Springboard Connect

29a Penelope Plotter and the Perilous Pencil

29b The Star Party

29c Connected Kids Can

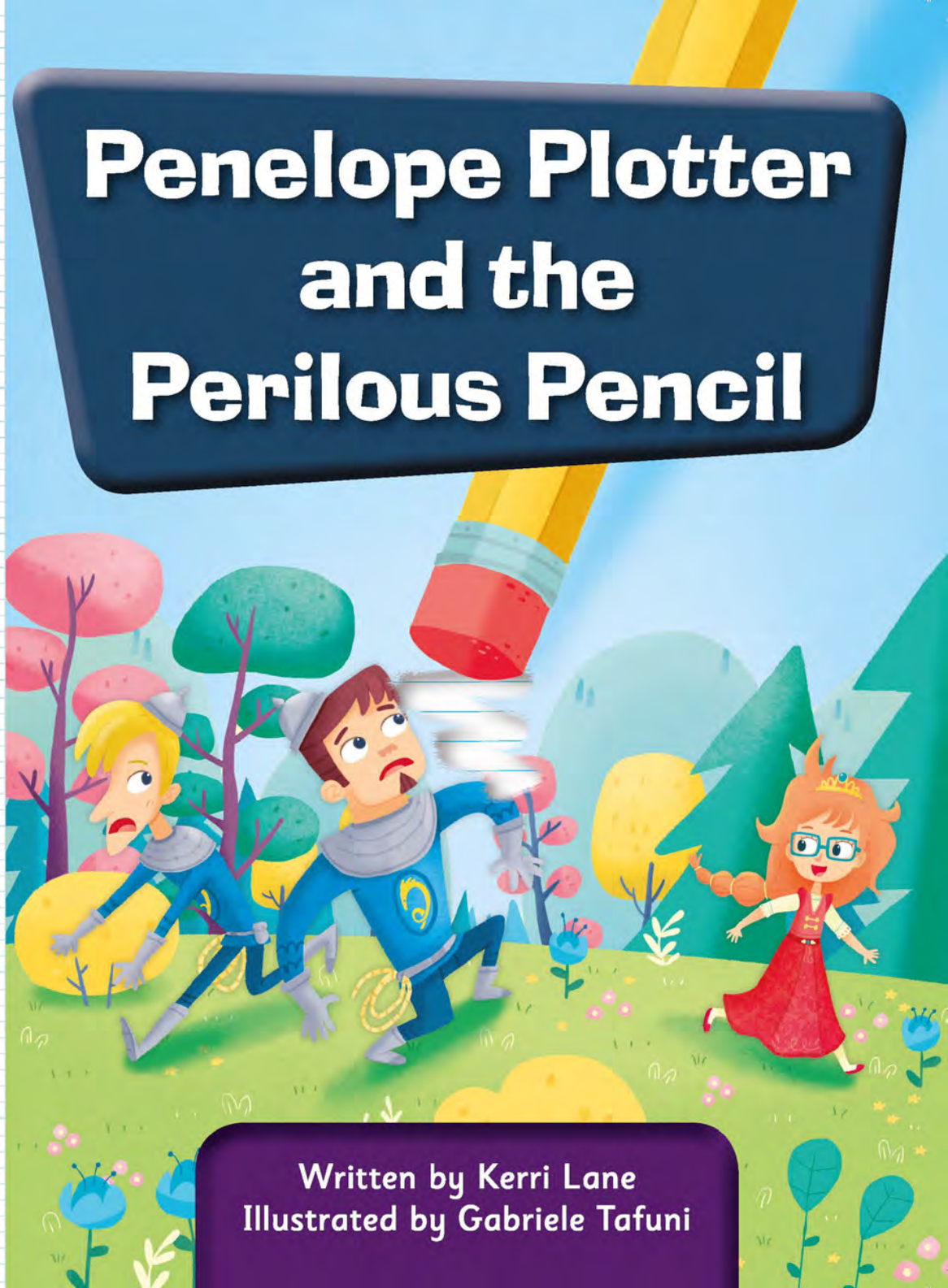
29d Pristine Places on Earth

29e Solutions to Pollution

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Penelope Plotter and the Perilous Pencil



Written by Kerri Lane
Illustrated by Gabriele Tafuni

Word Count	938
Text Type	Narrative
High-Frequency Word Focus	pick
Content Words	bubble gum, chandelier, chocolate, dungeon, guard, hallway, jelly snakes, lassos, mess, spaghetti, story
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	paragraphs; adverbs that tell *how*; less common letter combinations such as *-tion*

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GETTING STARTED

Activating prior knowledge: Ask students if they have ever read a story so many times they thought they would like to change a part of it. Ask how they could change, for example, the outcome for *Red Riding Hood* or *The Three Little Pigs*.

Book introduction and prediction: Read the book's title to students and have them discuss why the pencil might be so large in the illustration on the cover. Turn to and read the title page. Ask students to flick through the book, looking at the illustrations. Have them use the illustrations and layout to suggest the text type and to predict what the book may be about. Identify and discuss any words or features that may cause problems.

Outlining focuses: Explain to students that as well as reading about Penelope Plotter's story, they will talk about changing outcomes, paragraphs, adverbs that tell "how," and words with *tion*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussion. In what setting does Penelope's story begin? How is Princess Penelope saved from the three-headed dog? How does Penelope change the chandelier? Do you know the story of the Frog Prince? What is the problem with the soup? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Ask students if, like Penelope, they have ever made themselves the main character in a fiction story. If so, encourage them to share summaries.

Language

Text structure and organisation: Discuss the structure of Penelope's story and have students identify examples of how possible problems and outcomes keep changing.

