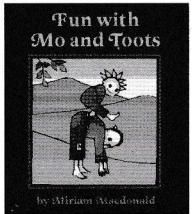


Fun with Mo and Toots

by Miriam Macdonald



Book Summary

The familiar character, Toots, and her friend, Mo, tell readers about the activities they enjoy.

Features of the Book

- The element of repetition supported by strong, clear images.
- The use of text within the illustrations – “By Toots” and “Mighty Mo”.
- The high-frequency words – “in”, “I”, “We”, “like”, “to”, and “my”.
- The change from “I” to “We” when both characters are talking.
- The use of a question mark to engage the reader.
- The use of bold type for emphasis.

Purpose

Fun with Mo and Toots can be used in a guided reading setting to introduce the following skills and strategies:

- reading a variety of simple, high-frequency words in context;
- developing an awareness of the directionality of the print on each page;
- identifying onset and rime within words;
- writing a story that incorporates a similar model to that of the book.

Introducing the text

Talk with the children about the things they enjoy doing, alone and with their friends.

- *What are Mo and Toots doing? How do you think they are feeling?*

Read the title and the name of the author (who is also the illustrator).

- *Which character is called Mo?*
- *How do you know?*
- *Can you find Mo's name in the title?*
- *Can you find Toots's name?*
- *How do you know?*

Reading the text

- Reading a variety of simple, high-frequency words in context.
- Developing an awareness of the directionality of the print on each page.
- Identifying onset and rime within words.

Title page – Look at Toots.

- *What is written on her shirt?*
- *What are Mo and Toots doing?*

Page 2 – Explain that the book is about the things that Mo and Toots like to do.

- *Are these Mo's usual clothes?*
- *What does he like to do?*
- *What is written on his costume?*
- *What might he be saying?*

Page 3

- *Who do you think has drawn this monster?*
- *What does it say at the bottom of the drawing?*

Page 4

- *What else does Mo like to do?*

Page 6

- *What do Mo and Toots like to do together?*

Page 8 – Point out the question mark and note that “you” is written in bold type for emphasis.

The children now read the book independently.

Revisiting the text

Find the word “like” on each page. Change the initial consonant to highlight the onset and rime using this word, for example, “bike”.

Following Up

- Writing a story that incorporates a similar model to that of the book.
- The group could make a big book of their own favourite activities using the model from the book – “I like to ...”. They could illustrate the sentences and sign their names.
- **B** Complete the blackline master opposite.