

# I Look

## GOALS

### Comprehension

**Reading Strategies:** Ask students, “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** I, at, a, me, look

**Content Words:** cat, dog, bird, frog, flower, tree, pond

### Phonemic Awareness

Recognise and produce words that have the same sound: /a/

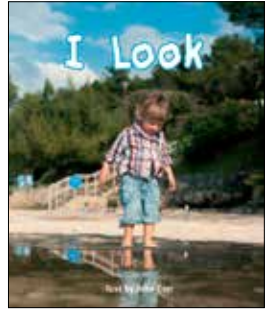
### Phonics

**Letters and Sounds:** a

**Words to Blend and Segment:** at, an, as, cat, sat

### Fluency

Students practise reading the book on their own and then orally to the teacher.



A boy recounts what he sees around him.

## Before Reading

- Have students look at the cover and describe what they see. Predict what the title might be. Read the title together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Have students notice that these illustrations are photographs. Explain that this is a nonfiction book and the pictures are providing information.
- Talk/walk through the pictures. Discuss what is being looked at on each page, then find the word that matches the picture on page 2. Make sure students know the meaning of *first letter* and *begins with*. Look for the word that begins with the /c/ sound. Point to *cat*. Ask: How did you figure that out? Yes, you can figure out new words using the first letter sound of a word and looking at the picture. Continue on in this way to page 15. Before turning to page 16, ask students what they think might happen.

## Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss what the boy is looking at then read the words together. (Students point to the words as they are read.) Check that they make sense (match the picture), look right and sound right.
- Follow this pattern for each page. Notice the punctuation. Remind students to stop at fullstops.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Where else can you look at yourself?

## **Phonemic Awareness**

- Recognise and produce words that have the same sound: /a/ e.g. *at, as, am*
- Students listen to and hear as you say the words. Emphasise the /a/ sound as the word is spoken. Think of more words starting with /a/ e.g. *apple, ant, act, ash*

## **Phonics**

- Discuss the name and sound of the letter a. Write *cvc* words *at, cat, mat, pat* and *sat* on the board to practise blending and segmenting the sounds together as a group. e.g. /s/ /a/ /t/ *sat*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *I, at, a, look, me*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of something from the book and write the matching sentence from the text. e.g. *I look at a frog.*

## **Fluency**

- Students practise reading the book on their own and then orally. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

## **Writing**

- Students write a new story using the same pattern. Model on the board for them.  
*I look at a \_\_\_\_.* e.g. *I look at a cow.* They write their text and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# I Walk to School

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide

### Vocabulary

**High-frequency Words:** I, to

**Content Words:** school, walk, squawk, ride, glide, scoot, shoot, boom

### Phonemic Awareness

Recognise and produce words that have the same sound: /t/

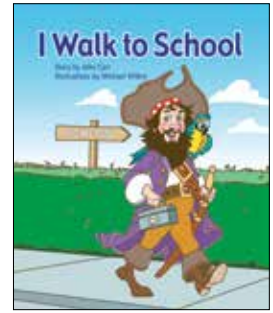
### Phonics

**Letters and Sounds:** t

**Words to Blend and Segment:** at, cat, sat, tan, tap

### Fluency

Students practise re-reading the book on their own and then orally to the teacher.



There are many interesting ways of getting to school.

## Before Reading

- Read the title. Ask students how they usually go to school? Discuss different fun ways of getting to school.
- Together look at the cover of *I Walk to School*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Who is going to school? Look at the title page illustration. Compare with the cover. Ask: Is this how you go to school? What do you think might happen in the story?
- Talk/walk through the pictures. Ask: What is happening on each page? How does the person go to school? Before turning to page 16, have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what students think is happening in the picture. Read the words together *I walk to school*. Follow this pattern for each page, discussing the picture and reading the words together. Students read page 16 to see if their prediction was correct.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the humorous ending. Do students think this could really happen? Is this a fiction or nonfiction book? How do they know? How would they like to go to school? Notice the exclamation mark. How would they read *Boom!*?
- Have students retell the story in order using the illustrations as a guide. What happened first? Next? And so on. How did the story end?
- Find the words that rhyme – *walk/squawk, ride/glide, scoot/shoot*.

## **Phonemic Awareness**

- Recognise and produce words that have the same sound: /t/ Emphasise the /t/ sound as you say *tan, tap, top*. Students listen and repeat. Together think of more words. e.g. *tick, toss, tar*.

## **Phonics**

- Discuss the name and sound of the letter t. Write cvc words *at, cat, sat, tan* and *tap* on the board to practise blending and segmenting the sounds together as a group, e.g. Students listen to and repeat the sounds in *tan /t/ /a/ /n/*. They say them separately, then blend together slowly.
- Illustrate using alphabet letters *t, a, n*, touching them as the sounds are made for the word *tan*.

## **Word Study**

- Talk about the words *I* and *to*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *to* and *I* on each page.
- On a piece of paper, students draw a picture from the story. They write the words *I \_\_\_\_\_ to school*. They find the missing word in the story and read their sentence to a partner.

## **Fluency**

- Students practise rereading the book on their own and then orally to you. They emphasise the rhyming words. e.g. *I ride to school, I glide to school*.
- They take turns to read the story to a partner.

## **Writing**

- Students write a new story using the same pattern *I \_\_\_\_\_ to school*. They think of a new way to go to school. e.g. *I hop/skip/jump/train/bus to school*. They write their story and illustrate it.
- Have students make a time line and label the pictures to use for a retelling of the story.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.



# Bedtime

## GOALS

### Comprehension

Ask students what they usually do to get ready for bed.

What are some things they do when they are “fooling around” instead?

### Vocabulary

**High-frequency Words:** I, can

**Content Words:** jump, skip, roll, flip, slide, hop, dive, flop

### Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them

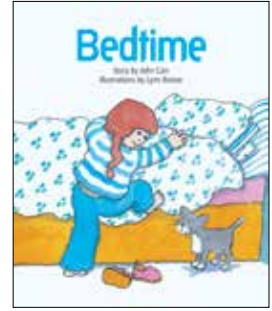
### Phonics

**Letters and Sounds:** c

**Words to Blend and Segment:** cat, can, cab, cap, cot

### Fluency

Model fluent reading of a section of the story for students to repeat



Before going to sleep, a little girl has fun on the bed.

## Before Reading

- Read the title to students. Ask them what they usually do to get ready for bed. What are some things they do when they are fooling around instead?
- Together look at the cover of *Bedtime*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Who is going to bed? Why is there a kitten? Look at the title page illustration. Does the girl look sleepy? Who else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. Ask: What is the girl doing on each page? What about the kitten? Before turning to page 16, have students predict the ending. Ask: What happens when Mum and Dad peek in? Do they know what the girl has been doing?

## Reading the Text

- Read the title and the names of the author and illustrator.
- Read the title page together.
- On page 2 have students discuss what they think the girl is doing in the picture.
- Together read the words *I can jump*. Follow this pattern for each page, discussing the picture and reading the words together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who in the story knows what the girl has been doing? Do you think she was supposed to be jumping on the bed?
- Ask: What do you think the cat was thinking on each page? Model a retelling of the story on the board pretending you are the cat. Students join in reading the retelling.

## **Phonemic Awareness**

- Recognise that words can be broken into individual sounds and produce them. Have students listen to and hear the sounds in *can* /k/ /a/ /n/. Say them separately, then blend together slowly. Do the same for *cat*, *cab*, *cap* and *cot*.

## **Phonics**

- Discuss the name and sound of the letter c. Write cvc words *cat*, *can*, *cap*, *cab* and *cot* on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /t/. Illustrate using alphabet letters *c*, *a*, *t*, touching them as the sounds are made for the word *cat*.

## **Word Study**

- Talk about the words *I* and *can*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate *can* and *I* on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words *I can* \_\_\_\_\_. They find the final word in the story and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the story for students to repeat, such as pages 2, 4 and 6. Then follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

## **Writing**

- Students write a new story using the same pattern *I can...* Ask: What is something you can do at bedtime? (I can read/play/hug/sing.) They write the story and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# I Can Catch

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide

### Vocabulary

**High-frequency Words:** I, can, the, a, an

**Content Words:** catch, ball, cat, balloon, hat, umbrella, rain, cold

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /c/

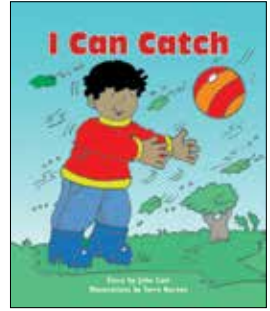
### Phonics

Letters and Sounds: c

Words to Blend and Segment: cat, can, cab, cap, cot

### Fluency

Model fluent reading of a section of the story for students to repeat



A boy is good at catching things.

## Before Reading

- Read the title. Ask students if they have ever played catch? Can they catch a ball?
- Together look at the cover of *I Can Catch*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Is the boy catching or throwing? How do you know? Look at the title page illustration. Where is the ball now? What is the boy doing? Who else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. Ask: What is the boy doing on each page? What about the kitten? Before turning to page 16, predict the ending. What might the boy catch next?

## Reading the Text

- Read the title and the names of the author and illustrator.
- Read the title page together. On page 2 have students discuss what they think the boy is doing in the picture. Read the words together, *I can catch a ball*. Follow this pattern for each page, discussing the picture and reading the words.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What did the boy catch in the end? Why do you think he caught a cold? Why is the word *Aaachool!* on the last page in big bold print? Create awareness of the exclamation mark and the reason for it. Practise saying *Aachoo* with a full stop and then an exclamation mark to hear the difference.
- Retell the story in order using the pictures on each page as a guide. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /c/ Emphasise the /c/ sound as you say *cat, can, cab, cap, cot*. Brainstorm more words together, e.g. *cow, car, cut*. Say them slowly, emphasising the /c/. Students repeat in the same manner.

## **Phonics**

- Discuss the name and sound of the letter c. Write cvc words *cat, can, cap, cab* and *cot* on the board to practise blending and segmenting the sounds together as a group. e.g. Students listen to and repeat the sounds in *can* /k/ /a/ /n/. Say the sounds separately, then blend them together slowly. Illustrate using alphabet letters *c, a, n*, touching them as the sounds are made for the word *can*.

## **Word Study**

- Talk about the words *I, can, the, a, an*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *can* and *I* on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words, *I can catch a \_\_\_\_\_*. They find the final word in the story and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the story for students to repeat, e.g. pages 2, 4 and 6. Then follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern *I can catch a...* Ask: What is something you can catch? e.g. *I can catch a dice/pencil/ball*. Students write the story and illustrate it.
- Model making a flow chart to show the order of the story. Use arrows, e.g. *Catch ball* > *balloon* > *hat etc*. Students can use the chart for a retelling of the story.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# My, My, My

## GOALS

### Comprehension

**Making connections:** Ask students if they have ever skateboarded? What do they need to wear to protect themselves if they fall?

### Vocabulary

**High-frequency Words:** my, at, look

**Content Words:** words: socks, shoes, pads, helmet, skateboard, dog, mother

### Phonemic Awareness

Recognise and produce words that have the same sound: /m/

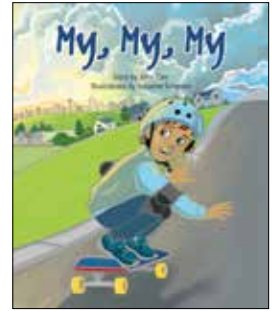
### Phonics

**Letters and Sounds:** m

**Words to Blend and Segment:** am, mat, man, map, mad

### Fluency

Choral reading with students pointing to the words as they are read.



A boy has lots of protective gear for skateboarding but his mother doesn't.

## Before Reading

- Together look at the cover of *My, My, My*. Read the title. Ask: What could the title mean? Discuss what is happening in the picture. Ask students if they have ever skateboarded? What do they wear to protect themselves if they fall? What is the boy in the picture wearing for protection.
- Read the names of the author and illustrator. Look at the title page illustration. Ask: How is the boy feeling? How do you know? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy doing on each page? What happens on page 13? Before turning to page 14, have students predict the ending. What happens when the dog rushes in? What happens to the boy and his mother?

## Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together. On page 3 discuss what students think the boy is doing in the picture.
- Read the words on page 2 together, *Look at my socks*. Follow this pattern for each page, discussing the picture and reading the words together. Notice the end punctuation on each page. Discuss what it means.
- Notice the words that end with the /s/ sound. e.g. *socks, shoes*. What does this mean? (plurals) Have students practise forming plurals by orally adding /s/ to *skateboard, helmet, dog*.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the humorous ending. How did Mum end up with cake on her head? Do you think the boy was supposed to have his skateboard inside? And the dog? Was it supposed to be inside?
- Retell the story in order. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Recognise and produce words that have the same sound /m/. Emphasise the /m/ sound in *am, mat, map*. Student listen and repeat. They think of more words with /m/ e.g. *mum, mud, more, make, made*

## **Phonics**

- Discuss the name and sound of the letter m. Write cvc words *am, man, map, and mad* on the board to practise blending and segmenting the sounds together as a group. e.g. Students listen to and hear the sounds in *mat* /m/ /a/ /t/. They say them separately, then blend together slowly. Illustrate using alphabet letters *m, a, t*, touching them as the sounds are made for the word *mat*.

## **Word Study**

- Talk about the words *my, at* and *look*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words, *Look at my \_\_\_\_\_*. They find the final word in the story and read their sentence to a partner.

## **Fluency**

- Choral read the story with the students pointing to the words as they are read. Use expression, especially on the last page.
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern *Look at my....* Ask: What is something people can look at? e.g. *Look at my bike/toy/book/dog/cat*. Students write the story and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# Flowers

## GOALS

### Comprehension

**Connect to prior knowledge:** Can students name some flowers and the colours flowers can be?

### Vocabulary

**High-frequency Words:** you, are, for

**Content Words:** flower, red, blue, orange, yellow, green, pink, purple

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. *pur/ple*

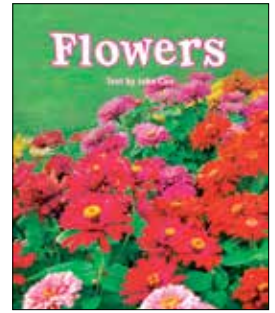
### Phonics

**Letters and Sounds:** s

**Words to Blend and Segment:** sat, sap, sip, sit, sad

### Fluency

Practise reading the text orally with a partner



Look at all the colours you find in flowers.

## Before Reading

- Ask students if they can name some flowers and the colours they can be.
- Students look at the cover and describe what they see. Predict what the title might be. Read the title together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the colours of flowers that students know.
- Talk/walk through the pictures. Discuss the colour of the flowers on each page and how all the illustrations are photographs. (This is a nonfiction text showing real information.) Students find the colour word on each page. For example, on page 2, students look for the letter that has the /r/ sound. Point to *red*.
- Before turning to page 16, ask what students think might happen at the end of the text. What is the girl holding and who for?

## Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss the colour of the flowers, then read the words together. Have students point to the words as they are read.
- Follow this pattern for each page.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Who do you think the flowers would be for? The girl's mother? Father? Teacher? Friend?

## **Phonemic Awareness**

- Together identify syllables in words and clap as they are spoken, for example, *pur/ple*.
- Students listen to and hear words in the text with one syllable or beat (one clap) – *red, for, you, are, green, pink*.
- Listen for words with two syllables or beats (two claps) – *yel/low, or/ange*. Clap the beats as you say the words together.

## **Phonics**

- Discuss the name and sound of the letter s. Write cvc words *sat, sap, sip, sit* and *sad* on the board for students to practise blending and segmenting the sounds together as a group.  
e.g. /s/ /a/ /t/, *sat*
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *you, are, for*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of some flowers and write the matching sentence from the text.  
e.g. *Flowers are purple*.

## **Fluency**

- Students practise reading the text orally with a partner. As this is a nonfiction book, it is best read at a moderate speed, not too fast. The text is telling the reader information.

## **Writing**

- Write a new text using the same pattern \_\_\_\_ are \_\_\_\_\_. e.g. *Books are \_\_\_\_\_*.  
*Books are for you*. Students write the text and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.



# Under the Sea

## GOALS

### Comprehension

**Connect to prior knowledge:** What animals do you know that live under the sea?

### Vocabulary

**High-frequency Words:** I, the, a, see, am

**Content Words:** sea, under, blue, fish, red, yellow, purple, pink, sea star

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /s/

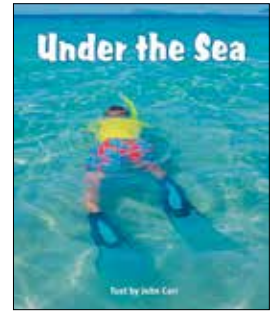
### Phonics

**Letters and Sounds:** s

**Words to Blend and Segment:** sat, sap, sam, sad, sit

### Fluency

Students practise reading the text orally with a partner.



See the coloured fish under the sea.

## Before Reading

- Ask students what animals they know that live under the sea.
- Look at the cover together and describe what you see. Ask: What is the boy doing? Predict what the title might be. Read the title together. Ask: Has anyone been snorkelling in the sea? Did they see anything?
- Read the title page together. How is the picture on the title page different to the cover?
- Talk/walk through the pictures. Discuss the colour of the fish the boy sees on each page. Then find the word for the colour, e.g. *red* on page 6. Look for the letter that has the /r/ sound. Point to *red*.
- Before turning to page 16 ask what might happen at the end of the text. What does the boy do?

## Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss the colour of the fish, then read the words together. (Students point to the words as they are read.) They notice the spaces between the words. Follow this pattern for each page.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Why did the boy make himself into a star?
- Retell the text in order, using the pictures as a guide.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /s/ Have students get their mouths ready to say *Sam*; /s/. Say the word slowly /s/, *sam*. Emphasise the /s/.
- Students listen to and slowly repeat *sat*, *sap*, *sip*, *sit* and *sad*. Students think of other words starting with /s/, e.g. soup, soap, so, sack.

## **Phonics**

- Discuss the name and sound of the letter s. Write cvc words *sat*, *sap*, *sip*, *sit* and *sad* on the board to practise blending and segmenting the sounds together as a group, e.g. /s/ /a/ /t/, *sat*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *I*, *the*, *a*, *see*, *am*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate and read these words in the book. When they look for *see*, they look for the word with an s at the beginning. They put their finger under the s. They get their mouth ready for /s/ and say the word *see*. Do the same for each word.
- Students draw a picture of something under the sea from the text and write the matching sentence. e.g. *I can see a \_\_\_\_\_ fish.* (Find the missing colour word in the book.)

## **Fluency**

- Students practise rereading the text orally with a partner. They follow your model. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader interesting information.

## **Writing**

- Students write a new text about something under the sea using the pattern of the book. *I can see a \_\_\_\_\_.* Students write the text and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# We Like to Dance

## GOALS

### Comprehension

**Reading Strategies: Connect to prior knowledge:** What do you know about different types of dancing?

### Vocabulary

**High-frequency Words:** I, to, like, we

**Content Words:** dance, dancing, ballet, tap, folk, jazz, hip-hop, ballroom, break

### Phonemic Awareness

Identify syllables in words and clap as they are spoken

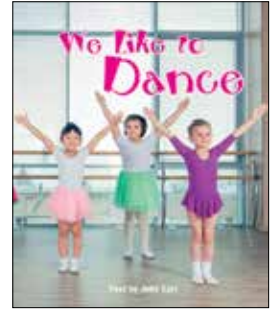
### Phonics

**Letters and Sounds:** d

**Words to Blend and Segment:** dad, dip, did, and, sad

### Fluency

Students practise reading the book on their own and then orally to the teacher.



The children like all sorts of dancing.

## Before Reading

- Together look at the cover and describe what you see. Predict what the title might be. Read the title together. Ask: What do you know about different types of dancing?
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the type of dancing.
- Talk/walk through the pictures. Have students notice that they are all photographs. This is a nonfiction text that usually has mostly photographs showing information.
- Discuss the type of dancing on each page, then find the word for the dance, e.g. *tap* on page 2. Look for the first letter that has the /t/ sound. Point to the word *tap*. Continue on through the text in the same way for each page. Ask: How do you think dancing makes you feel? Look at the faces of the dancers.

## Reading the Text

- Read the title together. Then read the title page. On page 2 discuss the type of dancing then read the words. Students point under the words as they are read.
- Follow this pattern for each page.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss page 16. What kind of dancing are they doing in this picture?

## **Phonemic Awareness**

- Identify syllables in words and clap as they are spoken, e.g. *danc/ing*
- Students listen for words with one syllable or beat (one clap) as you read the text, e.g. *tap, we, I, like, break*.
- Read the text again and have students listen for words with two syllables or beats (two claps) *danc/ing, bal/let, ball/room*. Clap and say the words together.

## **Phonics**

- Discuss the name and sound of the letter d. Write cvc words *Dad, and, dip, did* and *sad* on the board to practise blending and segmenting the sounds together as a group. e.g. /d / /i/ /d/, *did*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the *I, to, like, we*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Play a game. Say: I am thinking of a two-lettered word beginning with the letter /w/ (*we*).
- On a piece of paper, students draw a picture of someone dancing and write the matching sentence from the text, e.g. *We like \_\_\_\_\_ dancing*. Find the missing word in the text.

