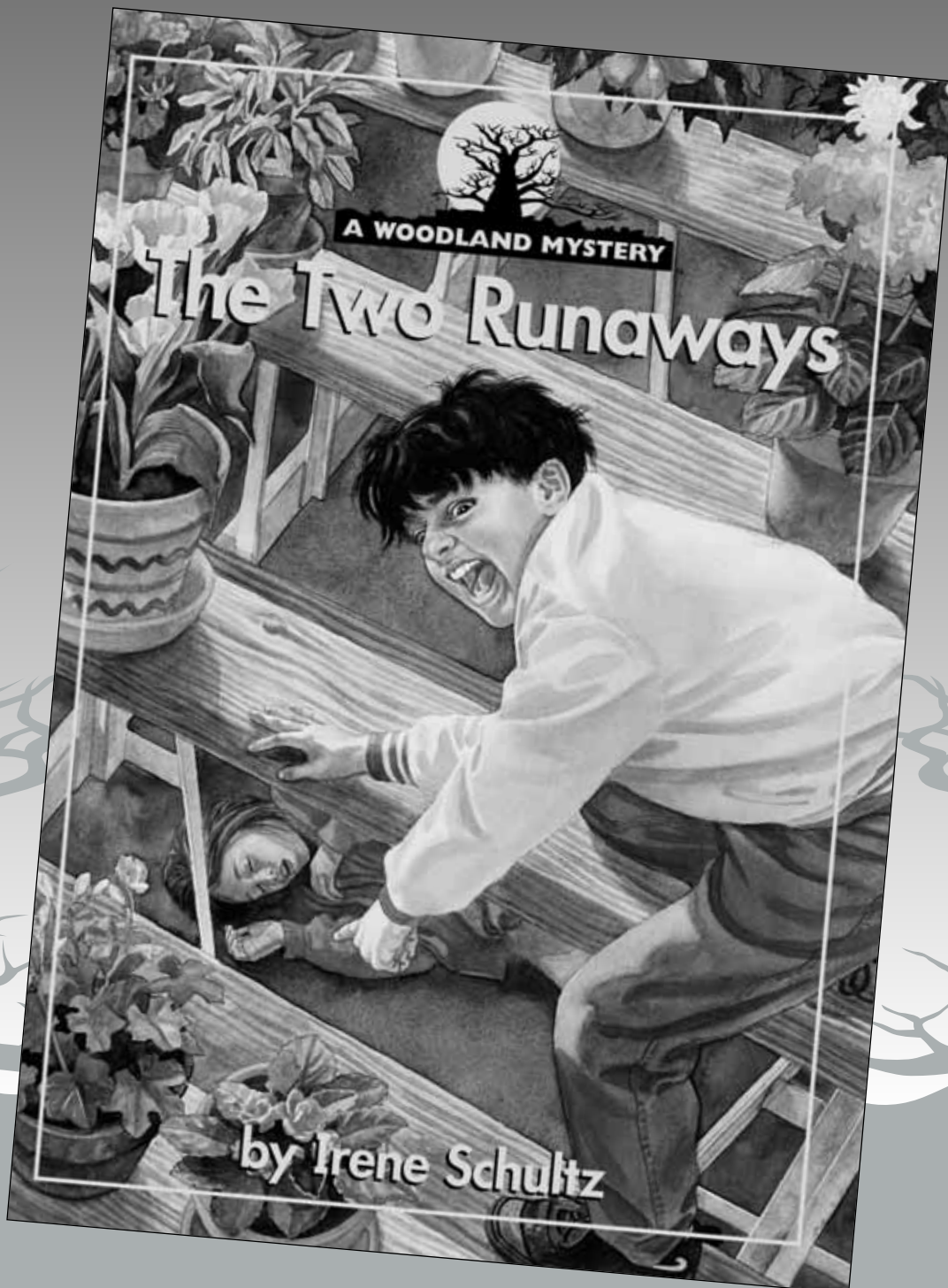


Teacher's Notes and Copy Masters





The Two Runaways

WHAT'S IT ABOUT?

When Bill gets in a fight with a new boy at school, little does he realise he is leading the Woodlanders into a search for a runaway girl. Can the Woodlanders help Mark Witt find his foster sister before it's too late?

