantasy. They could illustrate their stories, and share with others in the group.

Writing centre 2

Children draw a story map showing where the baby went and the mess she made in each room. A story map is a drawing that traces the events in the story.

They can then innovate on the text, retelling the story as if the baby lived at their house. *What might happen? What would Mum and Dad say?* (Blackline Master 2 provides the features of a recount.)

Book browsing centre

Provide familiar books about babies and families. Possible titles include *Are You My Mother?*, *Meg's Baby*, *Animal Babies*, and *My Baby Sister* (AlphaKids level 2).



Keeping track

Records of children's reading behaviour can indicate whether the book is difficult, easy, or at an appropriate learning level.