## **Fluency**

- Students practise reading the book on their own and then orally to you. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

## **Writing**

- Have students write a new text using the same pattern. *We like \_\_\_\_\_*. They write the text and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# Balloons

## GOALS

### Comprehension

**Connect to prior knowledge:** Can students name some shapes or colours that balloons could be?

### Vocabulary

**High-frequency Words:** the, up, down, goes

**Content Words:** frog, balloon, dog, mouse, house, carrot, parrot, yo-yo

### Phonemic Awareness

Identify and make rhyming words

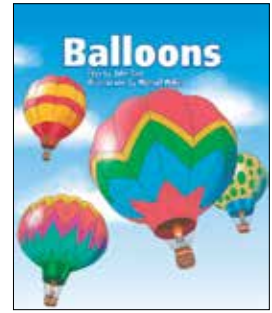
### Phonics

**Letters and Sounds:** g

**Words to Blend and Segment:** got, gum, gas, get, gap

### Fluency

Model reading the story with expression, noting the punctuation



The balloons come in all shapes and sizes.

## Before Reading

- Ask students to name some shapes or colours that balloons can be.
- Students look at the cover and describe what they see. They predict what the title might be. Read the title together. Read the name of the author and illustrator.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the colours of the balloons.
- Talk/walk through the pictures. Discuss the shape of the balloons on each page. Then find the word for the shape, e.g. *frog* on page 2. Look for the letter that has the /f/ sound. Point to *frog*. Continue on in this way through the story.
- Before turning to page 16 ask: What do you think might happen at the end of the story? Then discuss the ending. What has happened to the balloon?

## Reading the Text

- Read the title and the name of the author and illustrator together. Then read the title page.
- On page 2 discuss the shape of the balloon then read the words together. Students point to the words as they are read.
- Follow this pattern for each page. On page 16 make sure students read left to right and return to the left to start a new line.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What do you think happened to the yo-yo balloon?  
Infer: Why did it come down?

## **Phonemic Awareness**

- Identify and make rhyming words. Ask students to listen as the book is read to them two spreads at a time. They indicate when they hear rhyming words (words that sound similar, e.g. *frog/dog, mouse/house*).
- Then have students think of words that rhyme with frog, e.g. *dog, bog, fog*.
- Play rhyming games. Ask students to indicate when they hear a word that rhymes with *up* (*cup, down, pup, the*).

## **Phonics**

- Discuss the name and sound of the letter g. Write cvc words *got, gum, get, gas* and *gap* on the board to practise blending and segmenting the sounds together as a group, e.g. /g/ /o/ /t/, *got*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *the, up, down, goes*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of one of the balloons and write the matching sentence from the story. e.g. *The frog balloon goes up.*

## **Fluency**

- Model reading the story with expression, noting the punctuation. Notice the different way to read page 16. Students repeat after you.

## **Writing**

- Write a new story using the same pattern. *The \_\_\_\_\_ balloon goes up.*
- Talk about capitalising the first letter of the first word in the sentence and spaces between words. Students write their story and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# I Write

## GOALS

### Comprehension

**Reading Strategies:** Ask students, “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** my, I, with

**Content Words:** write, finger, toes, broom, clothes, breakfast, pens, balloons, friends

### Phonemic Awareness

Identify and make rhyming words

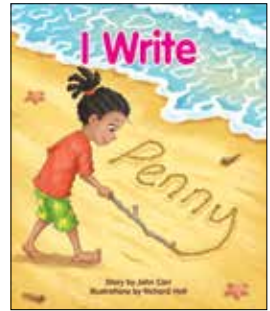
### Phonics

**Letters and Sounds:** f

**Words to Blend and Segment:** fan, fat, fad, fin, if

### Fluency

Model fluent reading of a section of the story for students to repeat



There are many interesting ways to write.

## Before Reading

- Read the title. Ask students what they usually write with?
- Together look at the cover of *I Write*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: What is the girl writing with?
- Look at the title page illustration. Ask: What is happening in the picture? What do you notice about the girl? What do you think might happen in the story?
- Talk/walk through the pictures. What is the girl writing with on each page? What words are in the pictures? Before turning to page 16, have students predict the ending. What did the friends write?

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what students think the girl is writing with in the picture. Read the words together, *I write with my finger*. Follow this pattern for each page, discussing the picture and reading the words together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What did the friends write *the end* with?
- Ask: What are some things good readers do? Model how to use picture, print and contextual cues. Read the last page again. Notice who is in the picture. (*friends*) Students get their mouths ready to say *friends*. /f/ They find the word that starts with /f/ (*friends*). Read the sentence. Ask: Does it make sense to say, *I write with my friends*? Yes it does.

## **Phonemic Awareness**

- Identify and make rhyming words. Students listen for rhyming words as you read the story. They indicate when they hear them. (*toes/clothes, pens/friends*) They suggest more rhyming words they know, e.g. go/no; pen/hen.

## **Phonics**

- Discuss the name and sound of the letter f. Write cvc words *fat, fan, fin, fab* and *if* on the board to practise blending and segmenting the sounds together as a group.
- Students listen to and hear the sounds in *fan* /f/ /a/ /n/. Say them separately, then blend together slowly. Illustrate using alphabet letters *f, a, n*, touching them as the sounds are made for the word *fan*.

## **Word Study**

- Talk about the words *my, I, with*. Print the flash cards from the inside front cover. Read them together. Ask students to locate one or two high-frequency words on some of the pages. Ask: What letter do you expect to see first?
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words *I write with my* \_\_\_\_\_. They find the final word in the story and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the story for students to repeat, e.g. pages 2, 4, 6 and 8. Continue on until the end of the story with the students repeating after hearing the model.
- Students take turns to read the story to a partner.

## **Writing**

- Students write a new story using the same pattern, *I write with my...* What is something you can write with? e.g. I write with my pen/ pencil/ crayon/ paintbrush. They write the story and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.



# I Go By the Cat

## GOALS

### Comprehension

Discuss prepositions to determine position, e.g. under, over, by

### Vocabulary

**High-frequency Words:** I, go, the, by

**Content Words:** trees, cat, dog, girl, boy, signs

### Phonemic Awareness

Recognise and produce words that end with the same sound: /t/

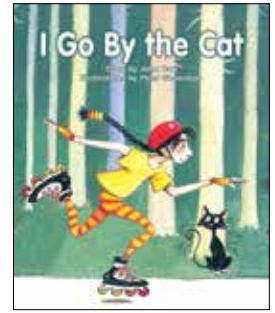
### Phonics

**Letters and Sounds:** t

**Words to Blend and Segment:** at, cat, pat, mat, sat

### Fluency

Choral reading with students pointing to the words as they are read



A girl on roller blades ends up uninvited at a picnic.

## Before Reading

- Read the title. Ask students what *by* means and what they know about inline skating.
- Together look at the cover of *I Go By the Cat*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Why is there a cat? What is the skater doing? Look at the title page illustration. Ask: How does this relate to the cover page? What is the girl doing? What do you think might happen in the story?
- Talk/walk through the pictures. What is the girl doing on each page? Who or what does she go by? Before turning to page 14, predict the ending. What happens when she goes by the signs? What do the signs say?

## Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together. On page 2 discuss what students think the girl is doing in the picture. Read the words together *I go by the trees*. (Why is it not “I go by the cat”? Discuss the meaning of *by*.)
- Follow this pattern for each page, discussing the picture and reading the words together. Notice the punctuation (capitals and fullstops).

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. How could you read “*Splat!*”? Notice the exclamation mark. What does the word mean? Look at the expressions on the faces of the characters. How were they feeling? What has happened to the picnic food? Compare page 15 with page 16 to see the differences and what has happened to the food.
- Retell the story in order. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /t/ Make sure students know the meaning of end/final sound. Listen to /t/. Practise saying /t/. Listen for /t/ at the end of *at*.
- Say the word *cat* slowly, emphasising the /t/. Have students listen to and repeat *cat, mat, sat*. Think of more words ending with /t/, e.g. *met, let, set*. Say them so students can hear the /t/.

## **Phonics**

- Discuss the name and sound of the letter t. Write cvc words *at, cat, mat, pat* and *sat* on the board to practise blending and segmenting the sounds together as a group.
- Students listen to and hear the sounds in *cat* /k/ /a/ /t/. Say them separately, then blend together slowly. Illustrate using alphabet letters *c, a, t*, touching them as the sounds are made for the word *cat*.

## **Word Study**

- Talk about the words *I, the, go, by*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *by* and *go* on each page.
- Discuss the meaning of *by*. What other words could be used in place of *by*? (past, beside, next to) Discuss other prepositions and how they are used, e.g. under, over.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words *I go by the \_\_\_\_\_*.
- Have them find the final word in the story. They read their sentence to a partner.

## **Fluency**

- Choral reading with students pointing to the words as they are read. Make sure they are following left to right and matching words as they read them to those they are pointing to.

## **Writing**

- Write a new story using the same pattern, *I go by the...* What is something you can go by? e.g. I can go by the bird, cat, man, lady. Students write the story and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# No!

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** said, yes, no

**Content Words:** words: Dad, Mum

### Phonemic Awareness

Recognise and produce words that end with the same sound: /d/

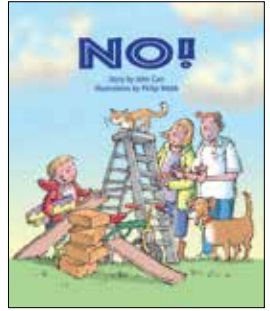
### Phonics

**Letters and Sounds:** d

**Words to Blend and Segment:** and, dad, mad, sad, did

### Fluency

Choral reading with the students pointing to the words as they are read.



Mum and Dad are trying to keep the boy safe.

## Before Reading

- Together look at the cover of *No!* Discuss what is happening in the picture. Ask: What is the boy planning to do? What do you think Mum and Dad are saying? Look at Dad's hands and their faces.
- Look at the title page illustration. Ask: What are Mum and Dad saying here? Look at their hands. Turn back to the title. What do you think the book is called? What letter does it start with? Get your mouth ready for the /n/ sound. Read the title *No!* together. Read the names of the author and illustrator. What do you think might happen in the story?
- Talk/walk through the pictures. What are Mum and Dad saying on each page? Why is this? What is the boy wanting to do? Before turning to page 14, predict the ending. Why do Mum and Dad finally say "Yes!"?

## Reading the Text

- Read the title and the names of the author and illustrator together. Read the title page together.
- On page 2 discuss what students think the boy is wanting to do in the picture. Read the story together in the picture *No!* Then on page 3 read the words together, "*No!*" said Mum.
- Follow this pattern for each page, discussing the picture and reading the words together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Why did the parents finally say “Yes!”? What is the boy dreaming of on page 16?
- Have students retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /d/ e.g. *and, dad, mad, sad, did*. Say the words emphasising /d/. Students listen to and hear the final sound then repeat the words. Think of and say more words ending in /d/ e.g. *kid, lid, fed, said*.

## **Phonics**

- Discuss the name and sound of the letter d. Write cvc words *and, dad, sad, mad* and *did* on the board to practise blending and segmenting the sounds together as a group, e.g. /a/ /n/ /d/.
- Illustrate using alphabet letters *a, n, d*, touching them as the sounds are made for the word *and*.

## **Word Study**

- Talk about the words *said, yes, no*. Print the flash cards from the inside front cover. Read them together. Ask students to locate one of the high-frequency words on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story with Mum or Dad beside them. Write the word *Yes* or *No* beside the picture depending on what Mum or Dad say.
- Have students discuss with a partner what their picture is of and they read the word *Yes* or *No*.

## **Fluency**

- Choral read the story with the students pointing to the words as they are read. Reinforce reading from left to right with matched pointing under each word.
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern “*Yes/No,*” *said Mum/Dad*. Ask: What is something your Mum and Dad are not happy or happy with you doing? Draw the picture and write the sentence.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# I See a Face

## GOALS

### Comprehension

Making connections: Ask students if they have ever looked up at the clouds and felt they have seen particular shapes. What kinds of things do they see with their imagination? Ask students to pay close attention to the illustrations on each page to help read the story.

### Vocabulary

**High-frequency Words:** I, in, the, a, see

**Content Words:** face, cloud, sea, rocks, tree, window, ice cream

### Phonemic Awareness

Recognise and produce words that words that have the same sound: /i/

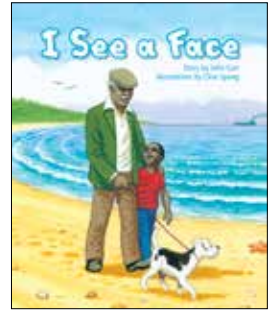
### Phonics

**Letters and Sounds:** i

**Words to Blend and Segment:** in, is, it, sit, pin

### Fluency

Model reading the text with expression, noting the punctuation.



A boy and his grandfather are walking the dog and noticing face shapes in nature and other places. There's a humorous ending!

## Before Reading

- Ask students if they have ever looked up at the clouds and felt they have seen particular shapes. What kinds of things do they see with their imagination? Ask students to pay close attention to the illustrations on each page to help read the story.
- Together look at the cover of *I See a Face*. Read the title and the names of the author and illustrator. Discuss what is happening in the picture. Look at the title page illustration. Ask: What is different? Whose faces do you see? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy pointing to on each page? What about the dog? Before turning to page 14, predict the ending. How did they end up like this?

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 3 students discuss what they think the boy is pointing to in the picture. Read the words on page 2 together: *I see a face in the cloud*. Follow this pattern for each page, discussing the picture and reading the words together.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What caused this to happen?
- Retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound /i/. Students listen to and hear the sounds in /i/ /t/. (*it*). Talk about the /i/ sound. (short i vowel sound) Together think of more words that start with /i/. e.g. is, in, ink, igloo, if. (If *ice cream* and *I* are suggested, let the students know that they are long i vowel sounds that sound like the name of the letter i.)

## **Phonics**

- Discuss the name and sound of the short /i/ vowel sound. Write cvc words *in*, *is*, *it*, *sit* and *pin* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in /i/ /t/. Say them separately, then blend together slowly.
- Illustrate using alphabet letters *i*, *t*, touching them as the sounds are made for the word *it*.

## **Word Study**

- Talk about the words *I*, *the*, *in*, *see* and *a*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate the words on a few of the pages. Ask: What letter do you expect to see first?
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words, *I see a face in the \_\_\_\_\_*. They find the final word in the story and read their sentence to a partner.

## **Fluency**

- Model reading the text with expression, noting the punctuation. Students repeat your reading.
- Talk about the ellipses and exclamation mark on pages 14–16 and how they change the way you read. Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern *I see a face in a....* What is something else you can see a face in? e.g. I see a face in the sandwich/cake/muffin. Students write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# I Dance with a Monkey

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** I, with, a big

**Content Words:** dance, monkey, skip, frog, hop, kangaroo, run, dog, swim, hippo, climb, cat, chat, wombat

### Phonemic Awareness

Recognise and produce words that words that begin with the same sound: /h/

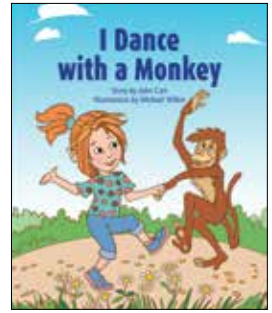
### Phonics

**Letters and Sounds:** h

**Words to Blend and Segment:** hat, ham, hop, had, hid

### Fluency

Choral reading with students pointing to the words as they are read.



A girl finds many interesting activities to do with animals.

## Before Reading

- Read the title. Ask students who they would dance with? Together look at the cover of *I Dance with a Monkey*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: What animal is the girl dancing with?
- Look at the title page illustration.  
Ask: Where is the girl now? What is she doing? Is this a clue to what might happen in the rest of the story?
- Talk/walk through the pictures. What action is the girl doing with each animal in the book? Predict the ending.
- Could this be a true story? (It is a fiction story, so not true.) The girl is using her imagination through the author.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what the girl is doing in the picture. Find the word that starts with /m/ for *monkey*. Read the words together *I dance with a monkey*. Follow this pattern for each page, discussing the picture and reading the words together.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Retell the story in order using the pictures on each page as a guide. What happened first? Next? And so on. How did the story end?

**Phonemic Awareness**

- Recognise and produce words that begin with the same sound /h/. Students listen for a word starting with /h/ as you read the text on page 4. Students say *hop*, emphasising the /h/. They do the same for page 10, emphasising /h/ippo.
- Have students brainstorm more words that begin with /h/. e.g. *ham, hot, had, hid, hit, hand, hat*.

**Phonics**

- Discuss the name and sound of the letter h. Write cvc words *hat, ham, hop, had* and *hid* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *ham* /h/ /a/ /m/. Say them separately, then blend together slowly.
- Illustrate using the alphabet letters *h, a, m*, touching them as the sounds are made for the word *ham*.

**Word Study**

- Talk about the words *I, with, a*, and *big*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate the high-frequency words on some of the pages. What letter do you expect to see first?
- On a piece of paper students draw a picture of themselves doing an activity from the story. They write the words *I \_\_\_\_\_ with a \_\_\_\_\_*. They find the missing words in the story and read their sentence to a partner.

**Fluency**

- Choral reading with students pointing to the words as they are read. Make sure they are following left to right and matching words read to those they are pointing to.
- Students take turns to read the story to a partner. They notice how the rhyming words help them read fluently and make it fun, e.g. *frog/dog, eat/wombat*.

**Writing**

- Have students write a new story using the same pattern *I \_\_\_\_\_ with a \_\_\_\_\_*. e.g. *I talk/jump/laugh with a horse/ant/sheep*.
- They write the story and illustrate it.

**Home/School Link**

Take the book home and any related activity done in class to share with family.



# Up and Down

## GOALS

### Comprehension

Discuss prepositions to determine position, e.g. up, down

### Vocabulary

**High-frequency Words:** the, can, come, up, go, down

**Content Words:** monkey, hippo, clown, cake

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /g/

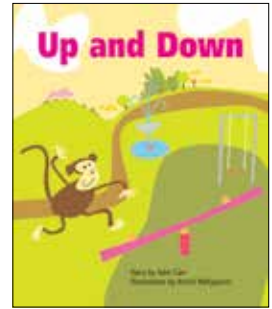
### Phonics

**Letters and Sounds:** g

**Words to Blend and Segment:** got, gum, gas, get, gap

### Fluency

Model fluent reading of a section of the text for students to repeat



A hippo, a monkey and a clown have fun on a see-saw.

## Before Reading

- Read the title to students. Together look at the cover of *Up and Down*. Discuss the meaning of the words *up* and *down*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Have you been to a playground? What do you like playing on? Do you like being up or down?
- Look at the title page illustration. Ask: What is monkey doing? What do you think might happen in the story?
- Talk/walk through the pictures. What is happening on each page? Before turning to page 16, predict the ending. What happens to the cake?

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 students discuss what they think the monkey is doing in the picture. Look for the letter /u/ for *up*. Read the words together: *The monkey can go up*. Follow this pattern for each page, discussing the picture and reading the words together.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the humorous ending. What is the word on the last page? How should we read it? What does the explanation mark do? *Splat!* is a sound word so it sounds like the noise the cake might make as it hit the clown's face. (onomatopoeia)

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound /g/. Have students practise saying *go*, emphasising the /g/. Do the same for other /g/ words such as *get, going, guess, gone, give*.
- Play a game where students listen and identify /g/ words spoken aloud, e.g. *game, fame, tame, got, hot, go, going, toe*.

## **Phonics**

- Discuss the name and sound of the letter g. Write *cvc* words *got, get, gas, gum* and *gap* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *got* /g/ /o/ /t/. Say them separately, then blend together slowly. Illustrate using alphabet letters *g, o, t*, touching them as the sounds are made for the word *got*.

## **Word Study**

- Talk about the words *the, up, down, go, come* and *can*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words in the text. They put their finger under the word and read it.
- On a piece of paper, students draw a picture from the story. They write the words (with help if needed). *The \_\_\_\_\_ can go/come – up/down*. They find the missing word in the story and write it in the space. They read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat, e.g. pages 2–6. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern. *The \_\_\_\_\_ can go/come – up/down*. Use a different animal, thing or person. e.g. *The cat/girl can go up*. Students write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# I Go Up

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What have you been up in?

### Vocabulary

**High-frequency Words:** I, in, the, and, up, down, on, go

**Content Words:** bus, escalator, helicopter, stairs, plane, balloon, roller coaster

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. bal/loon

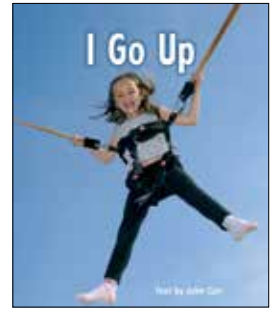
### Phonics

**Letters and Sounds:** u

**Words to Blend and Segment:** up, us, cup, tub, pup

### Fluency

Students practise reading the book on their own and then orally to the teacher.



There are many things that you can go up in.

## Before Reading

- Students look at the cover and describe what they see. Predict what the title might be. Read the title together. Ask: What have you been up in?
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about what the mother and daughter are going up in. Predict what the book might be about.
- Talk/walk through the pictures. Discuss what is happening on each page. Students find the word for *bus* on page 2. Look for the letter that has the /b/ sound. Point to *bus*. Repeat this procedure for the rest of the book. Before turning to page 16, ask students what they think might happen.

## Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss what the child is going up on, then read the words together. Students point to the words as they are read.
- Follow this pattern for each page. Ask students if their voice matched the words, or were there some left over? Discuss the two lines of text on page 16 and where to go at the end of the first line. Notice the exclamation mark. Model rereading the last page with expression for students to copy.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Did it match their prediction?

**Phonemic Awareness**

- Students identify syllables in words and clap as they are spoken, e.g. *bal/loon*. They listen for words in the text with one syllable or beat (one clap), e.g. *bus, plane, down, up*. Listen for words with two syllables or beats (two claps), *roll/er, coast/er*.
- Clap and say the words together.
- Play a game. Say: I'm thinking of a word in the book with one syllable that begins with /d/. (*down*) What is it? Say it and clap it.

**Phonics**

- Discuss the name and sound of the letter u. Write cvc words *up, us, cup, tub* and *pup* on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /u/ /p/, *cup*. Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

**Word Study**

- Talk about the words *I, and, in, up, the* and *down*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper students draw a picture from the text. They write the words (with help if needed). *I go up on the \_\_\_\_\_*. They find and write the final word in the space and read their sentence to a partner.
- Talk about the meaning of high-frequency words *up, down, in, on*. Role play using a pencil to demonstrate the meaning. Ask students to say, *My pencil is \_\_\_\_\_*, as they role play.

**Fluency**

- Students practise reading the book on their own and then orally to you.
- Have them notice the end punctuation on page 16. Model how to read this page. Remind students that this is a nonfiction book. It is best read at a moderate speed, not too fast. It is telling the reader information.

**Writing**

- Have students write a new text using the same pattern. *I go \_\_\_\_\_ the \_\_\_\_\_*. Students write the text and illustrate it.

**Home/School Link**

Take the book home and any related activity done in class to share with family.

# Little and Big

## GOALS

### Comprehension

**Reading strategies:** Ask students, “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** is, the, big, little, just

**Content Words:** snake, hat, cake, truck, duck, house, mouse, shark, right

### Phonemic Awareness

Identify and make rhyming words

### Phonics

**Letters and Sounds:** b

**Words to Blend and Segment:** bat, ban, bad, bid, bit

### Fluency

Practise rereading the story orally with a partner



A boy tries on many hats to find the perfect fit.

## Before Reading

- Together look at the cover of *Little and Big*. Discuss what is happening in the picture. Ask: Why is there a cat? What is the man holding? Are they both the same size? (One is little and one is big).
- Have students get their mouths ready for /l/. Ask if anyone can guess or knows the word. Now read the title together. Listen to the names of the author and illustrator. Look at the title page illustration. How is this different? What do you think might happen in the story?
- Talk/walk through the pictures. What is the person doing on each page? Discuss the size and shape of each hat. What about the cat? Before turning to page 16, predict the ending. Where is the cat now?

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what shape and size the hat is in the picture. Say what letter/sound will *snake* start with? Find the word that starts with /s/. Read the words together: *The snake hat is too....* Ask: Is the hat too big or too little? What makes sense? Look at the picture? Look at the first letter /b/. Read: *The snake hat is too big.*
- Follow this pattern for each page, discussing the picture, the print and the context before reading the words together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Why do you think the cat was just right?
- Retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Identify and make rhyming words. Students listen for the rhyming words as the text is read to them. They identify *house/mouse, truck/duck, shake/cake*.
- Say the word *bat* and have students say a word that rhymes with bat, e.g. cat, at, sat.
- Students listen to you say *bake*. They say a word that rhymes with *bake* – snake, cake, lake and so on.
- Play a rhyming game. e.g. Say I'm thinking of a word that begins with /t/ and rhymes with *cake*. What is it?

## **Phonics**

- Discuss the name and sound of the letter b. Write cvc words *bat, ban, bid, bad* and *bit* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *bat* /b/ /a/ /t/. Say them separately, then blend together slowly.
- Illustrate using alphabet letters *b, a, t*, touching them as the sounds are made for the word *bat*.

## **Word Study**

- Talk about the words *is, just, the, big* and *little*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words on a few of the pages.
- On a piece of paper, students draw a picture of themselves with a hat from the story. Write the words (with help if needed): *The \_\_\_\_\_ hat is too \_\_\_\_\_*. They find the missing words in the story and write them into the spaces and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat, e.g. pages 2 and 4. Listen for the rhyming words (*snake, cake*).
- Follow with two more pages. (Listen for rhyming words *truck* and *duck*.) Continue on until the end of the story with the students repeating after hearing the model.
- Students practise rereading the story orally with a partner.

## **Writing**

- Have students write a new story using the same pattern, *The \_\_\_\_\_ hat is too \_\_\_\_\_*. What other shapes of hat could you have? e.g. kite, car, dog, bird. Students write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Where Is It Hiding?

## GOALS

### Comprehension

**Reading strategies:** Ask students, “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** it, is, not, on, my, in

**Content Words:** pillow, box, slippers, socks, head, pyjamas, bed, under

### Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them.

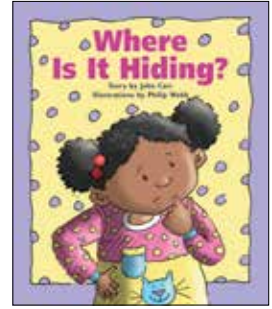
### Phonics

**Letters and Sounds:** i

**Words to Blend and Segment:** it, in, sit, pit, pin

### Fluency

Choral read with students pointing to the words as they are read.



What is the girl looking for in her bedroom?

## Before Reading

- Read the title. Ask students what they usually do to get ready for bed. Do they look for a favourite soft toy to take with them? Use the questions as a starting point for class discussion.
- Together look at the cover of *Where Is It Hiding?* Read the title and the names of the author and illustrator. Discuss what is happening in the picture. Look at the title page illustration. What is different in this picture? What do you think might happen in the story?
- Talk/walk through the pictures. What is the girl doing on each page? Where is she looking? Before turning to page 16, predict the ending. Then look at the surprise ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Ask: What are some of the things that good readers do? Model how to use the picture, print and contextual cues.
- On page 2 discuss what they think is happening in the picture. She is touching the pillow. Ask: How would the word *pillow* start? Get your mouth ready to say /p/ *pillow*. Have students find the word on the page starting with /p/. Read the word together. Then read the sentence: *It is not on my pillow*. Check that the word makes sense (matches the picture), sounds right and looks right.
- Follow this pattern for each page, discussing the picture and reading the words together.

**After reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the humorous ending. Is that what students expected? Reread the story together.
- Retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

**Phonemic Awareness**

- Recognise that words can be broken into individual sounds and produce them. Students listen to and hear the sounds in *in* /i/ /n/. They say them separately, then blend together slowly. Do the same for *it*. Listen and repeat /i/ /t/.

**Phonics**

- Discuss the name and sound of the letter i. Write cvc words *in*, *it*, *sit*, *pin* and *pit* on the board to practise blending and segmenting the sounds together as a group.
- Illustrate using alphabet letters *i*, *n*, touching them as the sounds are made for the word *in*.

**Word Study**

- Talk about the words *it*, *is*, *not*, *on*, *my* and *in*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate the words on a few pages. Talk about the difference between *in* and *on*. Demonstrate this.
- On a piece of paper, have students draw a picture from the story. Write the words (with help if needed): *It is not on/in my \_\_\_\_\_*. They find the final word in the story and choose *in* or *on* and read their sentence to a partner.

**Fluency**

- Choral reading with students pointing to the words as they are read. Make sure they are following left to right and matching words read to those they are pointing to.
- Students take turns to read the story to a partner.

**Writing**

- Guide students to write their own response to the story. They write a new story using the same pattern: *It is not \_\_\_ my \_\_\_\_\_*. Ask: What is something you could be looking for? Where could you look for it? e.g. *It is not in/on my \_\_\_\_\_*. (bag/lunch box/wardrobe/bedroom) They write the story (with help if needed) and create an artwork to go with it.

**Home/School Link**

Take the book home and any related activity done in class to share with family.



# One Big Milkshake

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. Do you think that would be a fun way to make a milkshake?

### Vocabulary

**High-frequency Words:** I, one, two, big, make

**Content Words:** banana, three, pears, four, plums, five, strawberries, six, hops, milkshake

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /y/

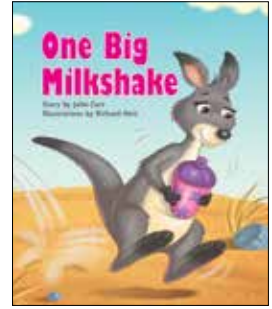
### Phonics

**Letters and Sounds:** y

**Words to Blend and Segment:** yum, yak, yes, yet, yam

### Fluency

Model reading the text with expression, noting the punctuation on page 16



The kangaroo has a fun way to make a milkshake.

## Before Reading

- Together look at the cover of *One Big Milkshake*. Ask: What is happening in the picture? What is the kangaroo holding? Read the title and the names of the author and illustrator. Discuss their roles. Look at the title page illustration. Ask: Who is making the milkshake? What else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. What is the kangaroo doing on each page? Before turning to page 14, predict the ending. What happens when the milkshake is made?

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 students discuss what they think the kangaroo is doing in the picture. They get their mouths ready to say *banana* /b/. Read the words together, *I take one banana*.
- Follow this pattern for each page, discussing the picture and reading the words together.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Were your predictions correct? Do you think that would be a fun way to make a milkshake?
- Students retell the story in order. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /y/ Model saying the word *yum* slowly stretching out the sounds /y/ /u/ /m/. Emphasise the /y/ sound at the beginning. Students repeat the model.
- Ask students for other words starting with the /y/ sound. Have them get their mouths ready for /y/, e.g. yes, yet, yacht, yellow.

## **Phonics**

- Discuss the name and sound of the letter y. Write cvc words *yum, yak, yes, yet* and *yam* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *yum* /y/ /u/ /m/. Say them separately, then blend together slowly. Illustrate using alphabet letters *y, u, m*, touching them as the sounds are made for the word *yum*. Do the same for the other cvc words.

## **Word Study**

- Talk about the words *I, one, two, big* and *make*. Print the flash cards from the inside front cover and read them together. Ask students to locate these words in the book. Notice something about *take* and *make*. (They have the same ending and rhyme).
- On a piece of paper students draw a picture of themselves doing an activity from the story. They write the words (with help if needed) *I take/make* \_\_\_\_\_ . They find the final words in the story for the spaces and read their sentence to a partner.

## **Fluency**

- Model reading the text with expression, noting the punctuation on page 16. Students repeat after hearing the model. Discuss the difference the exclamation marks make.
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern *I take* \_\_\_\_\_. What else can go in a milkshake or smoothie? e.g. I take four/five/six blueberries/strawberries/nuts. Students write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# This Is His!

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** it, is, this, his, go, to

**Content Words:** ball, bat, skateboard, cat, boot, toe, beanstalk, time

### Phonemic Awareness

Recognise and produce words that words that begin with the same sound: /s/

### Phonics

**Letters and Sounds:** s

**Words to Blend and Segment:** sat, sap, set, sad, sit

### Fluency

Model fluent reading of a section of the text for students to repeat



Whose house would have such big ball, a big bat and a big cat? Could it be a giant?

## Before Reading

- Read the title. Discuss the exclamation mark. Read the title together with emphasis. Together look at the cover of *This is His!* Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: What is the boy doing? Have you ever seen such a big ball? Would it be heavy?
- Look at the title page illustration. Ask: What is the boy doing? How is he feeling? Why? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy doing on each page? Why do you think everything is so much bigger than the boy? Before turning to page 14, predict the ending. What happens when the boy sees the toe in the boot? When you see the beanstalk, does this give you a clue now of what the story is about? Why is the boy running away on page 16?
- Have students talk about what they know of a story about a beanstalk. Jack and the beanstalk? Who lives up the beanstalk? (A giant) Could the boy in the story be Jack?

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 students discuss what they think Jack is doing in the picture. (Jack is exploring the giant's house at the top of the beanstalk). Ask: What would the word *ball* start with? Get your mouth ready for /b/ *ball*. Find the word that starts with /b/. Put your finger under it and say *ball*. Read the sentence together: *This is his ball*. Follow this pattern for each page, discussing the picture and reading the words together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who knows what Jack has been doing? Do you think he was supposed to be in the giant's house?
- Students retell the story in order using the pictures on each page as a guide. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /s/ Have students listen to words that start with /s/, *said, same, sign, sore, sit*. They emphasise the /s/ sound as they repeat the words following the model. They think of more words starting with /s/. Listen and repeat: say, sat, sing, sack.
- Make a game where you say words and students do an action when they hear /s/ at the beginning of the words. e.g. sit, sad, jam, ham, sat

## **Phonics**

- Discuss the name and sound of the letter s. Write cvc words *sat, sad, sap, set* and *sit* on the board to practise blending and segmenting the sounds together as a group. Students hear the sounds in /s/ /a/ /t/. They say them separately, then blend together slowly.
- Illustrate using alphabet letters for *s, a, t*, touching them as the sounds are made for the word *sat*. Do the same for the other cvc words.

## **Word Study**

- Talk about the words *it, is, this, his, go* and *to*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words in the book.
- On a piece of paper, students draw a picture from the story. They write the words (with help if needed). *This is his\_\_\_\_\_*. They find the final word in the story and write it in the space. They read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat, e.g. pages 2, 4, 6 and 8.
- Continue on until the end of the story with students repeating the text after hearing the model. Notice the rhyming words (*cat/bat, toe/go*) and the punctuation in the title and on page 16. Change your voice for the exclamation marks for emphasis.
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern *This is his\_\_\_\_\_*. What is something else that might belong to the giant? e.g. This is his plate/cup/food/hen. Students write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# We Come Down

## GOALS

### Comprehension

**Making connections:** Ask students if they have ever been in snow. What do they need to wear to keep warm and/or to protect themselves if they fall?

### Vocabulary

**High-frequency Words:** on, in, the, we, come, down

**Content Words:** skis, boards, sleds, toboggans, tubes, together, snow

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /w/

### Phonics

**Letters and Sounds:** w

**Words to Blend and Segment:** win, wet, wig, wit, wax

### Fluency

Practise reading the book orally with a partner.



It is fun to be in the snow and to travel down the slopes in different ways.

## Before Reading

- Ask students if they have ever been in the snow. What do you need to wear to keep warm and/or protect yourselves if you fall? Students look at the cover and describe what they see. Predict what the title might be. Read the title to students, then read it together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about ways people can come down.
- Talk/walk through the pictures. Discuss the way people come down on each page.

## Reading the Text

- Read the title on the cover and the title page together.
- On page 2 discuss what is happening in the picture. Then find the word for what it is the children are coming down on. Look for the letter that has the /s/ sound. Point to and read *skis*, then read the sentence together (pointing to the words as they are read).
- Follow this pattern for each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Does it look like fun? How were the people feeling?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /w/ Students listen to and hear the word *we*. Emphasise the beginning sound /w/. Ask students to slowly say *we*, stretching out the sounds. They think of other words that start with /w/. e.g walk, win, wet, wish. Together say them slowly, emphasising the /w/ sound.
- Students make rhyming words starting with /w/. Say: “*If I say bin, you say /w/in.*” Do the same with get, talk, big, hit.

## **Phonics**

- Discuss the name and sound of the letter w. Write cvc words *win, wet, wig, wit* and *wax* on the board to practise blending and segmenting the sounds together as a group. e.g. /w/ /i/ /n/, *win*. Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *on, in, the, we, come, down*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture from the text and write the matching sentence from the text (with help if needed). e.g. *We come down on skis.*

## **Fluency**

- Students practise reading the text orally with a partner. Remind them that as this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

## **Writing**

- Have students write a new text using the same pattern. They think of something different to come down on, e.g. *We come down on \_\_\_\_\_* .
- Model this as a cut-up text. e.g. *We come down on cardboard*. Have the words cut up and have students put them back in the correct order to make sense.
- Point out the capital letter at the beginning and the full stop at the end. These are clues to help you know which order the words go in to make a sentence. Read and reread the sentence as each word is added, checking to make sure it sounds right, looks right and makes sense. Tell students to watch how you are pointing to the words as you read, starting on the left. Ask them to follow this model.
- Point to the spaces between the words. These are important so that we know where a word begins and ends. Count the words.
- Students use what they have learnt about reading and writing from the cut-up text and write their own text (with help if needed) and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Mud

## GOALS

### Comprehension

**Making connections:** Ask students if they have ever played in mud.

Was it fun? How did it feel?

### Vocabulary

**High-frequency Words:** is, on, my, there, in

**Content Words:** mud, boots, toes, hands, clothes, back, hair, everywhere

### Phonemic Awareness

Recognise and produce words that words that have the same medial sound: /u/

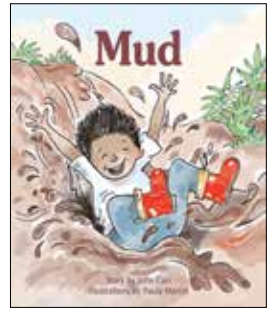
### Phonics

**Letters and Sounds:** u

**Words to Blend and Segment:** mud, mum, mug, cup, but

### Fluency

Model fluent reading of a section of the text for students to repeat



It's fun to play in mud.

## Before Reading

- Ask students if they have ever played in mud. Was it fun? How did it feel?
- Together look at the cover of *Mud*. Read the title and the names of the author and illustrator. Discuss what is happening in the picture. Ask: What is the boy doing? How is he feeling? How do you know? Look at the title page illustration. Is there anything different to the cover illustration? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy doing on each page? Before turning to page 16, predict the ending. What happens when Mum and the dog arrive?

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 students discuss what they think the boy is looking at in the picture. Read the words together. *There is mud on my...* Ask: What letter does the word start with? /b/. What is in the picture that starts with /b/? *boots*. Does boots make sense? Yes. *There is mud on my boots*.
- Follow this pattern for each page, discussing the picture and reading the words together.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. On page 15, how are the children feeling? What happens on page 16?
- Retell the story in order. What happened first? Next? And so on. How did the story end?



## **Phonemic Awareness**

- Recognise and produce words that have the same medial sound: /u/ Talk about what a middle sound means. Students listen to you saying the sounds in *mud* /m/ /u/ /d/. Say them separately, then blend together slowly. They listen particularly for the medial sound /u/.
- Have students listen to you reading more words with /u/ in the middle, e.g. cup, pup, nut. Say the words slowly stretching out the sounds. Together think of more words with the same medial sound /u/. e.g. nut, must, much

## **Phonics**

- Discuss the name and sound of the letter u. Write cvc words *mud*, *mug*, *mum*, *cup* and *but* on the board to practise blending and segmenting the sounds together as a group. e.g. /m/ /u/ /d/
- Illustrate using alphabet letters *m*, *u*, *d*, touching them as the sounds are made for the word *mud*.

## **Word Study**

- Talk about the words *is*, *there*, *in*, *on* and *my*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate the words on a few of the pages. Look for the page with *in*. (page 12) Talk about the difference between *in* and *on*. Demonstrate with a pencil, e.g. on a desk and in a desk.
- On a piece of paper, students draw a picture from the story. They write the words (with help if needed), *There is mud on my*\_\_\_\_\_. They find and write the final word in the space and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the story for students to repeat, e.g. pages 2, 4 and 6. Then follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- On page 14, talk about the use of commas and the full stop. Model reading with the pauses for punctuation Students copy the model. (Show the difference if there were no pauses.)
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern: *There is mud on my*\_\_\_\_. What is something else mud could be on? e.g. shirt/dress/arms/legs. Students write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Made Out of Sand

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. Were your predictions correct? What have you made out of sand?

### Vocabulary

**High-frequency Words:** can, of, a, make, out, you, made

**Content Words:** cat, sand, horse, star, car, train, plane, castle

### Phonemic Awareness

Recognise and produce words that have the same medial sound: /o/

### Phonics

**Letters and Sounds:** o

**Words to Blend and Segment:** hot, hop, top, not, got

### Fluency

Students practise reading the book on their own and then orally to the teacher.



Look at all the sandcastles people have made.

## Before Reading

- Ask: Have you ever played in sand or made sandcastles? What have you made out of sand? Students look at the cover and describe what they see and predict what the title might be. Listen to the title and read it together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the shape that is made out of sand. Make predictions about the text.
- Talk/walk through the pictures. Discuss the different sand creation on each page. Before turning to page 16, ask: What sand castle do you think might be on the last page?

## Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss the sand creation then read the words together: *You can make a cat out of sand*. Students point to the words as they are read.
- Follow this pattern for each page. Were their predictions correct about the text and the ending?

## After reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Who do you think could make this amazing castle?
- Students find the rhyming words in the text: *car/star; train/plane*. Reread the text together.

## **Phonemic Awareness**

- Recognise and produce words that have the same medial sound: /o/ Check that students know how to listen for the middle sound /h/ /o/ /t/. Say the words *hot, hop, top, not, got*, slowly emphasising the /o/ sound in the middle of each. Students copy the model.
- Students listen for the /o/ sound in other words said slowly and indicate when they hear the /o/ sound, e.g. cot, rat, rot, cat, pot, pet, sat.