AUTHOR'S NOTE

"A home for youngsters who need help exists right in Lake Bluff, as do the bike path, the park, the lake, the beach, and other places in the story. The plant house is based on the Garfield Park Conservatory near where I grew up, and where I spent many happy days in my early childhood. The two lost children are typical of the caring, ingenious, independent, hard-pressed kids I've taught."

Irene Schultz

Introducing the Book

- Display the cover of the book and read the title. Ask the children if they think the children in the illustration are the two runaways. Ask, *What is happening in the illustration?*
- Invite volunteers to read the blurb and the table of contents. Ask the children if they think the two runaways will be found. (Children should give reasons for their answers.) Encourage them to use information gathered so far to predict the storyline.
- Provide each child with a copy of **Copy Master 1**. Discuss with the children how they could use this sheet as they read the story.

Directing the Reading

- Have children read the book independently
 - **OR** guide children's reading using questions and discussion points such as those set out below
 - **OR** guide children through early chapters, until they are confident to read on independently.
- **Chapter 1** *What reasons might Mark have for fighting Bill? How did Bill feel after the fight? Why do you think Mark laughed when he found out where Bill lived?*
 - **Chapters 2–3** *Do you think Mark ruined the new fireplace? How do you think the Woodlanders feel about Mark's actions? Has Bill's opinion of Mark changed? Why, or why not? What do you think of Mark? Do you think he has run away? Why?*
 - **Chapter 4** *Why did Mark miss school? How did the Woodlanders respond to Mark's life story? Has your opinion of Mark changed? If so, why has it changed?*
 - **Chapters 5–6** *Why did Bill laugh when Mark asked about all the people? What was Mark's explanation for fighting Bill? Why did Mark start crying?*
 - **Chapters 7–8** *How did Kelly leave clues for Mark? Why didn't Kelly say where she was? How did the Woodlanders and Mark work out what the clues in her message meant? Where do you think Kelly is?*
 - **Chapters 9–10** *Using Kelly's clues, what did the group of searchers think they were looking for? Why was Mark puzzled by the clues? How did the searchers feel at the end of the day? What clue did Sammy discover that could help find Kelly?*
 - **Chapter 11** *What did you think of Sammy's ideas for gaining entry to the greenhouse? Where was the cave? How was it discovered? Did you think Kelly chose a good way to contact Mark? How else might Kelly have handled her situation?*
 - **Chapters 12–13** *Why was Mark upset after they found Kelly? How did they help Kelly? What did Sammy suggest that Mark should do while Kelly was recuperating? Do you agree with Sammy? Why? Did the story end in the way you predicted it would?*



SKILLS

- **Apostrophes:**
 - contractions such as *it's*, *let's*, *she's*
 - possessive apostrophe as in *Kelly's*
- **Adjectives:**
 - reviewing function of synonyms; words to use instead of “nice”

BEYOND THE TEXT

- Ask children to write a “missing persons” report that describes Kelly. (They could also include a sketch of her.)
- The children could research foster care and family care agencies in their community.
- Introduce Daniel Defoe’s *Robinson Crusoe*. A chapter or interesting passage could be read to the group. Some children may want to read further and present a report on the book.
- Kelly’s use of a passage from *Robinson Crusoe* as a clue required deductive reasoning to find the solution. Children could create a clue using a passage from a book and challenge other children to use some deductive reasoning to solve it.

Expanding Understanding and Reading Critically

- Encourage children to review the completed **Copy Master 1** and discuss the accuracy of their predictions.
- Discuss how the reader’s view of a character can change throughout the course of the story. Children could complete **Copy Master 2**.
- Work with the children to list the emotions Mark Witt felt at different times in the story. For each emotion, discuss possible reasons or explanations for the way Mark felt. You could repeat the activity for other characters.
- Review the last sentence in each chapter and discuss the role it has in the story; for example, to build or maintain suspense, to encourage the reader to read on, to foreshadow an event. Invite children to describe what they liked or disliked about each chapter ending. Encourage them to suggest improvements, or alternative chapter endings.
- Children could complete the quiz on **Copy Master 3**.