Use the text on page 18 to have students recall the purpose and structure of paragraphs. Have them identify the main idea and then list the details covered in each paragraph.

Expressing and developing ideas: Point out the words *quickly* and *quietly* on page 3. Remind students that these are adverbs that tell how something is done. Ask students to find and list other adverbs in the text that tell "how." Ask them to give an example of how they could use each to express an opinion about how something is or should be done.

Draw attention to the word *commotion* on page 4. Discuss the sound produced by the *tion*. Have students locate and discuss the meaning of other text words containing *tion*.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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There's an old saying that the pen is mightier than the sword, and I can tell you that it's true. Today, my pen did a LOT of work. Or, at least, my pencil did.

Penelope Plotter's the name, and stories are the game. I picked up my pencil and stared at the page in front of me. This was it...time for the big showdown!



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Princess Penelope was locked in a dungeon. She stared out through the bars and spied three men in guards' uniforms lined up along the steep, dark stairs. Quickly, she slipped her hairpin into the lock, picking and jiggling as quietly as she could.

Success! As she stepped through the narrow opening, one guard turned and saw her. He called to the other guards. They ran over, twirling their lassos above their heads.



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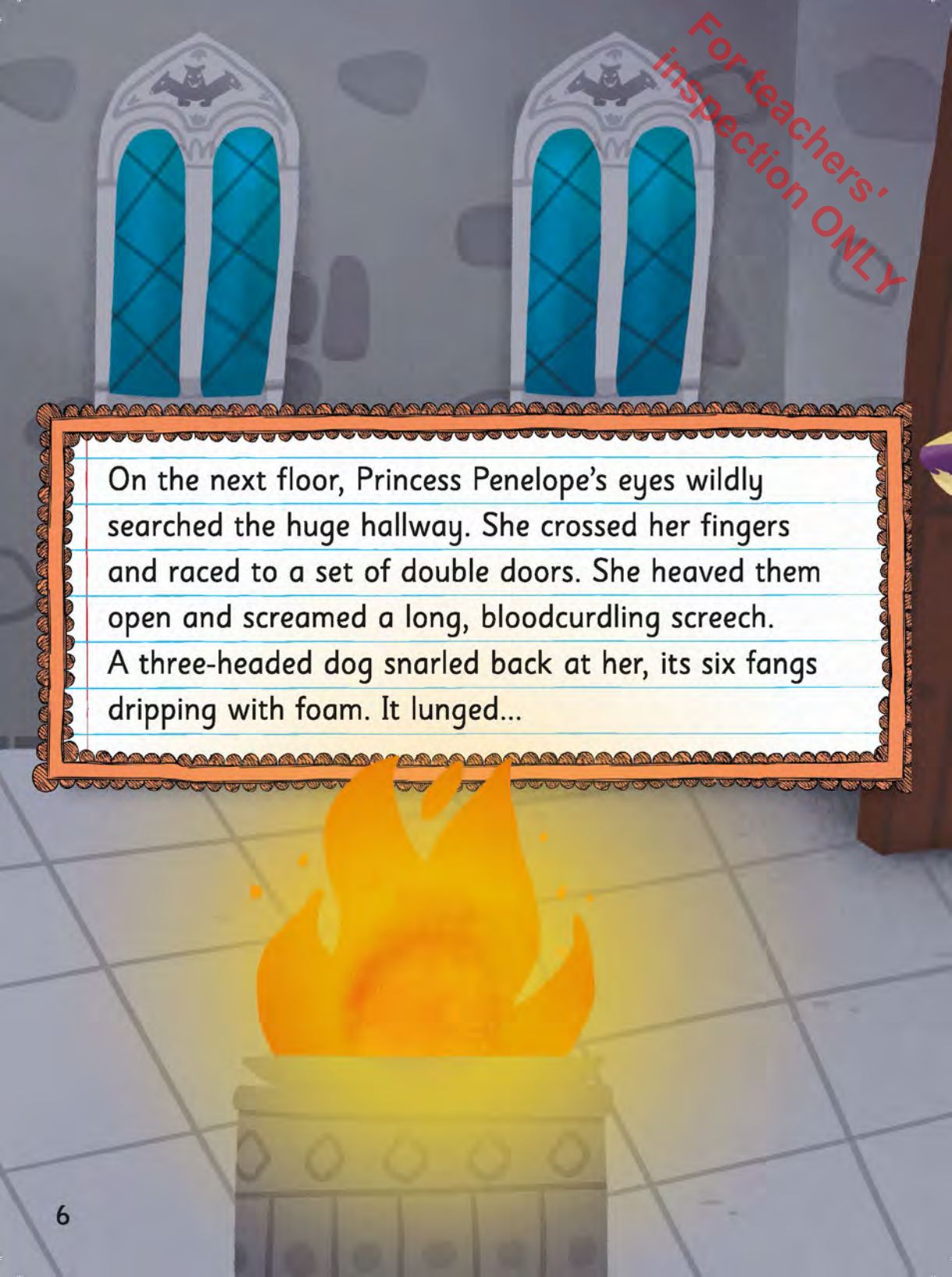
Wait, I thought. If they catch her, she won't be free! One of the guards looked up just as I picked up my pencil again. "Oh, no!" he cried. "Not the Perilous Pencil!"

Chuckling, I erased the word *lassos* and replaced it with *spaghetti*. Yes! They could chase her with floppy spaghetti!

Up, up the stairs the guards followed Penelope, tripping over the slimy spaghetti that tangled around their legs and sent them tumbling. Such a commotion!




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On the next floor, Princess Penelope's eyes wildly searched the huge hallway. She crossed her fingers and raced to a set of double doors. She heaved them open and screamed a long, bloodcurdling screech. A three-headed dog snarled back at her, its six fangs dripping with foam. It lunged...


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