## **Phonics**

- Discuss the name and sound of the letter o. Write cvc words *hot, not, got, hop* and *top* on the board to practise blending and segmenting the sounds together as a group. e.g. /h/ /o/ /t/, *hot*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *can, of, make, a, out, you* and *made*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book.
- Provide cut-up versions of the sentence, *You can make a car out of sand*, for students to glue onto a sheet and illustrate.

## **Fluency**

- Students practise reading the text on their own and then orally to the teacher. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

## **Writing**

- Have students write a new text using the same pattern: *You can make a \_\_\_\_\_ out of sand*. They think of other things they could make out of sand, e.g. banana, truck, shark, apple, carrot, boat. Students write their text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# I Can Juggle

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** I, of, can, and

**Content Words:** juggle, lots, frozen, peas, three, blocks, cheese, cakes, bears, bottles, pears, apples

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /p/

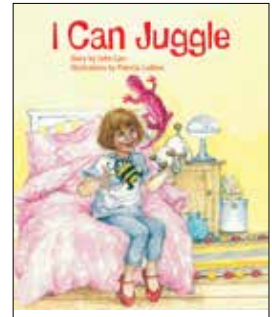
### Phonics

**Letters and Sounds:** p

**Words to Blend and Segment:** pat, pan, pad, pin, pit

### Fluency

Model fluent reading of a section of the text for students to repeat



A girl succeeds in juggling many different things with a surprise ending.

## Before Reading

- Read the title. Ask students if they have ever seen or tried juggling? Demonstrate or discuss how difficult it is. Read the names of the author and illustrator. Discuss what is happening in the picture and where is it happening (setting). Ask: How many toys is the girl juggling with on her bed? Juggling can be done with any number of objects starting with one. The aim is to throw objects up and catch them without dropping them.
- Look at the title page illustration. Ask: Where has the story moved to now? (setting). Does the girl look sleepy? Who else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. What is the girl doing on each page? Why do you think she is juggling while Mum and Dad do the shopping? Before turning to page 16, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 3 discuss what the girl is juggling in the picture and how many there are.
- Say *apples*. Find and point to the word in the text starting with /a/ (*apples*). Read the words together, *I can juggle three apples*. Follow this pattern for each page, discussing the picture, locating the word and then reading the sentence together.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Do you think the girl was supposed to be juggling the grocery items? What do you think would happen next after page 16?
- Could this story really happen? Is it a fiction or nonfiction? (Fiction – not true)
- Retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /p/ Students listen for a word starting with /p/ as you read page 4. Students say *pears*, emphasising the /p/. Do the same for the last page emphasising /p/eas.
- Brainstorm more words that start with /p/. e.g. pin, pot, pad, pick, post, pit, pan, pat.

## **Phonics**

- Discuss the name and sound of the letter p. Write cvc words *pat*, *pan*, *pad*, *pin* and *pit* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *pan* /p/ /a/ /n/. Say them separately, then blend together slowly. Illustrate using alphabet letters *p*, *a*, *n*, touching them as the sounds are made for the word *pan*.

## **Word Study**

- Talk about the words *I*, *of*, *an* and *can*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words on a few of the pages. Ask: What letter do they expect to see first?
- Discuss the words in the text that have s at the end. Ask: What does this mean? (more than one) Read the words *peas*, *pears*, *apples*.
- On a piece of paper students draw a picture of themselves doing an activity from the story. They write the words *I can juggle three* \_\_\_\_\_. They find the final word in the story and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat, e.g. pages 2, 4 and 6. Talk about the return sweep (where you go after reading the first line) and the full stop (end of sentence pause).
- Then follow with three more pages. Continue on until the end of the story with the students repeating after hearing the model. Make sure page 14 is read with *lots and lots* of expression. Talk about the two return sweeps (three lines of text).
- Students take turns to read the story to a partner. They notice any rhyming words, e.g. *pears/ bears*; *peas/cheese*.

## **Writing**

- Students write a new story using the same pattern *I can juggle...* What is something you can or would like to juggle? And how many will you juggle? e.g. I can juggle two oranges/lemons/ mandarins.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# Here I Am

## GOALS

### Comprehension

Re-tell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** here, I, am, said, the, go

**Content Words:** spider, snake, tiger, wolf, bear, crocodile, man

### Phonemic Awareness

Recognise and produce words that end with the same sound: /m/

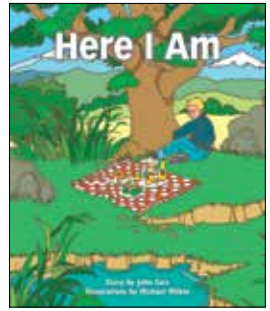
### Phonics

**Letters and Sounds:** m

**Words to Blend and Segment:** am, ham, yam, mum, yum

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.



The man tries to have a picnic in the park but he has lots of visitors.

## Before Reading

- Look at the cover illustration. Discuss what might be happening in the picture. Who is there? What is he doing? What is the setting? Is it in the town or country? How do you know?
- Ask students to see who can read the title independently. (All are high-frequency words.) Read the title together. Help them to use the title and cover illustration to make predictions about the story.
- Look at the illustration on page 2. Ask: What is different in this picture? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the animals that come to the picnic on each page. On page 12, students predict the ending.

## Reading the Text

- Read the title together. Listen to the names of the author and illustrator. Read the title page together. On page 2 discuss what the spider might be saying in the picture. Read the words together, *"Here I am," said the spider.*
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal a surprise ending. Have students discuss what they see in the illustration.
- Read the story together. Why did the man go? Did you laugh when you read the ending? Why is it funny?

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what you predicted? Did you expect the man to leave the picnic when the crocodile came? Would you like to share a picnic with those animals?
- Retell the story using the pictures on each page as a guide.
- Reread the story together. Then act it out in class with individuals taking the roles of the different animals.

## **Phonemic Awareness**

- Hear the sounds in *am* /a/ /m/. Say them separately, then blend together slowly, *am*, emphasising the /m/ in *am*. Talk about hearing the final sound /m/. Listen for /m/ in ham, yam, yum, plum, him.
- Students think of other words that end in /m/, e.g. jam, lamb, thumb. They listen to them, then repeat them.

## **Phonics**

- Discuss the name and sound of the letter m and the meaning of the final sound. Relate this to the end sound in the cvc words.
- Write cvc words *am*, *ham*, *yam*, *mum* and *yum* on the board to practise blending and segmenting the sounds together as a group. Say ham slowly /h/ /a/ /m/. Then blend the sounds together. Illustrate using alphabet letters *h*, *a*, *m*, touching them as the sounds are made for the word *ham*.

## **Word Study**

- Talk about the words *I*, *am*, *here*, *said*, *the*, *go*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *am*, *said* and *here* on each page.
- On a piece of paper, have students draw a picture from the story. They write the words “*Here I am,*” *said the* \_\_\_\_\_. They find the word in the story and read their sentence to a partner.
- Talk about the speech marks and comma and what they mean. Make the link between speech marks and speech bubbles.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat, copying the model.
- Students take turns to read the story to a partner. They change their voices for the different animals.

## **Writing**

- Students write a new story about a different animal using the same pattern. Write the words, “*Here I am,*” *said the* \_\_\_\_\_. Students write the story and illustrate it. Include a speech bubble coming from the animal.
- Model making a time line of the order of the story. Students use this to retell the story.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Face Painting

## GOALS

### Comprehension

**Making connections:** Ask students if they have ever had their face painted? What were you? Was it fun? How did it feel?

### Vocabulary

**High-frequency Words:** is, my, like, a, by, me

**Content Words:** face, painted, cat, dog, tiger, rabbit, butterfly, clown

### Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them.

### Phonics

**Letters and Sounds:** b

**Words to Blend and Segment:** bat, ban, bid, bad, bit

### Fluency

Practise rereading the text orally with a partner.



Children have faces painted like animals, insects and clowns.

## Before Reading

- Making connections: Ask students if they have ever had their face painted. What were you? Was it fun? How did it feel?
- Students look at the cover and describe what they see. Predict what the title might be. They listen to you read the title, then read it together. Ask: Is this a fiction or nonfiction text? (It is a nonfiction text with photographs.)
- From the cover photo and title predict what the text might be about. Ask: What animals might be painted on the faces?
- Read the title page together. Talk about what is in the illustration.
- Talk/walk through the pictures. Discuss the face and what animal it is on each page. Then find the word for the animal on page 2. Look for the letter that has the /c/ sound. Point to *cat*. Read the sentence together as students point to the words.
- Before turning to page 16, ask: What do you think might happen at the end of the text? Who painted the girl's face?

## Reading the Text

- Read the title together. On pages 2–3, discuss the painted face, then read the words together. Students point to the words as they are read.
- Follow this pattern for each page.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what you thought would happen?



## **Phonemic Awareness**

- Recognise that words can be broken into individual sounds and produce them.
- Have students listen to the sounds in *bat* and *bad*. Say the words slowly emphasising each sound. Say /b/ /a/ /t/, bat. /b/ /a/ /d/, bad.
- Students think of other words to break into individual sounds, e.g. *cat* /c/ /a/ /t/, *dog* /d/ /o/ /g/.

## **Phonics**

- Discuss the name and sound of the letter b. Write cvc words *bat, ban, bid, bad, bit* on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /a/ /t/, *bat*.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *like, me, is, by, my, a*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate and read these words in the book.
- Discuss the meaning of the preposition *by* and how it is used, e.g. If you write a text you can be the author and write your name “by Jimmy”.
- Students draw a picture of face painting and write the matching sentence from the text. *My face is painted like a dog*. They make a before and after picture of their face.

## **Fluency**

- Students practise reading the book orally to a partner.
- Have them notice the text on page 16. Model how to read this page. Remind students that this is a nonfiction book. It is best read at a moderate speed, not too fast. It is telling the reader information.

## **Writing**

- Have students write a new text (with help if needed) using the pattern from the book. *My face is painted like a \_\_\_\_\_*. (zebra, shark, horse, lion, lamb) They write the text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# See Me Giggle

## GOALS

### Comprehension

**Making connections:** Ask students what makes them giggle?

### Vocabulary

**High-frequency Words:** I, see, me, when

**Content Words:** giggle, dance, slide, sing, ride, hop, talk, google, wiggle, walk

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /g/

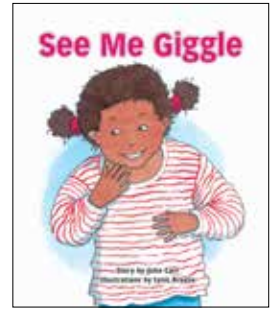
### Phonics

**Letters and Sounds:** g

**Words to Blend and Segment:** get, got, gas, gap, gum

### Fluency

Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat.



This girl likes to giggle and see the funny side of everything she does.

## Before Reading

- Ask students what makes them giggle. Together look at the cover picture. Discuss what is happening in the picture. Read the title. Discuss the meaning of *See Me Giggle*. Talk about the difference between laugh, giggle and smile. Demonstrate these.
- Read the title together and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is the girl still giggling? Reread the title. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what makes the girl giggle on each page. On page 15 have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together. On page 2 discuss what students think makes the girl giggle in the picture. Read the words together.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal a surprise ending. Have the students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? What made the girl giggle at the end?
- Reread the story together.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /g/ Students listen to and repeat words with emphasis on the first letter /g/, e.g. get, got, gas, gap, gum.
- They think of more /g/ words to listen to and repeat, e.g. give, game, giggle, go, going.

## **Phonics**

- Discuss the name and sound of the letter g. Write cvc words *get, got, gas, gap, gum* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in get /g/ /e/ /t/. Say them separately, then blend together slowly, *get*.
- Illustrate using alphabet letters *g, e, t*, touching them as the sounds are made for the word *get*.

## **Word Study**

- Talk about the words *I, see, me, when*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *see, me* and *when* on each page.
- On a piece of paper, students draw a picture from the story. They write the words: *See me \_\_\_\_\_ when I \_\_\_\_\_*. They find the words in the story and read their sentence to a partner. Talk about the capital letter and the full stop.
- Find words in the story with one or two syllables, e.g. *dance, slide (1), gig/gle, goo/gle, wig/gle (2)* Have students note how the syllables break between double letters. Together clap the beat of each syllable as the words are said slowly.

## **Fluency**

- Model fluent reading of a section of the text, emphasising rhyming words, for students to repeat, e.g. pages 4, 8, 12 and 16. (*slide/ride, talk/walk*)
- Continue until the end of the story with the students repeating after hearing the model. Talk about the comma on page 14 and what it means.
- Students take turns to read the story to a partner.

## **Writing**

- Students write a new story using the same pattern, e.g. See me giggle when I wink. They write their story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# I'm Faster Than You

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.

What animals move fast?

### Vocabulary

**High-frequency Words:** am, you, said, the, all, of, I

**Content Words:** words: faster, gorilla, tortoise, hippo, elephant, giraffe, hare, cheetah, snail

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. fast/er

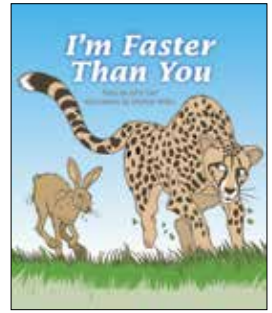
### Phonics

**Letters and Sounds:** f

**Words to Blend and Segment:** fan, fat, fad, fin, fit

### Fluency

Model fluent reading of a section of the text for students to repeat.



The animals all claim to be faster, even the snail!

## Before Reading

- Read the title. Discuss the meaning of *I'm* and *faster*. Demonstrate the meaning by racing a student across the classroom. Then reread the title. Students read the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who do you think is faster? Look at the title page illustration. Is this a picture of a fast creature? Why is there a picture of a snail? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the animals and which one students think is faster on each page. On page 15, predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page.
- On page 2 discuss what students think the tortoise is saying in the picture. Read the words together, "*I'm faster than you,*" said the tortoise.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal a surprise ending. Have the students discuss what they see in the illustration.
- Read the text together. Ask: How did the snail beat them all? Did you laugh when you read the ending? Why is it funny?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Why would you not expect the snail to win? Was this a clever idea that the author thought of to make a funny surprise ending?
- Reread the story together. Then act it out in the class with individuals taking the roles of the different animals.

## **Phonemic Awareness**

- Together identify syllables in words and clap as they are spoken, e.g. *fast/er*, (2) *el/e/phat*, (3) *hare*, (1).

## **Phonics**

- Discuss the name and sound of the letter f. Write cvc words *fan*, *fat*, *fad*, *fin* and *fit* on the board to practise blending and segmenting the sounds together as a group. Students hear the sounds in *fan* /f/ /a/ /n/. Together say them separately, then blend together slowly, *fan*.
- Illustrate using alphabet letters *f*, *a*, *n*, touching them as the sounds are made for the word *fan*.

## **Word Study**

- Talk about the words *all*, *of*, *am*, *you*, *said*, *the*, *I*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *said* and *the* on each page.
- On a piece of paper, students draw a picture of two animals from the story. They write the words, *I'm faster than you," said the.....* They find the words in the story and read their sentence to a partner.
- Talk about the contraction *I'm* being the shortened form of *I am*. Compare pages 14 and 16. Locate *I'm* on each page and *I am* on page 16.

## **Fluency**

- Model fluent reading of pages 2, 4 and 6 for students to repeat. Make sure you change your voice for the words the animals say.
- Follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story about two animals using the same pattern, e.g. *"I am faster than you," said the dog*. They write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Here Is Hair

## GOALS

### Comprehension

**Reading strategies:** Ask students, "What are some of the things that good readers do?" Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** is, here, a, some, are

**Content Words:** hair, mirror, chair, clippers, bear, scissors, everywhere, more

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /h/

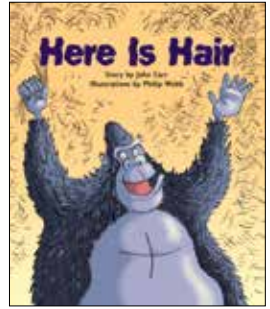
### Phonics

**Letters and Sounds:** h

**Words to Blend and Segment:** hat, ham, hop, had, hid

### Fluency

Choral reading with students pointing to the words as they are read.



The gorilla gives a bear a haircut.

## Before Reading

- Read the title to students. Discuss the meaning of *here* and *hair*. Read the names of the author and illustrator. Discuss their roles.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Look at the title page illustration. Ask: What is happening here? How is it different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. On page 14, students predict the ending.

## Reading the Text

- Read the title together. Model how to use picture, print and contextual cues. On page 2 discuss what is happening in the picture. Ask: What is the gorilla holding? What letter does *mirror* start with? Get your mouth ready to say *mirror* /m/. Locate the letter that has the /m/ sound. Read the words together: *Here is a mirror*. Does the sentence make sense? Does it sound right? Does it match the picture? These are the checks (questions) good readers ask as they are reading.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Do you think the bear was happy with the haircut? How do you know?
- Reread the story together. Notice the rhyming words. (*hair, bear, everywhere, chair*)

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /h/ Hear the beginning sound in *hat* and *had*. Students say the words slowly emphasising /h/. They think of other /h/ words and say them, ham, hop, hair, hid.

## **Phonics**

- Discuss the name and sound of the letter h. Write cvc words *ham, hat, had, hop* and *hid* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *hat* /h/ /a/ /t/. Say them separately, then blend together slowly, *hat*.
- Illustrate using alphabet letters *h, a, t*, touching them as the sounds are made for the word *hat*.

## **Word Study**

- Talk about the words *is, here, a, some, are*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate *here, are* and *some* in the text.
- On a piece of paper, students draw a picture from the story. They write the words: *Here is/are – a/some*\_\_\_\_\_. They find and write the missing words in the story and read their sentence to a partner.
- Discuss how *is/are* are used for one or more than one thing. Discuss *hair/here*. Some words sound the same but are spelt different and have different meanings. Practise using these in different examples, e.g. Here is my hair. I brush my hair. Come over here.

## **Fluency**

- Students choral read the story pointing to the words as they are read. Then they read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern, e.g. “*Here is/are – a/some* \_\_\_\_\_ . (e.g. apples, bananas, orange, pear) Students write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Just Like Me

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What animals are you like?

### Vocabulary

**High-frequency Words:** like, me, just

**Content Words:** frogs, jumping, apes, swinging, cheetahs, running, monkeys, climbing, kangaroos, hopping, seals, swimming, dogs, children

### Phonemic Awareness

Recognise and produce words that begin with the sound: /j/

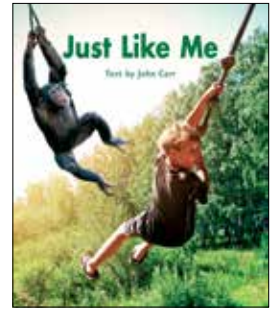
### Phonics

**Letters and Sounds:** j

**Words to Blend and Segment:** jam, jab, job, jet, jog

### Fluency

Model reading of the text with expression and noting the punctuation.



There are lots of things that animals like to do that we do, too.

## Before Reading

- Students look at the cover and describe what they see. They predict what the title might be.
- Read the title together. From the cover photo and title students predict what the text might be about. Ask: What animals might do things just like you?
- Read the title page together. Talk about what the animal is and what it is doing.
- Talk/walk through the pictures. Discuss the actions of the animals on each page. Ask: Are they doing things you could do? Then find the word for action on page 2. Have students look for the letter that has the /j/ sound. Point to *jumping* and *just*.
- Before turning to page 16, ask what students think might happen at the end of the text. What animal is the child with?

## Reading the Text

- Read the title together. Then read the title page together.
- On page 2 discuss the action of the frog, then have students read the words. They point to the words as they are read.
- Follow this pattern for each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Was the text like your predictions? Was the ending what you predicted? Why was there a seal on the title page? (Link to page 12)



## **Phonemic Awareness**

- Students recognise and produce words that begin with the sound /j/. Say the words so they hear the beginning sound in *just* and *jump*. Say the words slowly emphasizing the /j/.
- Have students think of other words that start with /j/. Say them together and listen to the /j/ sound.

## **Phonics**

- Discuss the name and sound of the letter j. Write cvc words *jam, jab, job, jet* and *jog* on the board to practise blending and segmenting the sounds together as a group, e.g. /j/ /a/ /m/, jam. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *like, me, just*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book.
- Students draw a picture of an animal and write the matching sentence from the text, e.g. *Seals like swimming, just like me*.

## **Fluency**

- Model reading of the text with expression and noting the punctuation. (Pause at the comma.) Students repeat after you.

## **Writing**

- Students write a new text using the same pattern, \_\_\_\_ *like* \_\_\_\_, *just like me*. e.g. Tigers like running, just like me. Students write the text and illustrate it.
- Students make a time line showing the order of the text. They illustrate their time line and write labels. They use this as a guide to retell the text.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



## Pet Exercise

### GOALS

#### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What animals were exercised?