Skills in Focus

Adjectives





- Ask children to locate the word *nice* on page 105, and discuss its meaning in this sentence. Together, brainstorm other words that could be used in its place. You could repeat the activity, using other sentences that contain the adjective *nice*, such as *He is a nice person. That is a nice tree. This lemonade is nice*. Point out that some adjectives have a specific meaning (such as *red* or *quiet*) while other adjectives have a broader, more general meaning.
- Children could complete **Copy Master 4**.

Apostrophes

- Ask children to locate the sentence on page 75, *Mark said, “It’s Kelly’s writing, all right.”* Point out that the sentence contains two words that use apostrophes in different ways (*it’s* and *Kelly’s*). Ask a volunteer to identify the word that uses an apostrophe to **contract** or shorten two words (*it’s*) and name the two base words from which it was formed (*it* and *is*). Explain that the apostrophe in *Kelly’s* is used to indicate **ownership**; that is, the writing belongs to Kelly. (If appropriate, introduce the term, **possessive**.)
- Ask children to read aloud each sentence on page 75 that contains a contraction, and then to reread the sentence, using the two base words rather than the contraction. Discuss the effect of using contractions in a sentence, and the idea that they are often used in dialogue because people tend to use them in spoken language.

I Predict...

Name: _____

At the end of...	My predictions	My reasons								
Chapter 2 	<i>I predict</i>									
Chapter 4 	<i>I predict</i>									
Chapter 7 	<i>I predict</i>									
Chapter 10 	<i>I predict</i>									
<p>How might the Woodlanders help Mark and Kelly settle into their new home?</p> <hr/> <hr/> <hr/>										
<p>My predictions were:</p> <table style="width: 100%; text-align: center;"> <tr> <td>Perfect</td> <td>Very good</td> <td>Not bad</td> <td>Not even close!</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>			Perfect	Very good	Not bad	Not even close!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perfect	Very good	Not bad	Not even close!							
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Getting to Know You!

Name: _____

1. When Bill and Mark first met, they were not good friends!
Complete this table to show how their opinions changed.

		When the story began	At the end of the book
Bill's opinion of Bill	appearance		
	personality		
Mark's opinion of Mark	physical appearance		
	personality		

2. What did Mark really want to do when he first met Bill? Why?

3. What did Bill learn about Mark? How did he learn this?



Write about why you like your best friend.

Quiz

Name: _____

Read pages 87–89 of *The Two Runaways*. Then answer these questions.

1. Who was in charge of the search?

Bill

Mark

Chief Hemster

2. When Sammy described his lungs as “*coming loose*”, he meant that he had been:

coughing

calling

crying

3. How do you know Sammy was jealous of Kathy having a paddle boat ride?

What might Sammy have done if he’d had a paddle boat ride?

4. Skim page 89. Was Sammy very hungry?

Yes

No

5. What does “as low as a mud puddle” mean?

short

unkind

sad

6. When Dr Strong said, “*Don’t feel too bad*”, he realised Mark was feeling:

unhappy.

naughty.

unwell.

7. Describe Mark’s relationship with Kelly. (Why did he feel he had to look after her?

How did he take care of her?)

Looking at Language

Name: _____

1. Use these words to complete the chart.

Add any other words you know that match the meanings.

- icy
- fiery
- cold
- freezing
- dry
- chilly
- moist
- warm
- frosty
- boiling
- wet
- cool
- lively
- clean

	Synonyms (similar meaning)	Antonyms (opposite meaning)
HOT		
TIRED		
DAMP		
DIRTY		

- heat
- muddy
- dusty
- washed
- awake
- flooded
- sleepy
- energetic
- soiled
- exhausted
- fatigued
- filthy
- vigorous

2. Write two sentences using some of these words.

- _____

- _____





The Woodland Mysteries series provides **high interest, low reading level novels** that build reader confidence and develop reading proficiency.

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Reading level: Years 3–4

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The Two Runaways

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Especially written for pupils in Years 5 and 6 who need **Additional Literacy Support (ALS)**. The *Teacher’s Notes* and *Copy Masters* directly support NLS word-level and sentence-level work at the Year 3 and 4 levels.

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