

## **LPF Reading Exemplar**

### **Where is Miss Pool?**

#### **Task Description**

In this reading activity, students read a simple story about a class of students going to different places in the school to look for their teacher, Miss Pool. Students then responded to the related questions.

#### **Preparation**

Before the reading activity, the teacher guided students to revise the basic book concepts, e.g. the book title and the author. The teacher also asked the following questions to help them predict the setting and characters of the story:

- Where are the children?
- Who are they looking for?
- Who is Miss Pool?
- Can you guess where she is?

**Learning Outcomes: CVO s 1-2**

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**CVO '1**

**Understanding information and ideas in some short simple texts, using some reading strategies as appropriate**

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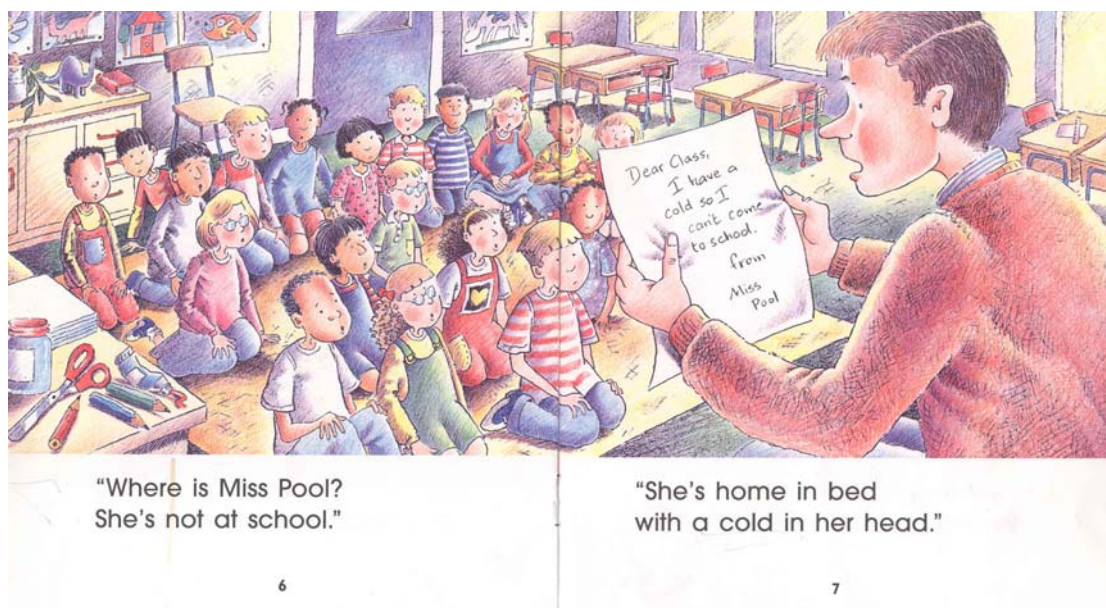
**CVO '2**

**Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate**

Questions	When students respond to the questions appropriately, they can:
<p>1. a) The children go to different places to look for Miss Pool. Put the places in order. Write down '1' for the place they go first.</p> <p><input type="checkbox"/> 3 a. library  <input type="checkbox"/> 1 b. playground  <input type="checkbox"/> 4 c. staffroom  <input type="checkbox"/> 2 d. classroom</p> <p>b) Is Miss Pool at school? Where is she?</p> <p><i>No. She's home in bed.</i></p>	<p>1a) CVO '1</p> <ul style="list-style-type: none"> <li>follow predictable texts by recognising the repeated use of sentence patterns, e.g. 'She is not in the (place).'</li> </ul> <p>ATM 2</p> <ul style="list-style-type: none"> <li>identify the sequence of events in the story by identifying key words in chronological order, e.g. 'playground', 'classroom', 'library', 'staffroom'</li> </ul> <p>1b) ATM 2</p> <ul style="list-style-type: none"> <li>locate specific information by <ul style="list-style-type: none"> <li>- identifying key words, e.g. 'She's home in bed...'</li> <li>- understanding the use of simple cohesive devices, e.g. 'she' to refer to Miss Pool</li> </ul> </li> </ul>
<p>2. Read pages 6 and 7. Who are the children? Where are they?</p> <p><i>(Miss Pool's) Students. In the classroom.</i></p>	<p>ATM 2</p> <ul style="list-style-type: none"> <li>identify the characters and setting in the story</li> </ul>

<p>3. Who writes the letter to the class?</p> <p><u>Miss Pool.</u></p>	<p>ATM 1</p> <ul style="list-style-type: none"><li>locate the sender's name by recognising the format of a letter</li></ul>
<p>4. a) Read page 8. 'Get well, <u>Miss</u> Pool. We <u>miss</u> you at school.' Which word, 'Miss' or 'miss', refers to the teacher?</p> <p><u>'Miss'.</u></p> <p>b) What does the word 'We' refer to?</p> <p><u>The children/ students/ pupils.</u></p>	<p>ATM 1</p> <ul style="list-style-type: none"><li>process simple sentences by using knowledge of basic conventions of written English, e.g. capitalisation of 'Miss' to address the teacher</li></ul> <p>ATM 2</p> <ul style="list-style-type: none"><li>follow ideas by understanding the use of simple cohesive devices, e.g. the pronoun 'We' to refer to the students</li></ul>

Extract from **Where is Miss Pool?** by Joy Cowley (pp. 6-7)



(Materials adapted from **Where is Miss Pool?** – Text by Joy Cowley and Illustrations by Philip Webb with the permission of Learning Media Limited)