#### Vocabulary

**High-frequency Words:** I, my, a, but, has, for

**Content Words:** take, horse, run, dog, walk, snake, slither, parrot, squawk, penguin, slide, crocodile, creep, ride, cat, sleep, myself

#### Phonemic Awareness

Recognise and produce words that begin with the same sound: /r/

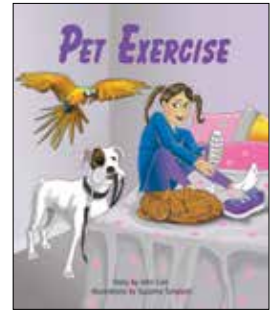
#### Phonics

**Letters and Sounds:** r

**Words to Blend and Segment:** run, rat, rap, rip, rug

#### Fluency

Students practise reading the book on their own and then orally to the teacher.



A girl makes sure all her pets get plenty of exercise.

### Before Reading

- Together look at the cover picture. Discuss what is happening in the picture. Ask: What animals do you see? What are they doing?
- Read the title to students. Discuss the meaning of *Pet Exercise*. Then reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story. Look at the title page illustration. Ask: What is happening here? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the animals and what exercise they are doing on each page. On page 15 look at the basket on the bike to help predict the ending.

### Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what students think is happening in the picture. Read the words together: *I take my horse for a run*. Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal a surprise ending. Have students discuss what they see in the illustration.
- Read the text together. Ask: Did the cat have any exercise? Was the ending a surprise? Why is it funny?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? What animals were exercised? Did they expect a cat to be exercising? Was the funny ending a clever idea for the author to think of?
- Reread the story together.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /r/. Say *run* with emphasis on /r/. Have students listen and repeat. Do the same for *rat*, *rip*, *rot*, *ran*.
- Think of other /r/ words for students to listen to and repeat, e.g. *rooster*, *rabbit*, *ride*, *race*.

## **Phonics**

- Discuss the name and sound of the letter r. Write cvc words *run*, *rat*, *rap*, *rip*, *rug* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *run* /r/ /u/ /n/. Students say them separately, then blend them together slowly, *run*.
- Use alphabet letters *r*, *u*, *n*, touching them as the sounds are made for the word *run*.

## **Word Study**

- Talk about the words *I*, *my*, *a*, *but*, *has*, *for*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *my* and *for* on a few pages.
- On a piece of paper, students draw a picture from the story. They write the words: *I take my \_\_\_\_\_ for a \_\_\_\_\_*. They find the words in the story to fill the gaps and read their sentence to a partner.
- Have students make an illustrated T-chart showing what each animal does for exercise, e.g. *horse/run*, *dog/walk*.

## **Fluency**

- Model fluent reading of the story, pointing out/emphasising the rhyming words (*squawk/walk*, *ride/slide*).
- Students practise reading the book on their own and then orally to you.

## **Writing**

- Students write a new story about a different animal using the same pattern, e.g. *I take my mouse or a jog*. They write their story (with help if needed) and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# I Have My Mum's Hair

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.

Do you look like someone in your family?

### Vocabulary

**High-frequency Words:** I, my, them, have, want, back

**Content Words:** mum, hair, dad, skin, eyes, smile, frown, legs, boots

### Phonemic Awareness

Recognise and produce words with the medial sound: /a/

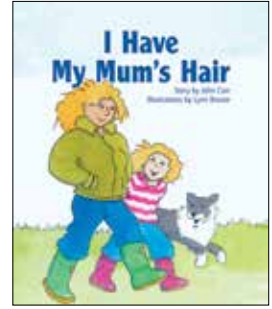
### Phonics

**Letters and Sounds:** a

**Words to Blend and Segment:** dad, mad, cat, hat, can

### Fluency

Practise rereading the story orally with a partner.



What is the girl looking for in her bedroom?

## Before Reading

- Read the title *I Have My Mum's Hair*. Discuss the meaning of *Mum's*. Together look at the illustration on the cover. Ask: Do you notice anything about the mother and daughter that is similar? Do you look like someone in your family? Is your hair the same? Or are your eyes the same colour?
- Reread the title and read the names of the author and illustrator. Talk about their roles.
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is similar between the girl and her mum or dad on each page. On page 15 predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 discuss what Mum and her daughter have the same in the picture. Read the words together: *I have my mum's hair*.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. What was the funny ending? Did you laugh when you read the ending? Why is it funny?

**After reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Would they expect Mum to want her boots back? Why? Was this a clever idea of the author to make a funny ending?
- Reread the story together.

**Phonemic Awareness**

- Recognise and produce words with the medial sound: /a/ Discuss the meaning of the medial/middle sound. Hear the sounds in *can* /c /a/ /n/. Say them separately, then blend together slowly, *can*, emphasising the medial sound /a/.
- Students think of other words with /a/ in the middle, tap, ran, clap. Listen and repeat.

**Phonics**

- Discuss the name and sound of the letter a. Write cvc words *can, cat, hat, dad* and *mad* on the board to practise blending and segmenting the sounds together as a group. Emphasise the /a/ in each word.
- Illustrate using alphabet letters *c, a, n*, touching them as the sounds are made for the word *can*.

**Word Study**

- Talk about the words *I, my, them, have, want, back*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *have* and *my* on a few pages.
- On a piece of paper, have students draw a picture from the story. Write the words: *I have my Mum's/Dad's* \_\_\_\_\_ . They find the words in the story and write them in the spaces. They read their sentence to a partner.
- Talk about the possessive apostrophe, *Mum's*, meaning something belongs to Mum. Make a chart showing what the girl has that belongs to her Mum or Dad. Students can use pictures or words. Use the headings Mum's, Dad's on a T-chart. Students retell the story using their chart.

**Fluency**

- Students practise re-reading the story orally with a partner following the model.

**Writing**

- Students write a new story (with help if needed) about themselves and a family member. e.g. *I have my* \_\_\_\_\_ 's \_\_\_\_\_. They write the story and illustrate it.

**Home/School Link**

Take the book home and any related activity done in class to share with family.

# Can I Get On?

## GOALS

### Comprehension

**Reading strategies:** Ask students: “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** on, I, you, said, the, can, yes, no, are, get

**Content Words:** giraffe, gorilla, bear, walrus, hippo, elephant, zebra, ant, heavy

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /c/

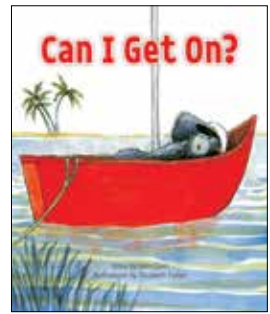
### Phonics

**Letters and Sounds:** c

**Words to Blend and Segment:** can, cat, cap, cup, cot

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.



So many animals are on the boat. Then the ant asks to get on.

## Before Reading

- Look at the cover. Discuss what might be happening in the picture. What animal is in the boat? What is it doing? What is the setting? Is it a hot or cold country? How do you know?
- Ask students to see who can read the title independently. (All are high-frequency words.) Read the title together. Notice the question mark. Demonstrate the expression we use when we read a question. Students repeat copying the model. Ask: Who do you think will want to get on the boat? Read the names of the author and illustrator. What are their roles?
- Look at the title page illustration. What is different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what animals are wanting to get on. On page 15, ask students to predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues. On page 2 discuss what students think the giraffe is saying in the picture. Read the words together “*Can I get on?*” said the giraffe. What did the gorilla reply? Yes or no? How do they know? What tells you in the picture? Find the word. If it is *yes*, what letter will it start with? /y/, *yes*.
- Point to *yes*. Confirm that the word looks right for *yes*, makes sense and matches what is happening in the picture. Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have the students discuss what they see in the illustration.
- Read the text together. Ask: Was the ant really too heavy? Did you laugh when you read the ending? Why is it funny?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Why would you not expect the ant to be too heavy? Was this a clever idea that the author thought of to make a funny ending?
- Reread the story together. Students act out the story in the class with individuals taking the roles of different animals.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /c/ Students hear the sounds in *can* /c/ /a/ /n/. Say them separately, then blend together slowly, *can*. Emphasise /c/ at the beginning, /c/ *at*.
- Students listen and repeat, *cat, cot, cap, cup*, emphasising /c/. Say other words starting with /c/ (cow, cod, car, cab, cub).

## **Phonics**

- Discuss the name and sound of the letter c. Write cvc words *can, cat, cap, cup* and *cot* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *can* /c/ /a/ /n/. Students say them separately, then blend together slowly.
- Illustrate using alphabet letters *c, a, n*, touching them as the sounds are made for the word *can*.

## **Word Study**

- Talk about the words *are, yes, no, said, get, can*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *can, said* and *get* on each page.
- On a piece of paper, students draw a picture from the story. They write the words, “*Can I get on?*” *said the* \_\_\_\_\_ . “\_\_\_\_\_,” (*said the gorilla*). They find and write the missing words in the story and read their sentence to a partner.
- Talk about the question mark and speech marks in the sentence. Demonstrate with an illustration of a speech bubble coming from an animal’s mouth with what they say in it and discuss how that relates to speech marks.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat, copying the model.
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern, “*Can I get on?*” *said the dog*. They draw a speech bubble coming from the dog’s mouth with the words the dog says in it. Students write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# The Fancy Dress Party

## GOALS

### Comprehension

Discuss the meaning of pronouns – he, she, they, we, me.

### Vocabulary

**High-frequency Words:** I, all, he, she, like, me, they, we, other, the

**Content Words:** dog, girl, children, each

### Phonemic Awareness

Recognise and produce words that end with the same sound: /g/

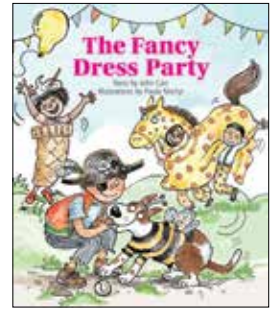
### Phonics

**Letters and Sounds:** g

**Words to Blend and Segment:** dog, fog, log, dig, pig

### Fluency

Choral reading with students pointing to the words as they are read.



At the fancy dress party, everyone is friendly.

## Before Reading

- Together look at the cover picture. Discuss what is happening in the picture. Read the title to students. Discuss the meaning of *The Fancy Dress Party*. Ask: Has anyone been to a fancy dress party? What did they dress up as? Read the title together and the names of the author and illustrator.
- Help students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is this the same as the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the narrator, the costumes and who likes who on each page. Notice the dog on each page. Ask: Did you expect a dog to be dressed up? On page 15, students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what students think the dog is dressed as in the picture. Read the words together.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration.



## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Reread the story together.

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /g/ Students listen to and repeat words with the final /g/ sound, e.g. *dog, fog, log, fig, pig*. Say the words slowly, emphasising the final /g/.
- Together think of more words with /g/ at the end to say and repeat emphasising the /g/, e.g. rug, bug, tug, tag, bag.

## **Phonics**

- Discuss the name and sound of the letter g. Write cvc words *dog, fog, log, dig, pig* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *dog* /d/ /o/ /g/. Say them separately, then blend together slowly, *dog*.
- Illustrate using alphabet letters *d, o, g*, touching them as the sounds are made for the word *dog*.

## **Word Study**

- Talk about the words *they, we, he, she, all, other*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *they, we, he* and *she* in the text.
- On a piece of paper, students draw a picture from the story. They write the words, e.g. *They like me*. They find the words in the story and read their sentence to a partner.
- Discuss the meaning of pronouns – *they, he, she, we, me*. Relate them to the illustrations and act out in the class. Demonstrate that you use *they* and *we* with two people or more; *he* for a boy; *she* for a girl; *me* for self.

## **Fluency**

- Students choral read the story pointing to the words as they are read. Then they read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern, e.g. *I like \_\_\_\_\_*. *She likes \_\_\_\_\_*. They write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# I Like My Dad

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** I, on, my, can, one, two, like, his, him

**Content Words:** count, hat, head, eyes, face, letters, shirt, spots, shorts, fingers, hand, stripes, boots, holes, socks, three, four, five, six, seven

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /l/

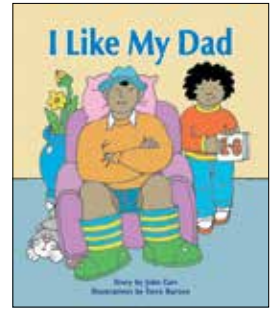
### Phonics

**Letters and Sounds:** l

**Words to Blend and Segment:** lot, let, lap, lip, lid

### Fluency

Choral reading with students pointing to the words as they are read.



A boy using counting to show what he likes about his dad.

## Before Reading

- Together look at the cover illustration to help with reading the title – mainly high-frequency words known by students. Discuss what is happening in the picture. Ask: Who is in the picture? Notice the cat. Read the title together. Discuss the meaning of the title, *I Like My Dad*. Reread the title. Read the names of the author and illustrator.
- Look at the title page illustration. What is different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the boy is counting on each page. On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 discuss what the boy is counting in the picture. Read the words together.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny? Explain how *count* has a different meaning here, *I can count on him*. (depend on him)

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Retell the story using the pictures on each page as a guide.
- Discuss the ending. Is this what students predicted? Why would you not expect? Was this a clever idea that the author thought of to make a surprise ending? Notice the cat on each page. What is it doing?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /l/ Hear the beginning sound in *lot* and *lad*. Say the words slowly emphasising the /l/. Students think of other words that start with /l/. Say them and listen to the /l/ sound.
- Model words starting with and emphasising /l/, e.g. *lot*, *let*, *lip*, *lid*, *lap*. Students listen and copy your model. They think of other words to say starting with /l/, e.g. *live*, *long*, *last*, *lemon*, *laugh*. Listen to the /l/ at the beginning as it is emphasised. They say the words and listen to the /l/ as they say them.

## **Phonics**

- Discuss the name and sound of the letter l. Write cvc words *lot*, *let*, *lap*, *lip*, *lid* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *lot*, /l/ /o/ /t/. Say them separately, then blend together slowly, *lot*.
- Illustrate using alphabet letters *l*, *o*, *t*, touching them as the sounds are made for the word *lot*.

## **Word Study**

- Talk about the words *can*, *his*, *two*, *like*, *him*, *one*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *one*, *two*, *him* and *his* in the text.
- On a piece of paper, students draw a picture from the story. They write the words *I count* \_\_\_\_\_ *on his* \_\_\_\_\_. They find the words in the story and read their sentence to a partner.
- Together make a time line showing the order of the story, e.g. 1 hat, 2 eyes etc. Students use the time line to retell the story.

## **Fluency**

- Choral read with students as they point to the words as they are read. Then they read the story to a partner.

## **Writing**

- Have students write a new story using the word *count*: *I count* \_\_\_\_\_ *on* \_\_\_\_\_ . Students write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# At the Show

## GOALS

### Comprehension

**Connect to prior knowledge:** Has anyone been to a show? Can students name some things they might see at a show?

### Vocabulary

**High-frequency Words:** I, the, to, go, like, up, down, at

**Content Words:** show, sights, sounds, bumps, thumps, merry-go-rounds, rides, slides, chopping races, clowns, faces, painted

### Phonemic Awareness

Identify and make rhyming words

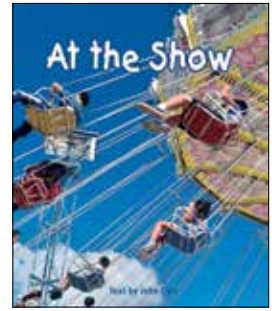
### Phonics

**Letters and Sounds:** l

**Words to Blend and Segment:** lot, lad, lip, lid, lap

### Fluency

Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat.



See some of the rides and races at the show.

## Before Reading

- Ask: Has anyone been to a show? Can students name some things they might see at a show? Look at the cover and describe what they see. Predict what the title might be. Read the title to students then read it together. From the cover photo and title students predict what the text might be about. Ask: What might be at the show?
- Read the title page together. Talk about what the photograph shows.
- Talk/walk through the pictures. Discuss the rides at the show on each page. Ask: Have you ever been on these rides?
- Discuss the rhyming words and list them. (*go/show; sounds/merry-go-rounds; bumps/thumps; rides/slides; clowns/downs; races/faces*)
- Look at page 4. Notice the repetition of the /s/ sound at the beginning of the words. (*sights/sounds*) How does this sound? Repeat the sentence a few times. What does it mean?

## Reading the Text

- Read the title together.
- On page 2 students discuss what they see in the picture, then read the words together (pointing to the words as they are read).
- Follow this pattern for each page.
- Discuss how this is a nonfiction text. There are photographs of a real place and real people.

**After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Was the text like your predictions? Was the ending what you predicted?

**Phonemic Awareness**

- Identify and make rhyming words. Have students listen to the text being read to them and identify rhyming words. Say these together.
- Students think of other rhyming words to say. Notice how these are fun to say and hear, e.g. go, show, low, row, mow.

**Phonics**

- Discuss the name and sound of the letter l. Write cvc words *lot, lad, lip, lid, lap* on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /o/ /t/, *lot*.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

**Word Study**

- Talk about the words *down, the, to, go, like, up*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Talk about plural words, e.g. *bumps, thumps, rides, slides*. Have students draw a picture from the text and write the matching sentences. *I like the merry-go-rounds*.

**Fluency**

- Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat.

**Writing**

- Students write a new text using the same pattern, *I like the \_\_\_\_\_*. (animals/rides/popcorn/candy floss) They write the text and illustrate it.
- Have students draw and label a story map of different activities at the show.

**Home/School Link**

Take the book home and any related activity done in class to share with family.

# We Can Do Karate

## GOALS

### Comprehension

**Connect to prior knowledge:** Has anyone been to karate?

What do you know about karate?

### Vocabulary

**High-frequency Words:** I, we, can, a, do

**Content Words:** karate, kick, block, punch, love

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /k/

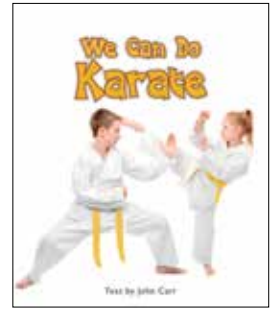
### Phonics

**Letters and Sounds:** k

**Words to Blend and Segment:** kit, kid, kin, kiss, kick

### Fluency

Choral reading with students pointing to the words as they are read.



The children show off some of their karate moves.

## Before Reading

- Ask: Has anyone been to karate? What do you know about karate? Students look at the cover and describe what they see. They predict what the title might be. Read the title to students and then read it together.
- From the cover photo and title students predict what the text might be about. Ask: What are the children doing? What are they wearing? Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what the children are doing in the picture.
- Talk/walk through the pictures. Discuss what is happening on each page and who the boy is. Before turning to page 16 ask students what they think might be on the last page of the book.

## Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss what the two children are doing and what they might be thinking/saying, then read the words together. Students point to the words as they are read.
- Follow this pattern for each page discussing what is happening in the picture before reading each page. Look for the key word in the text to match the action in the picture. Make sure it looks right, sounds right and makes sense.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the action on page 16. How does it compare to the predictions made earlier?
- Ask: Would you like to learn karate? Why is this kind of kick and punch okay in karate and not anywhere else?
- Together make a “before and after” chart about karate. The headings could be: What I knew before (prior knowledge) and What I know now (after reading the book).

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /k/. Emphasise the /k/ sound for students to recognise as they listen to you say kit, kid, kin, kid, kiss, kick. Students repeat in the same manner.
- Students think of more words to say and listen to with a /k/ sound at the start, e.g. karate, kick, kitchen, kite.

## **Phonics**

- Discuss the name and sound of the letter k. Write cvc words *kit, kid, kin, kid, kiss, kick* on the board to practise blending and segmenting the sounds together as a group, e.g. /k/ /i/ /t/ kit.
- Use alphabet letter cards or magnetic letters to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *I, we, can, a, do*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the text.
- On a piece of paper, students draw a picture of a page from the text. They write the matching sentence from the text, e.g. *I can do a \_\_\_\_\_*.

## **Fluency**

- Choral read the text with students pointing to the words as they are read.

## **Writing**

- Have students write a new text about something else they like doing. e.g. *I can do \_\_\_\_\_*. They can illustrate their text.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# What Am I?

## GOALS

### Comprehension

Discuss the meaning of *this/these* (singular/plural determiners)

### Vocabulary

**High-frequency Words:** is, on, my, I, am, what, a, this, have, these

**Content Words:** hands, feet, body, back, face, shadow, diver, these

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. *sha/dow*

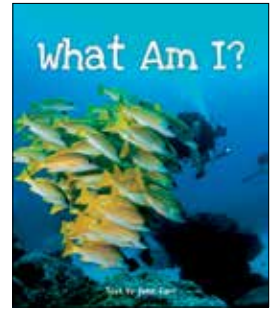
### Phonics

**Letters and Sounds:** ck, k

**Words to Blend and Segment:** back, sack, kick, neck, pack

### Fluency

Students practise reading the book on their own and then orally to the teacher.



The mystery of what or who this text is about will be revealed at the end.

## Before Reading

- Students look at the cover and describe what they see. Talk about what is in the picture. Ask: What is behind the fish? They predict what the title might be. Listen to the title and read it together. Discuss the question mark and meaning of it.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Ask: What is the picture of?
- Talk/walk through the pictures. Discuss what is on each page. Before turning to page 16 ask what the answer to the question *What Am I?* might be.

## Reading the Text

- Read the title together. On pages 2–3 discuss what the picture shows and then read the words together, pointing to the words as they are read.
- Students follow this pattern for each page discussing what they see before reading each page.

## After reading

Invite students to discuss the information. Prompt if needed.

- Discuss page 16. How is the question answered? Ask: Would you like to be a diver?
- Discuss the meaning of *this/these* (singular/plural determiners). Demonstrate with a role play using books.  
I have this book.  
I have these books.
- Ask students to role play with a partner.

## **Phonemic Awareness**

- Identify syllables in words and clap as they are spoken, e.g. *sha/dow, di/ver, back, feet, bod/y*.
- Students listen for more one- and two-syllable words in the text.

## **Phonics**

- Discuss the letters and sounds for /ck/, /k/. Identify the name and sound for the letter k. Write the cvc words, *back, sack, kick, neck, pack*, on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /a/ /ck/ *back*. Emphasise the ending /k/ sound in each word.
- Use alphabet letter cards or magnetic letters to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *my, is, this, have, am, what*. Print multiple copies of the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Play a matching game with the words.
- On a piece of paper, have students draw a picture from the book. They write the matching sentence from the text, e.g. *I have \_\_\_\_\_ on my \_\_\_\_\_* .
- Make a star diagram with a diver in the middle. On each point of the star write and draw one thing that a diver wears. Students use the star to help retell the text.

## **Fluency**

- Students practise reading the book on their own and then orally to you.

## **Writing**

- Students write a new text about something different, e.g. What am I? A horse rider. Students illustrate their text.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Who Is at the Gate?

## GOALS

### Comprehension

Discuss the meaning of the question word *who* and the question mark.  
Retell the story using pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** it, is, a, to, who, at, has, me, come, an, the  
**Content Words:** gate, elephant, visit, kangaroo, baboon, crocodile

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /v/

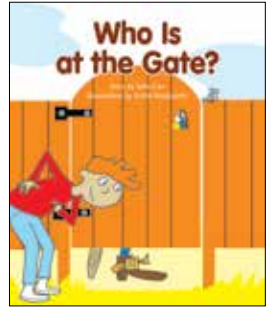
### Phonics

**Letters and Sounds:** h

**Words to Blend and Segment:** van, vat, vet

### Fluency

Model reading of the text with expression, noting the punctuation. Students repeat.



A boy wonders whose feet are behind his gate. Should he open it?

## Before Reading

- Read the title. Discuss the meaning of the question word *Who* and the question mark. Then reread the title. Read the names of the author and illustrator to students. Define their roles.
- Help students to use the title and cover illustration to make predictions about the story. Ask: What is the setting? (Where is the story taking place?)
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the man doing? Whose feet are below the gate? Do they give you a clue to answer the question? What else gives you a clue? Look at the title page illustration. Here is the answer to the question, *Who is at the gate?* Who else is in the picture watching the action? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the question and the clues on each page before turning to the answers. On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. On page 2 read the words together. What do you notice about the three pages you have just read? (They are all the same.)
- Have students look at page 4 and discuss what they see. Look for the word *elephant*. Then read the words together. Follow this pattern for each page up to page 14.
- Review the predictions for the ending made earlier, then turn the page to reveal the surprise ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a surprise ending?
- Reread the story together. Notice the little mouse on each page observing the action.
- Ask students to retell the story using the pictures on each page as a guide. Make a time line labelling the order of the story.
- Help students to retell the story from the mouse's point of view.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /v/. Emphasise /v/ as you say *visit, van, vet, vat*. Have students listen for the /v/ sound and repeat the words.
- They think of more words that start with /v/, e.g. vest, very, vine, vein, vast.

## **Phonics**

- Discuss the name and sound of the letter v. Write cvc words *van, vet, vat* on the board to practise blending and segmenting the sounds together as a group.
- Students hear the sounds in *van* as you stretch them out, /v/ /a/ /n/. Say them separately, then blend together slowly, *van*.
- Illustrate using alphabet letters for *v, a, n*, touching or pointing to them as the sounds are made for the word *van*.

## **Word Study**

- Talk about the words *it, come, has, at, who, an*. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words on various pages.
- On a piece of paper, students draw a picture from the story. They find and write the words in the story to match the picture and read their sentence to a partner.

## **Fluency**

- Model reading of the text with expression, noting the punctuation, especially the question marks and exclamation marks. Discuss how the punctuation adds meaning and changes the way you read. Students repeat.
- Divide the class into two groups. Choral read the story with one group asking the questions and the other answering them.

## **Writing**

- Have students write a new story called *Who is at the Gate?* using the same pattern. They draw the picture first, then write the story, e.g. *Who is at the gate? A \_\_\_\_\_ is at the gate. It has come to visit me.*

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# We Love to Swim

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. What kind of swimming did they do?

### Vocabulary

**High-frequency Words:** I, my, to, we

**Content Words:** love, swim, brother, underwater, mother, dive, dog, too

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /v/

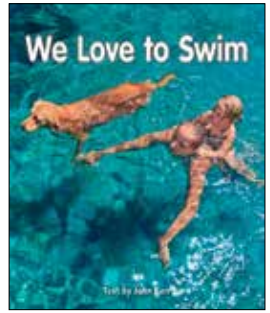
### Phonics

**Letters and Sounds:** v

**Words to Blend and Segment:** van, vat, vet

### Fluency

Practise rereading the text orally with a partner.



The family all love to swim together.

## Before Reading

- Help students use the title and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. What kind of swimming did they do?
- Students look at the cover and describe what they see. Ask: What is the dog doing? What are the people doing? Have you been swimming? Did you enjoy it? Predict what the title might be. Listen to the title and read it together.
- From the cover photo and title predict what the book might be about. Discuss if this will be a fiction or nonfiction text and how they know.
- Read the title page together. Talk about what they see in the picture.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask what students think might happen on the last page.

## Reading the Text

- Read the cover and the title page together. On page 3 discuss what students see in the picture, then read the words together. They point to the words as they are read.
- Follow this pattern for each page discussing who is swimming before reading each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the information on page 16. How does it compare to predictions made earlier?
- Ask: Would you like to swim underwater or dive? Why?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /v/. Say the following words emphasising the /v/ sound, *van, vat, vet*. Have students repeat these a few times.
- Students indicate when they hear a word with the /v/ sound in a list of spoken words, can, van, man, vet, pet, get, vat, cat, jet, visit, love, dive. Brainstorm other words that begin with /v/ to repeat the procedure, e.g. view, vase, vain, value.

## **Phonics**

- Talk about the name and sound for /v/. Write the cvc words *van, vat, vet* on the board to practise blending and segmenting the sounds together as a group, e.g. /v/ /e/ /t/, vet. Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each letter in a word.

## **Word Study**

- Talk about the words *I, my, to, we*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, have students draw a picture from the text. They write the matching sentence from the text, e.g. *I love to swim underwater*.
- Have students make a tree diagram to summarise who went swimming in the text. The tree could start at the top with the word *swimming*. One branch could lead to the girl, another to her brother and so on. Under these people could be another row of branches saying what kind of swimming they did, e.g. diving or underwater.
- Students use the tree to retell information in the text.

## **Fluency**

- Students practise rereading the text orally with a partner.

## **Writing**

- Have students write a new text about swimming and illustrate it, e.g. *My \_\_\_\_\_ and I love to \_\_\_\_\_*.
- They write the text and illustrate it.
- Brainstorm things that students love to do. Make a heart web. Start with the heart in the middle with the words “I Love” in it. Draw lines out from the heart with pictures and labels of things or people that students love.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# How the Teachers Came to School

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.

How does your teacher come to school?

### Vocabulary

**High-frequency Words:** on, in, no, a, to, come, the, how, does

**Content Words:** school, bike, car, horse, train, skates, helicopter, submarine, teachers

### Phonemic Awareness

Identify and make rhyming words

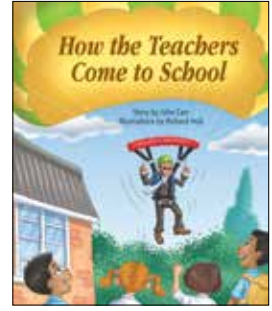
### Phonics

**Letters and Sounds:** p

**Words to Blend and Segment:** pat, pan, pad, pin, pit

### Fluency

Model fluent reading of a section of the text, emphasising rhyming words, for students to repeat.



The teachers in this school have many different ways to come to school.

## Before Reading

- Read the title. Discuss its meaning. Then reread the title and have students listen to the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Could this be a teacher coming to school? What is carrying him? Who are looking at him?
- Look at the title page illustration. Who is this teacher? What is the teacher doing? What do you notice about the teacher's name and parachute? (They rhyme.) What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the person's name and mode of transport on each page. Notice the rhyming words. On page 12, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 discuss the illustration. Ask: Who is on the bike? (Mrs Pike) Read the words together.
- Follow this pattern for each page up to page 12, discussing the picture and reading the words together. On page 12 there is a question. Read it together. Review the predictions for the ending made earlier, then turn the pages to reveal a surprise ending. Have the students discuss what they see in the illustrations. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

## **After Reading**

Invite students to discuss the narrative. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a funny surprise ending? How does your teacher come to school?
- Reread the story together. Notice the rhyming words on each page. e.g. *bar/car; Morse/horse; Bain/train*
- Ask students to re-tell the story using the pictures on each page as a guide.

## **Phonemic Awareness**

- Students listen to the story being read to them. They identify the rhyming words they hear, e.g. *bike, Pike*. They repeat the rhyming words and think of some more, e.g. like, hike.

## **Phonics**

- Discuss the name and sound of the letter p. Write cvc words *pat, pan, pad, pin, pit* on the board to practise blending and segmenting the sounds together as a group, e.g. /p/ /a/ /t/.
- Illustrate how to use alphabet letters *p, a, t, pat*, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *made, on, in, no, a, to, come*. Print the flash cards from the inside front cover and read them together. Ask students to locate these words in the text.
- On a piece of paper have students draw a picture from the story. They find and write the words in the story and then read their sentence to a partner.

## **Fluency**

- Model reading of the text, emphasising the rhyming words. Students repeat after you.
- They take turns to read the story to a partner.

## **Writing**

- Have students write a new story about a teacher. They draw the picture first, then write the story, e.g. My teacher comes to school on/in \_\_\_\_\_. Students write the story and illustrate it.
- Students find the rhyming words in the story, e.g. *Pike/bike*. They make a chart pairing the rhymes and invent some more rhyming words to add to the chart, e.g. *hike/like/Mike*. After going through the book, students add new rhyming words, e.g. *late/gate, school/pool, down/brown, up/cup*.
- Students make a T-Chart about the teachers. They write their names on the left side and on the right side they write how they got to school, e.g. Mr Marapoot – parachute, and so on.
- Students retell the story in pairs using their T-charts.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Gymnastics

## GOALS

### Comprehension

**Connect to prior knowledge:** Has anyone been to gymnastics? Have you seen it on TV? What happens at gymnastics?

### Vocabulary

**High-frequency Words:** I, the, all, can, a, with, do, we

**Content Words:** gymnastics, ball, rings, hoop, ribbon, rope, smile, too

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /r/

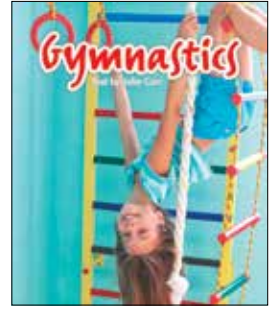
### Phonics

**Letters and Sounds:** r

**Words to Blend and Segment:** rat, rap, run, rug, rip

### Fluency

Choral reading with students pointing to the words as they are read.



Look at all the exercises children can do in the gym.

## Before Reading

- Ask: Has anyone been to a gymnastics display? Have you seen it on TV? What happens at gymnastics competitions?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title and then read it together. Count and clap the syllables *gym/nas/tics*. Notice the soft /g/ sound like giraffe.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what the boy is doing.
- Talk/walk through the pictures. Discuss what is happening on each page.

## Reading the Text

- Read the cover and the title page together.
- On page 2 discuss what the girl is doing, then read the words together, pointing to the words as they are read. Notice the same pattern on most pages with only one word change, e.g. on page 7 see the ball in the picture, then look for the word *ball* in the text. How does it start? Look for the word with /b/ at the beginning. Then read the page together. Does it make sense/ look right and sound right?
- Follow this pattern for each page discussing what is happening in the picture before reading each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Ask: Would you like to learn gymnastics? Why?
- Students retell the text by using the pictures as a guide.



## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /r/ Have students listen for /r/ as you say *rat, run, rap, rag, rip, rug*, emphasising /r/. Have students repeat in the same manner.
- Students think of more words beginning with /r/, e.g. *red, ring, rot, rose, rabbit, ribbon, rope*. Say them together emphasising the /r/ sound.
- Ask students to indicate when they hear you say /r/ words in a list of mixed words, e.g. *rat, bat, sat, run, bun, sun, rag, bag, sag*.

## **Phonics**

- Discuss the name and sound of the letter r. Write the cvc words *rat, rap, run, rug, rip* on the board to practise blending and segmenting the sounds together as a group, e.g. Say the word *rat* slowly stretching out the sounds, then segment each sound, then blend the word. /r/ /a/ /t/, rat.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. Repeat with the other cvc words.

## **Word Study**

- Talk about the words *do, the, all, can, we, with*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Play a bingo game with the cards.
- Discuss the use of pronouns *I/we*. Ask: Why is *we* used on page 16 and *I* on the other pages? Relate to the pictures. Role play examples in the class, e.g. I am jumping. (one person). We are jumping. (two or more people)
- Have students draw a picture of a gymnastics exercise from the book. They write the matching sentence from the text, e.g. *I can do gymnastics with a \_\_\_\_\_* .

## **Fluency**

- Choral read the text with students pointing to the words as they are read.

## **Writing**

- Students write a new text about being a gymnast and illustrate it, e.g. I can do gymnastics with a ribbon.
- They make a web with *gymnastics* in the middle and equipment used for gymnastics branching out on the web to summarise the text.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Munch! Munch! Munch!

## GOALS

### Comprehension

Discuss the meaning of the number words.  
Relate them to pictures in the story.

### Vocabulary

**High-frequency Words:** in, one, big, a, have, are, little

**Content Words:** three, bananas, hanging, bunch, gorilla, four, carrots, lying, rabbit, five, children, crocodile, lunch, munch, crunch, goes

### Phonemic Awareness

Identify and make rhyming words

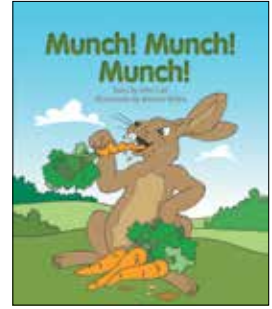
### Phonics

**Letters and Sounds:** g

**Words to Blend and Segment:** fat, fin, fan, fog, fit

### Fluency

Model fluent reading of a section of the text, emphasising rhyming words, for students to repeat.



The animals and the children are all eating lunch.

## Before Reading

- Read the title. Discuss the meaning of the title and the exclamation marks. Then reread the title. Students listen to the sound of the words as you say them. Ask: Do they sound like the noise you would make when eating? Read the names of the author and illustrator to students.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the rabbit eating? How does the title relate to the picture? Look at the title page illustration. Does this give you any more clues? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the meaning of number words on each page. Relate them to the pictures in the story. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 have students look at the picture and count the bananas. Read the words together.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a funny ending?
- Reread the story together. Notice the rhyming words at the end of each page, e.g. *bunch, munch, crunch, lunch*.
- Ask students to retell the story using the pictures on each page as a guide.
- Act out the story with a reader and students taking the parts of the animals and children.

## **Phonemic Awareness**

- Identify and make rhyming words. Students identify rhyming words as they listen to the story being read to them. Then they repeat the rhyming words, e.g. *lunch, munch, bunch, crunch*.
- Students think of new rhyming words to repeat, e.g. fat, cat, rat, bat; big pig, wig, fig; in, bin, tin, fin, din.

## **Phonics**

- Discuss the name and sound of the letter f. Have students listen as you say words that start with /f/, emphasising the /f/ sound. They repeat after you.
- Write cvc words *fat, fin, fan, fog, fit* on the board to practise blending and segmenting the sounds together as a group.
- Illustrate using alphabet letters or magnetic letters for *fat* /f/ /a/ /t/, touching them as the sounds are made for the word *fat*.

## **Word Study**

- Talk about the words *are, one, big, in, little, have*. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text.
- On a piece of paper, students draw a picture from the story. They find and write the words in the story to match the picture and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat, e.g. *lunch, munch, bunch, crunch*.
- Model reading pages 14–15 with expression for the words inside the speech marks and for the exclamation marks. Students repeat after you.
- Choral read the story together emphasising the rhyme and rhythm.

## **Writing**

- Students write a new story about eating. They draw a picture first, then write the story, e.g. *I eat one big lettuce. Crunch! Crunch! Crunch!* Draw the word *crunch* as shape words in bold print in the illustration.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# My Turn

## GOALS

### Comprehension

Discuss the meaning of possessive pronouns – my, our, your, their

### Vocabulary

**High-frequency Words:** it, is, my, said, the, yes, and, our, their, your

**Content Words:** turn, hippo, elephant, it's

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. *hip/po*

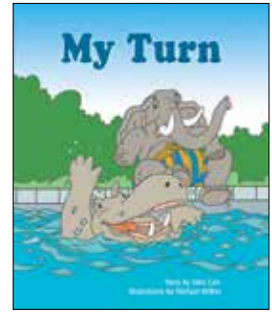
### Phonics

**Letters and Sounds:** y

**Words to Blend and Segment:** yum, yes, yet, yam, yak

### Fluency

Model fluent reading of the text with expression, noting the punctuation and change of characters.



The hippo and the elephant take turns at diving into the pool.

## Before Reading

- Read the title. Discuss the meaning of *My Turn*. Ask: Do you have times when you take turns? Reread the title. Read the names of the author and illustrator to students.
- Help students use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What animals are these? What are they doing? Which one is having a turn at swimming?
- Look at the title page illustration. Ask: What is different here? Whose turn will be next? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the action on each page. On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 ask: Who is having the first turn? Read the words together.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal a surprise ending. Have the students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it a surprise?
- Discuss the meaning of the contraction – *it's*.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a surprise ending? Reread the story together.
- Discuss the meaning of possessive pronouns – *my, our, your, their*. Act out examples showing the meaning of each.
- Ask students to retell the story using the pictures on each page as a guide.

## **Phonemic Awareness**

- Identify syllables in words and clap them as they are spoken, e.g. *hip/po*.
- Students find words with 1, 2 or 3 syllables in them and clap the syllables, e.g. *turn* = 1 clap, *hip/po* = 2 claps, *el/e/phat* = 3 claps. Have students clap the number of syllables in their own names.

## **Phonics**

- Discuss the name and sound of the letter y. Write cvc words *yum, yes, yet, yam, yak* on the board to practise blending and segmenting the sounds together as a group.
- Have students emphasise the /y/ sound as they stretch the sounds for *yes, /y/ /e/ /s/*.
- Illustrate using alphabet letters for y, e, s, touching them as the sounds are made for the word *yes*.

## **Word Study**

- Talk about the words *our, your, said, and, their, yes*. Print multiple copies of the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text. Play a game of memory with the cards.
- On a piece of paper, students draw a picture from the story. They find and write the words in the story to match the picture and read their sentence to a partner.

## **Fluency**

- Model fluent reading of the text with expression, noting the punctuation and change of characters. Students repeat.
- In small groups have students role play the story.

## **Writing**

- Students write a new story about taking turns. They draw a picture first, then write the story, e.g. "*It's my turn,*" *I said*.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# Surf Rescue

## GOALS

### Comprehension

**Connect to prior knowledge:** What do you know about Surf Rescue?  
Have you seen them at a beach? How do they help?

### Vocabulary

**High-frequency Words:** are, at, the, they, what, for, have

**Content Words:** surf, rescue, keep, safe, beach, flags, signs, boards, boats, buggies, tools, us, these

### Phonemic Awareness

Recognise and produce words that end with the same sound: /f/

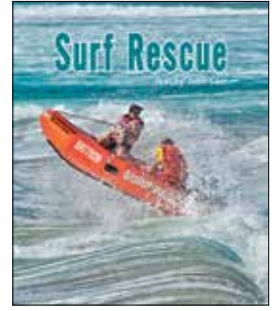
### Phonics

**Letters and Sounds:** f, ff

**Words to Blend and Segment:** if, off, puff, huff, tiff

### Fluency

Practise rereading the text orally with a partner.



Surf rescue keeps us safe at the beach.

## Before Reading

- Ask: What do you know about surf rescue? Have you seen them at a beach? How do they help?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to students and then read it together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what students see in the picture. Have they seen one of these before? Where? What is it for?
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask students what they think might be on that page.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss what is happening in the picture. Look for the relevant words, e.g. /k/ *keep*; /s/ *safe*; /b/ *beach*. Read the words together, with students pointing to the words as they are read.
- Follow this pattern for each page discussing what the different parts of surf rescue are for before reading each page.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. How does it sum up the text? Look at page 2. Ask: How is it a good beginning of the text? Do you notice anything? (The words are the same.) Would you like to work for surf rescue when you are older? Why?
- Have students take another look at the pictures. With help, they read words that are in the photos, e.g. *Surf Rescue SR7792N* (cover), *LIFEGUARD* (page 1), *Surf Rescue* (page 5).
- Students make a T-chart to summarise the things surf rescue do and have. The two headings can be – They have/They do.

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /f/ Emphasise the /f/ sound on the end of spoken words for students to listen to and notice, e.g. *if, off, puff, huff, tiff*. Students repeat after you. Ask them to think of more, e.g. surf, safe, laugh, knife, tough.

## **Phonics**

- Write the cvc words *if, off, puff, huff, tiff* on the board to practise blending and segmenting the sounds together as a group, e.g. /p/ /u/ /ff/. Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *have, at, for, they, the, what*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture from the text. They write a matching sentence. e.g. *Surf rescue have \_\_\_\_\_* .

## **Fluency**

- Students practise rereading the text orally with a partner.

## **Writing**

- Have students write a new text about surf rescue, e.g. *I want to keep safe at the beach*. They write the text and illustrate it.
- Students make a sign for the surf rescue team to use at the beach to help keep people safe. (zebra, shark, horse, lion, lamb) They write the text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Which Way Is Up?

## GOALS

### Comprehension

**Reading strategies:** Ask students: “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** which, is, up, said, the, little, that, big, I, to, go, there, so, do, not, for, me, you, but, a, want, how

**Content Words:** way, cockatoo, kangaroo, far, long

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /n/

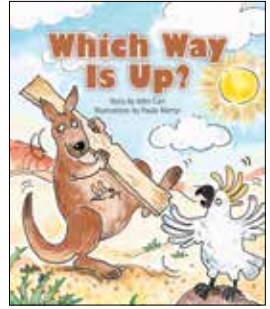
### Phonics

**Letters and Sounds:** n

**Words to Blend and Segment:** nag, nap, nip, not, nut

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters.



A cockatoo and a kangaroo figure out the difference between up and down.

## Before Reading

- Read the title. Discuss the meaning of title question *Which Way Is Up?* Ask: Who asks the question? Then reread the title and read the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What animals are in the picture? What is Kangaroo holding? What is Cockatoo doing? Look at the title page illustration. What is different? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who is talking on each page, who is asking a question or answering and how you know? (punctuation – question marks and speech marks)
- On page 12 have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together.
- Ask: What are some of the things good readers do? Then model how to use picture, print and contextual cues. On page 2 look at the picture. Ask: What do you think is happening? Is Cockatoo talking? Could he be asking a question? Is it the same question as in the title of the book? How do you know? Is Cockatoo little or big? Read the words together. Do they look right, make sense and sound right?
- Follow this pattern for each page up to page 12, discussing the picture and reading the words.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have the students discuss what they see in the illustration. Read the text together. Ask: Did you laugh at the ending? Why is it funny? What does “not far for me” mean?

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author



thought of to make a funny ending?

- Reread the story together and have students change voices for the two characters.
- Have them notice the questions and question marks. Model how to read a question, e.g. *How far is up?* What does *far* mean? What does *not far* mean? What does *a long way* mean?
- Ask students to retell the story using the pictures on each page as a guide.
- Model making a question/answer chart on the board. Students look at the book and tell what to write on the chart under question/answer.

### **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /n/ Have students hear the first sound in *nap*. Say the word slowly, emphasizing /n/ students repeat. Do the same for *nag*, *nip*, *not*, *nut*.
- Students indicate when they hear you say words starting with /n/ in the following list, *net*, *nap*, *new*, *nuts*, *not*, *nice*, *pot*, *hat*, *sun*, *nip*, *nag*, *cot*. They repeat the /n/ words.

### **Phonics**

- Discuss the name and sound of the letter n. Write *cvc* words *nag*, *nap*, *nip*, *not*, *nut* on the board to practise blending and segmenting the sounds together as a group. Say the word slowly, then segment into separate sounds before blending again, *not*, /n/ /o/ /t/, *not*.
- Illustrate using alphabet or magnetic letters for *not* and touching the letters as the sounds are made for the word *not*.

### **Word Study**

- Talk about the words *which*, *do*, *not*, *there*, *for*, *that*. Print multiple sets of the flash cards from the inside front cover to play matching games. Read the words together. Ask students to locate them in the text. Students ask each other riddle questions, e.g. What word has three letters, means a long way and starts with /f/? (*far*)
- On a piece of paper, students draw a picture from the story. They find and write the words in the story to match the picture and read their sentence to a partner.
- Students retell the story using their own question-and-answer chart.

### **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat after you. Reread the story together.
- Have students work in pairs, taking the roles of Cockatoo and Kangaroo. They read the direct speech like a conversation.

### **Writing**

- Students write a new story about *down*. They draw a picture first, then write the story. Ask them to use speech bubbles for the talking, e.g. "*Which way is down?*" *said the little duck.*
- Model making a time line of the order of the story. Students use this to retell the story.

### **Home/School Link**

Take the book home and any related activity done in class to share with family.



# What Do Animals Feel Like?

## GOALS

### Comprehension

**Making connections:** Ask students if they have ever touched an animal? How did it feel? Discuss the animal on the cover and how it would feel.

### Vocabulary

**High-frequency Words:** a, an, what, do, like

**Content Words:** animal, feel, furry, kitten, slimy, eel, bumpy, crocodile, prickly, porcupine, wobbly, jellyfish, wrinkly, chick, fluffy

### Phonemic Awareness

Recognise and produce words that have the same medial sound: /e/

### Phonics

**Letters and Sounds:** e

**Words to Blend and Segment:** pet, get, wet, jet, vet

### Fluency

Students practise reading the book on their own and then orally to the teacher.



Animals all have different coverings. Here are some words to describe what they might feel like.

## Before Reading

- Ask students if they have ever touched an animal. How did it feel? Discuss the animal on the cover and how it might feel.
- Have students look at the cover and describe what they see. They predict what the title might be. Read the title to students and then read it together. Discuss the question mark and what it means.
- Using the cover photo and title students predict what the text might be about. Ask: Do they like touching animals? Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Students talk about what they see and what it might feel like.
- Talk/walk through the pictures. Discuss what is happening on each page. Discuss the question and answer sequence. Before turning to page 16 ask students what they think might be the answer to the question on page 15.

## Reading the Text

- Read the cover and the title page together.
- On page 2 students discuss what they see, then read the words together (pointing to the words as they are read).
- Follow this pattern for each page, discussing the question or answer before reading each page.
- Notice the words that end in y, e.g. *bumpy*, *fluffy*, and how y sounds like a long e on the end of the word. Students find more examples in the text. (*slimy*, *wrinkly*, *prickly*)

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Ask: How does it make you feel? Would you like to touch a chick? Have you touched one? How did it feel and how did it make you feel? Should you touch a porcupine? Why not?

## **Phonemic Awareness**

- Recognise and produce words that have the same medial sound: /e/ (Check that students understand the meaning of “medial”.) As you emphasise the medial /e/, say the following words slowly for students, stretching out the sounds: *pet, get, wet, jet, vet*. Have students repeat in the same way. They think of other words to say with an /e/ sound in the middle.
- Students indicate if they hear a medial /e/ in a list of mixed words, e.g. make, take, net, let, cake, set, pen, pan, pot, ten, hen.

## **Phonics**

- Write the *cvc* words *pet, get, wet, jet, vet* on the board to practise blending and segmenting the sounds together as a group. Say the words slowly, stretching the sounds. Have students segment each individual sound /p/ /e/ /t/, then blend together the sounds, *pet*.
- They use alphabet letter cards or magnetic letters to illustrate the sounds and touch the letters as the sound is made for each.
- Students take turns to make a word chain using three letters with /e/ in the middle. One letter changes each time, e.g. let, met, men, pen.

## **Word Study**

- Talk about the words *a, an, what, do, like*. Print multiple copies of the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Make up games to play with the word cards, matching them or memorising them.
- Students draw a picture of an animal from the text. They write the matching sentence from the text. e.g. A \_\_\_\_\_ *feels* \_\_\_\_\_.

## **Fluency**

- Model reading a question and answer sequence. Students practise reading the book on their own and then orally to you.

## **Writing**

- Students write a new text about a different animal. e.g. A \_\_\_\_\_ *feels* \_\_\_\_\_  
They write the text and illustrate it.
- Have students make a two-column chart with the animal on one side and a description of how it feels on the other. They use this to retell the text.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Making Cakes

## GOALS

### Comprehension

**Making connections:** Ask students if they have ever helped with baking? What did they make? Discuss colour words.

### Vocabulary

**High-frequency Words:** I, said, the, a, he, she, made

**Content Words:** red, baker, yellow, cake, hat, cup, blue, green, plane, boot, pink, brown, cow, birthday, firefighter, mistake

### Phonemic Awareness

Recognise and produce words that end with the same sound: /p/

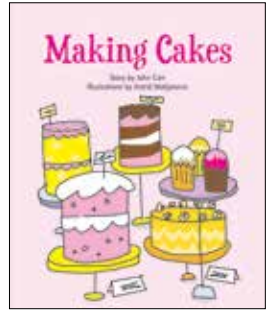
### Phonics

**Letters and Sounds:** p

**Words to Blend and Segment:** cup, pup, tap, gap, cap

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.



The bakers make their cakes in different shapes and colours.

## Before Reading

- Read the title. Discuss the meaning of making cakes. Then reread the title. Read the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is in the picture. Look at the title page illustration. Ask: Who could this be? What is he doing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the colours on each page and find the matching colour words, e.g. on pages 2–3 discuss the colours of the baker and the cake. Find the words *red* and *yellow*, then discuss the shape of the cake. Find the word *hat*. Continue through the story in this way. On page 13 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On pages 2–3 review the colours and shape and read the words.
- Notice the speech marks on page 3. Students change their voices for the baker.
- Follow this pattern for each page up to page 13, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have the students discuss what they see in the illustration. Read the text together and ask: Did you laugh when you read the ending? Why is it funny?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Did they expect this to happen? On page 16 how are they feeling?
- On page 15 have students notice the sound words. Discuss how to say these with emphasis because there are exclamation marks. Listen to the sounds they make. Ask: What makes a squirt sound? What makes a splash sound? Finally what makes a splosh sound in the picture?
- Reread the story together. Notice the pronouns *he/she*. Talk about the meaning of *he/she* and who the word is referring to on each page.
- Ask students to retell the story using the pictures on each page as a guide.

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /p/ Students listen to and hear the sounds in *cup*, /c/ /u/ /p/. They say them separately, then blend together slowly.
- Emphasise the final /p/ in *up*, *pup*, *gap*, *cap*. Students repeat. They think of other words that end in /p/ to say, e.g. trip, clip, nap, rap.

## **Phonics**

- Discuss the name and sound of the letter p. Write cvc words *cup*, *pup*, *tap*, *gap*, *cap* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for *c*, *u*, *p*, touching them as the sounds are made for the word *cup*.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.

## **Word Study**

- Talk about the words *made*, *said*, *he*, *she*, *a*, *the*. Print two sets of the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text. Play a game matching the words that are the same.
- On a piece of paper, have students draw a picture from the story. They find and write the words in the story and then read their sentence to a partner.
- Make a two-column chart with the baker on one side with the colour and shaped cake on the other side, e.g. red baker on one side with yellow hat cake matching on the other. Students can retell the story using their chart.

## **Writing**

- Have students write a new story about *Making Cakes*. They draw a cake first, then write the story. They can use a different colour and shape, e.g. “*I made a purple boat cake,*” *I said*. Students can write the spoken words inside a speech bubble.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# My Pet

## GOALS

### Comprehension

Re-tell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** is, on, my, big, a, as, she, old

**Content Words:** pet, house, small, mouse, fast, hare, soft, chair, noisy, man, gran, tall, tree, famous, TV

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /ch/

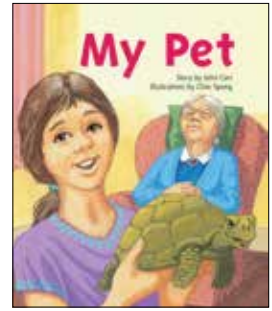
### Phonics

**Letters and Sounds:** r

**Words to Blend and Segment:** chip, chop, chap, chat, chess

### Fluency

Students practise reading the book on their own and then orally to the teacher.



All of these pets are different.

## Before Reading

- Read the title to students. Discuss the meaning of *pet*. Then read the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What animal is the pet? Whose pet is it? Look at the title page illustration. What is the pet? Who has the pet here? What do you think might happen in the story?
- Talk/walk through the pictures discussing the pets on each page. On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 discuss how you know the size of the pet animal. Read the words together, *My pet is as big as a house*. Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the funny ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny? Is the pet really famous?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this clever of the author to make a funny ending?
- Reread the story together. Notice the rhyming words at the end of each page, e.g. *house/mouse, hare/chair, man/gran, tree/TV*.
- Ask students to retell the story using the pictures on each page as a guide. Ask: What pet was first, second and last?
- Talk about the words *as* \_\_\_\_ *as*. These are called similes where one thing is compared to another. Find them in the story, e.g. *as soft as a char, as tall as a giraffe*. Have students make up similes of their own, e.g. I am as hungry as a lion.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /ch/. Students listen to and hear the beginning sounds in *chip*. Say the word slowly, emphasising /ch/. Do the same for chop, chap, chat, chess. Students think of more words beginning with /ch/ to say, e.g. chair, chain, cheese.

## **Phonics**

- Discuss the name and sound of the letters in the digraph /ch/. Write cvc words *chip, chop, chap, chat, chess* on the board to practise blending and segmenting the sounds together as a group, e.g. /ch/ /i/ /p/. Illustrate using alphabet letters for ch, i, p, touching them as the sounds are made for the word *chip*.

## **Word Study**

- Talk about the words *is, as, my, big, she, old*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *is* and *as* on each page.
- On a piece of paper, have students draw a picture of a pet from the story. They write the words *My pet is as ..... as a .....* They find the words in the story and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat. They practise reading the book on their own and then orally to you.

## **Writing**

- Write a new story about *My Pet*. Students draw a pet first then write the story, e.g. Draw a pet dog and write *My pet is as fast as a hare*.
- Make a class big book using each student's individual writing about a pet.
- Students make a time line of the story and use it to retell the story. They can use labels and pictures on their time line.
- Make an enlarged wall story of the book. Have students work in pairs to take a page each from the book to illustrate and write the words.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# What Can I Do?

## GOALS

### Comprehension

Discuss the author's use of alliteration and assonance and how it helps to make the story fun to read.

### Vocabulary

**High-frequency Words:** it, I, can, have, a, an, with, and, what, do, old, for, them, on, my, put, would

**Content Words:** green, hula hoop, cook, dinner, soup, red, tie, pie, blue, shoe, stew, pair, socks, feet, rocks, rather, eat

### Phonemic Awareness

Identify and make rhyming words.

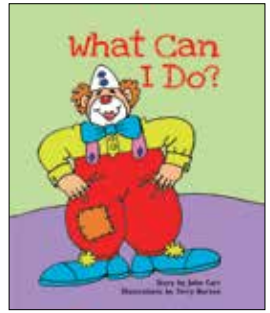
### Phonics

**Letters and Sounds:** wh

**Words to Blend and Segment:** what, when, where, whip, why

### Fluency

Model fluent reading of a section of the text differentiating between questions and answers and emphasising the rhyming words for students to repeat.



The clown shows all the things he can do if he wants!

## Before Reading

- Read the title. Discuss the meaning of the question and question mark. Ask: What could the answer to the question be? Reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover. Discuss what is happening in the picture. Ask: Who is this? Have you ever seen a clown? What do clowns do? Look at the title page. Is there anything different here? What do you think might happen in the story? What can the clown do?
- Talk/walk through the pictures, discussing the picture on each page. On page 2 notice what the clown has got around him. (A green hula hoop) Look for these words in the question on page 3. On page 4 what do students see the clown doing. This is the answer to the question on the previous page. He has made soup with the hula hoop.
- Follow the same procedure for the rest of the book, noticing the question/answer sequence on alternate pages as you go. On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. On page 2 look at the picture, then look for the words *green hula hoop* on page 3. Ask: What letters will the words start with? /gr/, /h/. Read the question together.
- Follow this pattern for each page up to page 15, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Ask: What did you expect? (He cooked on all the other pages but not at the end.)
- Read the sentences on page 16 together. Ask: Did you laugh when you read the ending? Why is it funny? Why would the clown rather eat rocks than socks?



## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever ending that the author thought of?
- Discuss the way we read questions and answers and how our voice changes.
- Talk about the author's use of alliteration and assonance and how it helps to make the story fun to read. Ask: What is alliteration? (*hula hoop, have hula hoop.*) What is assonance? (*tie pie, blue shoe stew.*)
- Reread the story together enjoying the special sounds the author has created.
- Have students retell the story using the pictures on each page as a guide. What happened first, next, and so on?

## **Phonemic Awareness**

- Read the story to students. Have them notice the rhyming words at the end of each page, e.g. *hoop/soup, tie/pie, shoe/stew, socks/rocks*. Think of other words that rhyme with them. e.g. hoop, scoop, loop, tie, I, my, shoe, new, socks, blocks.

## **Phonics**

- Discuss the name and sound of the letters in the digraph /wh/. Write the words *what, when, where, whip, why* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for the digraph /wh/, touching them as the sounds are made for the word. (wh makes one sound /w/) e.g. /wh/ /o/ /t/, what; /wh/ /e/ /n/, when; /wh/ /e/ /r/, where; /wh/ /i/ /p/, whip; /wh/ /long i/, why)

## **Word Study**

- Talk about the words *what, them, do, have, old, with* and their meanings, e.g. *what* is a question word. Ask students what other question words they know. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words in the book.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them under or beside their story. They read their sentence to a partner, e.g. *What can I do with \_\_\_\_\_ ? I can \_\_\_\_\_ it for \_\_\_\_\_ .*

## **Fluency**

- Model fluent reading of a section of the text, differentiating between questions and answers and emphasising the rhyming words for students to repeat.

## **Writing**

- Have students make a time line showing the sequence of the story. They draw and label the item and what it is made of, e.g. green hula hoop/soup, and so on. They use the time line to retell the story to a partner.
- Students write a new story about a clown. They innovate on the story using the same sentence structure. They draw the picture first, then write the story.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# If I Had Wings

## GOALS

### Comprehension

**Reading strategies:** Ask students: “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** on, in, I, you, the, to, up, me, if, had, some, could

**Content Words:** wings, fly, sky, springs, bounce, ground, claws, climb, tree, tracks, walk, mud, balloons, float, air, flippers, swim, pool, wheels, skate, school

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /w/

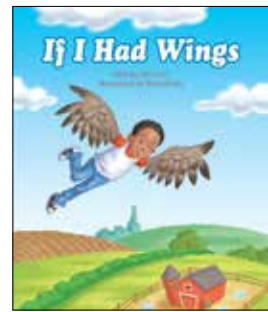
### Phonics

**Letters and Sounds:** w

**Words to Blend and Segment:** win, wet, wig, wax, wit

### Fluency

Model reading of the text with expression, noting the punctuation.



A boy imagines all the amazing ways he could get around.

## Before Reading

- Read the title and discuss the meaning of *wings* and *if*. Then reread the title. Students listen to the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who has wings? What can the boy do if he has wings? Look at the title page and read the title.
- Talk/walk through the pictures. Discuss the illustration in the thought bubble on each page. Ask: What is the boy wishing for? On page 15 predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together. Read the title page.
- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues. On page 2 look for the word *wings*. Ask: What letter will it start with? Get your mouths ready for /w/. What does the illustration show the boy doing? Look for the word *if*. Read the words together. Make sure each word in the sentence makes sense, matches the picture, looks right and sounds right.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have the students discuss what they see in the illustration. Read the text together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a surprise ending?
- Reread the story together. Notice the repetitive parts and how these help to read the story, e.g. *If I had....I could.....*
- Ask students to retell the story using the pictures on each page as a guide. They could make a time line to assist with the retelling.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound:/w/ Emphasise the /w/ sound as you slowly say *win, wet, wax, wig, wit*. Have students repeat these.
- Think of more words starting with /w/ to listen to and say, e.g. wing, walk, we, wish, wash. Ask students to indicate when they hear /w/ as you say a list of words that start with various letters.

## **Phonics**

- Write cvc words *win, wet, wax, wig, wit* on the board to practise blending and segmenting the sounds together as a group.
- Students listen to and hear the sounds in *win* as you say the words slowly stretching the sounds /w/ /i/ /n/. Say them separately, then blend together slowly. Illustrate using alphabet letters for *win* and touching them as the sounds are made for the word.
- Repeat for the other cvc words.

## **Word Study**

- Talk about the words *to, if, had, some, you, could*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words throughout the book.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them, then read their sentence to a partner.
- Discuss punctuation and the importance of commas and fullstops.

## **Fluency**

- Model reading of the text with expression, noting the punctuation. Students repeat.

## **Writing**

- Have students write a new story about a dream they might have. They draw their picture in a thought bubble first, then write the story, e.g. *If I had some \_\_\_\_\_, I could \_\_\_\_\_ .*

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Where is Jill?

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.

### Vocabulary

**High-frequency Words:** is, on, in, the, where, up, here

**Content Words:** hiding, hill, sack, shed, tree, barley, corn, page

### Phonemic Awareness

Recognise and produce words that end with the same sound: /l/

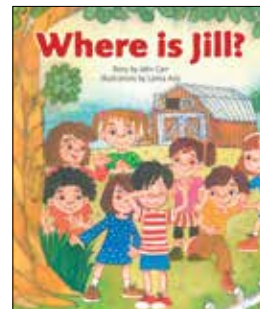
### Phonics

**Letters and Sounds:** l, ll

**Words to Blend and Segment:** Jill, will, till, hill, fill

### Fluency

Model fluent reading of a section of the text differentiating between questions and answers and emphasising the rhyming words for students to repeat.



The boy looks for Jill but finds his other friends until he gets to page 16.

## Before Reading

- Read the title. Discuss the meaning with students. Ask: How do you know it is a question? Who could Jill be? Reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What are the children playing? Why is the boy hiding his eyes? (Are they playing hide-and-seek? Is he counting?)
- Look at the title page illustration. Ask: What is the boy doing now? What does his face tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who the boy finds on each page and where he finds them. Notice how the person's name rhymes with the place where they are hiding. On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page.
- On page 2 look at the illustration. Ask: Is this Jill? Where is she hiding? Is she up a hill? (Do you know the rhyme *Jack and Jill*? Where did they go?) Look for the word *Jill* in the text. (Starts with J and ends with /l/) Find the word *hill* that ends like *Jill*. (They rhyme.) Students notice that the first line is a question. Read the words together. Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review students' predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you think the ending was clever? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- After reading, check on students' predictions made at the beginning and understanding of humour at the end. Is this what students predicted? Was this a clever idea that the author thought for an ending?
- Reread the story together. Recognise how to read a question and answer and how your voice differs. (Most pages start with an answer and end with a question.) Notice the rhyming words on each page, e.g. *Jill/hill, Jack/sack, Ed/shed*.
- Ask students to re-tell the story using the pictures on each page as a guide. What happened first, next, and so on?

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /l/. Say the word *Jill* slowly emphasising the /l/ sound. Have students listen, notice the end sound and repeat the word.
- Repeat with hill, will, mill, well, fell. Think of other words ending in /l/ for students to listen to and repeat, e.g. smile, while, mile, pile, mail, nail.

## **Phonics**

- Discuss the name and sound of the letter/s: l, ll Write cvc words *Jill, will, till, hill, fill* on the board to practise blending and segmenting the sounds together as a group. Students listen to and hear the sounds in *will* /w/ /i/ /ll/. They say them separately, then blend together slowly.
- Illustrate using alphabet letters for the words and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the meaning of the words *is, on, in, here, where, up*. Print the flash cards from the inside front cover and read them together. Ask students to locate the words in the book.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text differentiating between questions and answers and emphasising the rhyming words for students to repeat. They reread to a partner.

## **Writing**

- Using the same pattern, students write a new story about someone hiding. They draw a picture first, then write the story, e.g. *Where is \_\_\_\_\_? \_\_\_\_\_ is hiding in/on the \_\_\_\_\_.*

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# The Basketball Game

## GOALS

### Comprehension

**Connect to prior knowledge:** What do you know about basketball?

Have you ever played it? Have you seen it played on TV?

### Vocabulary

**High-frequency Words:** the, a, get, for, it, is, and

**Content Words:** green, player, ball, red, white, passes, shoots, goal, blocks, shot, catches, it's

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. play/er.

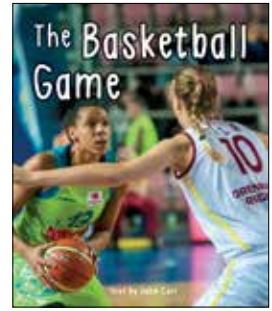
### Phonics

**Letters and Sounds:** gr

**Words to Blend and Segment:** grit, grip, gran, grin, gram

### Fluency

Students practise reading the book on their own and then orally to the teacher.



Read about and see the moves in this basketball game.

## Before Reading

- Ask: What do you know about basketball? Have you ever played it? Have you seen it on TV?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is happening in the picture. Ask: What colour are the two teams?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring verbs (action words) like *shoot*, *goal*, *block*, *catch* and *pass* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss which player is getting the ball, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what the different basketball movements are and which colour player is doing the action before reading each page. Predict the ending before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Ask how it makes students feel. Would they like to be basketball players?

## **Phonemic Awareness**

- Students listen and identify syllables in words and clap as they are spoken, e.g. *play/er*.
- Together look in the text for one-syllable words to clap, e.g. *goal, green, red, white, shoots*. Have students clap two syllable words, e.g. *pass/es, catch/es, play/er*.

## **Phonics**

- Recognise words that begin with the blend /gr/. Say the sounds /g/ /r/ separately, then blend together. Write cvc words *grit, grip, gran, grin, gram* on the board to practise blending and segmenting the sounds together as a group, e.g. /gr/ /i/ /t/ *grit*. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. (Letters g and r combine to make /gr/.)

## **Word Study**

- Talk about the words *the, a, get, for, it, is*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. Then write the matching sentence from the text, e.g. page 16, *It's a goal*.
- Talk about the word *it's* and what it is short for (*it is*). Ask: Which letter does the apostrophe replace? (i)

## **Fluency**

- Students practise reading the book on their own and then orally to you.

## **Writing**

- Students make a flow chart with small pictures, labels and arrows to show the different moves and to summarise the text. They use this to retell the text, e.g. With a picture of a green player, they might write: gets the ball->passes the ball->shoots for goal....
- Have students write a new text using the pattern of the text, e.g. A blue player blocks the shot. They write the text and illustrate it.
- Students make a Venn diagram to show the actions of the two teams. What actions are the same and what are different?

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# The Smile

## GOALS

### Comprehension

Discuss meaning of pronouns: he, she, her, his.

### Vocabulary

**High-frequency Words:** my, I, a, for, he, she, that, his, me, her, had, with, it, the, and, while, how, about, that

**Content Words:** smile, shared, plant, aunt, mother, brother, pet, vet, cat

### Phonemic Awareness

Identify and make rhyming words.

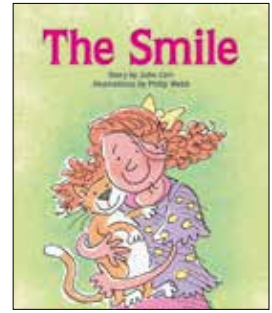
### Phonics

**Letters and Sounds:** sh

**Words to Blend and Segment:** shop, ship, shot, shut, shed

### Fluency

Model fluent reading of a section of the text emphasising the rhyming words for students to repeat.



Just like a yawn, the smile goes from one to another.

## Before Reading

- Listen to the title. Discuss the meaning of *smile*. How is it different to laugh? Ask students to demonstrate. Ask: What happens when you share a smile with someone? Try doing that now. A smile usually makes the other person want to smile back. Can you keep smiling for long? What makes you smile or laugh?
- Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who is the girl smiling at? Look at the title page illustration. Who is smiling here? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who or what is sharing a smile on each page. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On page 3 what is the girl smiling at? Find the word *plant* on page 2. Look for the letter p. Read the words together. Notice the rhyming words *smile* and *while*.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?



- Discuss the meaning of pronouns – *he, she, her, his*. Model using *he* with *his* and *she* with *her*. Relate the pronouns to the illustrations in the book. Role play with the students to demonstrate them.
- Reread the story together. Feel the rhythm as you read the repetitive parts. Notice the rhyming words at the end of each page, e.g. *plant/aunt, brother/mother*.
- Ask students to retell the story using the pictures on each page as a guide. Who had a smile first, next and so on?

### **Phonemic Awareness**

- Identify and make rhyming words. Students listen for words that rhyme in the story as it is read to them, e.g. *smile/while, pet/vet, cat/that*. Students repeat the words that rhyme and think of more that sound the same, e.g. *pet, wet, set, let*.
- Play a game where students indicate when they hear pairs of words that rhyme as you read out to them, e.g. *set, bet; sat, let; cat, hat; mat, let*.
- Have students draw a picture of two words that rhyme and label them, e.g. *cat, hat*.

### **Phonics**

- Discuss the sound of the digraph: /sh/. Explain that the two letters combine to make one sound /sh/. Write the words *shop, ship, shot, shut, shed* on the board to practise blending and segmenting the sounds together as a group, e.g. /sh/ /u/ /t/ *shut*. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

### **Word Study**

- Talk about the words *that, had, with, for, his, her*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner. e.g. *He had a smile for a while and shared it with his pet*.

### **Fluency**

- Model fluent reading of a section of the text emphasising the rhyming words for students to repeat. They practise their fluency by reading to a partner.

### **Writing**

- Students make a circular story showing where the smile went. They use arrows, labels and small pictures. They can use this to retell the story.
- Students write a new sentence about sharing a smile using the pattern from the story. They draw a picture first, then write the sentence. e.g. *I had a smile for a while and I shared it with my \_\_\_\_\_*. (Dad, sister, Gran)

### **Home/School Link**

Students take the book and any related activity done in class home to share with family.

# How Would You Like Me to Dress?

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.

### Vocabulary

**High-frequency Words:** is, I, you, a, to, with, are, like, me, some, your, that, is, what, how, would

**Content Words:** dress, today, hat, cat, skirt, shirt, pants, ants, coat, goat, gown, clown, boots, fruit, scarf, giraffe, school, uniform, OK, say, that's

### Phonemic Awareness

Identify and make rhyming words.

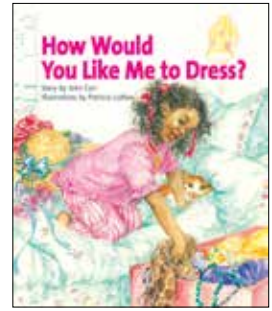
### Phonics

**Letters and Sounds:** dr

**Words to Blend and Segment:** dress, drip, drop, drum, drag

### Fluency

Model reading of the text with expression, noting the punctuation, rhyme and change of characters.



The little girl has fun dressing up but has to wear her school uniform instead.

## Before Reading

- Help students to use the title and cover illustration to make predictions about the story.
- Read the title. Discuss the meaning of *dress* as a verb. Ask: Does anyone help you get dressed each day?
- Reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the girl wearing? What is she looking at? Look at the title page illustration. What is the girl doing now? What is different in this illustration? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the illustrations and questions on each page. Ask: Who do you think the girl is talking to? On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, discuss the picture and read the words together. Ask: Where is the cat?
- Follow this pattern for each page up to pages 14–15, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Is this what you expected? Is it what the girl expected? What is a *uniform*? Why do you think she has to wear a *uniform*?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Check on predictions made before reading and elicit understanding of humour at the end.
- Discuss the ending. Is this what students predicted? What was different?
- Reread the story together. Notice the rhyming words on each page, e.g. *hat/cat, today/OK, skirt/shirt*.
- Ask students to retell the story using the pictures on each page as a guide.

## **Phonemic Awareness**

- Students listen to and hear the rhyming words in the story, e.g. *hat/cat, today/OK, skirt/shirt*. They repeat the rhyming words and think of more that sound the same at the end of the word, e.g. *hat/bat/sat/pat, today/play/may/pay*.

## **Phonics**

- Discuss the name and sound of the blend /dr/. Write the words *dress, drip, drop, drum, drag* on the board to practise blending and segmenting the sounds together as a group. Emphasise the /dr/ sound as you say the words.
- Illustrate using alphabet letters for /dr/ /e/ /ss/, touching them as the sounds are made for the word. (d r combine to make the blend /dr/.) Together think of other /dr/ words to blend, e.g. *drink, drive, drown, dream*.

## **Word Study**

- Talk about the words *are, your, you, what, that, with*. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text.
- Students draw a picture from the story. They find the words in the story and write them. They read their sentence to a partner.
- Discuss the contraction *that's* on page 16. (short for *that is*) Ask: What letter has been replaced by the apostrophe? (i)

## **Fluency**

- Model fluent reading of the text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.
- The change of character happens on the last page with the girl's mother answering the question. Ask: What punctuation do you need to be aware of? (question mark) How do we change our voice for a question. What is the question word in this story? (*How*) Also there is an exclamation mark on the last page. How do we read one of these? (with emphasis).

## **Writing**

- Students retell the story from the cat's point of view. They draw the pictures with labels on a time line and use this to retell what the cat saw in order of the story.
- Have students write their own story about getting dressed in their favourite clothes.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Cricket Now and Then

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.

### Vocabulary

**High-frequency Words:** on, to, and, up, they, their, the, now

**Content Words:** players, wear, caps, heads, hats, helmets, white, clothes, pads, colours, play, red, cricket, balls, pink, people, dress, watch, used, still

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /th/

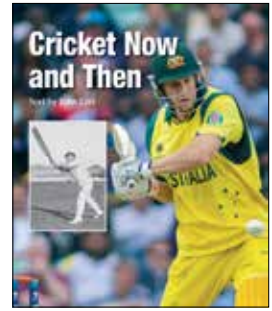
### Phonics

**Letters and Sounds:** th

**Words to Blend and Segment:** then, that, the, this, them

### Fluency

Students practise rereading the story orally with a partner.



See the differences between cricket in the old days and the way it is now.

## Before Reading

- Help students to use the title and cover illustration to make predictions about the text. They look at the cover and describe what they see. Ask: What game is being played here? What letter does *cricket* begin with? Read the title together using knowledge of high-frequency words.
- From the cover and title have students predict what the text might be about. Ask: Why are there two pictures? Are both men playing cricket? What do you notice about the smaller picture? (It is black and white and is smaller.) Do you like it? Why? Why not? Discuss if this will be a fiction or nonfiction text.
- Read the title page together.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask students what they think might happen on that page.

## Reading the Text

- Read the cover and the title page together.
- On page 2 discuss the picture. Ask: Is this a picture of now or how cricket players used to dress? What is on their heads? It is called a cap. Discuss what the words *used to* mean.
- Look for the word in the text on page 2 beginning with /c/. Read the words together.
- Compare the clothes with the picture on page 5. Read the words together, pointing to the words as they are read.
- Continue on through the text in this way, comparing the then and now photographs of cricket players, their clothes and equipment, then reading the words.

## **After reading**

Invite students to discuss the information. Prompt if needed.

- Check on the predictions made at the beginning and understanding the humour at the end. Discuss the ending. Is it what students predicted? How does dressing up to watch cricket differ between the old days and now? Which looks like more fun? Have you had or would you like to have your face painted?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /th/ Students listen to and hear the word *this*, /th/ is. Emphasise /th/. Ask them to listen for the beginning /th/ sound and repeat the word. Do the same with the words *the, them, they, their, then*.
- Play a game asking students to indicate when they hear /th/ sound in a list of words you read out, chip, cat, the, to, they, on, up, them.

## **Phonics**

- Discuss how a digraph is two letters that combine to make one sound. t, h /th/
- Write the words *then, that, the, this, them* on the board to practise blending and segmenting the sounds together as a group, e.g. /th/ /i/ /s/, *this*.
- Have students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *on, to, and, up, they, their*. Print the flash cards from the inside front cover. Ask students to locate and read these words in the book, then read them together.
- Play a guessing game. Say: I am thinking of a word with two letters and it starts with /t/, (*to*) and so on.

## **Fluency**

- Students practise rereading the text orally with a partner.

## **Writing**

- Students write a new text about something different, e.g. *People used to \_\_\_\_\_ . Now they \_\_\_\_\_ .* They illustrate their text.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# My Salad Garden

## Goals

### Comprehension

**Making connections:** Ask students if they have ever helped with a garden? What did they grow? How did they help?

### Vocabulary

**High-frequency Words:** my, I, a, the, we, and, want, in, first, must, me, will, this, to, it, is, came, from

**Content Words:** gardener, salad, plants, garden, dig, grow, dad, helps, plant, lettuces, rows, cucumbers, seeds, tomatoes, water, sun, green, red, time, pick

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. gar/den.

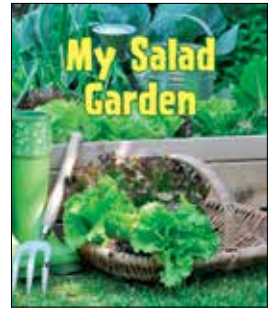
### Phonics

**Letters and Sounds:** st

**Words to Blend and Segment:** stop, step, stuck, stack, stem

### Fluency

Practise rereading the text orally with a partner.



A girl plants seeds to make a garden of salad vegetables.

## Before Reading

- Ask students if they have ever helped with a garden? What did they grow? How did they help?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Ask: What might grow in a salad garden? Have they ever eaten salad? Do they like it? Discuss if this will be a fiction or nonfiction text?
- Read the title page together. Talk about what vegetables are in the photograph of the salad.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask what they think might happen at the end of the text.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss what salad plants this gardener wants to grow, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what the different stages are for making a garden and finally reaping the rewards before reading each page.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss page 16. How does the girl look? (proud and happy) What could she be thinking? (Wow, I grew these yummy vegetables.) Ask: Would you like to grow your own garden?

## **Phonemic Awareness**

- Students identify syllables in words and clap the beats as they are spoken, e.g. *gar/den* (2), *to/ma/toes* (3), *plant* (1)

## **Phonics**

- Recognise and produce words that begin with the sound /st/ to practise blending and segmenting the sounds together as a group, *stop, step, stuck, stack, stem*, e.g. /st/ /o/ /p/, *stop*.
- Use alphabet letter cards to illustrate the sounds and have students touch the letters as the sound is made for each. (/s/ /t/ combine to make the blend /st/.)

## **Word Study**

- Talk about the words *first, this, must, came, will, from*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of the first thing to do to make a garden. They write the matching sentence from the text, e.g. First, I must dig the garden.

## **Fluency**

- Practise rereading the text orally with a partner.

## **Writing**

- Have students write the instructions for making a salad garden, e.g. First dig the soil. Then plant the lettuce plants. Then plant the cucumbers, and so on.
- Students write a new text about growing a fruit salad in the garden. They follow the sequence of the text, write the text and illustrate it. e.g. We plant an apple tree. We plant a pear tree.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# I Like the Smell

## GOALS

### Comprehension

**Making connections:** Ask students if there is any special smell that they like.

### Vocabulary

**High-frequency Words:** on, in, I, the, of, and, like, or, when, it, do, not, old

**Content Words:** smell, flowers, cookies, onions, barbecue, fresh-baked, bread, coffee, beans, leather, fresh-washed, jeans, pine trees, racing cars, candle, smoke, fresh-cut, grass, forests, summer, rains, wet, socks, rubbish, bins, drains, too, don't

### Phonemic Awareness

Identify and make rhyming words.

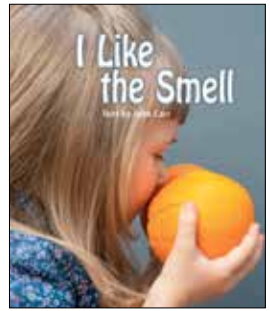
### Phonics

**Letters and Sounds:** i–e

**Words to Blend and Segment:** like, bike, hike, bite, ride

### Fluency

Choral reading with students pointing to the words as they are read.



See if you like any of these smells in nature and all around you, too.

## Before Reading

- Ask students if there is any special smell they like. They look at the cover and describe what they see. Ask: What is the girl doing? Predict what the title might be. Read the title together.
- Have students use the cover photograph and title to predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is different here compared to the cover page. Ask: Is there something with a smell in the picture? Would it be a smell you would like or not?
- Talk/walk through the pictures. Discuss what is happening on each page.

## Reading the Text

- Read the cover and title page together. On page 2 discuss what is in the picture, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what the different smells are before reading each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Did students like it? Ask: Would you like to smell wet socks or rubbish bins or drains? Is there anything you don't like the smell of?
- Discuss the word *fresh* and its meaning. Find it in the text. (page 6, *fresh-baked bread*; page 9, *fresh-washed jeans*; page 13, *fresh-cut grass*) Ask: How does the meaning change when *fresh* is combined with another word? Does being *fresh* make a smell different – nicer or stronger? What else in the text could be *fresh*? (*flowers, coffee beans*) If something is old, does it sometimes not smell very nice?

## **Phonemic Awareness**

- Ask students to listen for rhyming words as you read the text to them four pages at a time, e.g. *too/barbecue, beans/jeans, drains/rains*.
- Students think of more words that rhyme, e.g. when, then, ten, pen; old, told, bold, fold.

## **Phonics**

- Discuss how the letters i\_e in a word make the letter *i* sound like its name – the long *i* sound where the *e* is silent.
- Write the words *like, bike, hike, bite, ride* on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /i/ /k/.
- Use alphabet letter cards or magnetic letters to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *or, when, old, of, not, do*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, have students draw a picture of one of the pages. Then write the matching sentence from the text, e.g. *I like the smell of flowers*.

## **Fluency**

- Model choral reading with students pointing to the words as they are read. They practise reading to a partner as a follow-up.

## **Writing**

- Have students write a new text about smells they like, e.g. *I like the smell of\_\_\_\_\_*. They write the text and illustrate it.
- Make a two-column chart showing smells students like and dislike in the columns. They draw pictures beside the words to illustrate their smells.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Springtime

## GOALS

### Comprehension

**Making connections:** Ask students if they know what happens in spring?

### Vocabulary

**High-frequency Words:** is, in, the, get, and, are, from, their, up, more, there, to, on, one, will, be, they, for, come, out, look, of, it

**Content Words:** spring, days, warmer, longer, snow, melts, baby, animals, lambs, born, run, jump, horses, bears, wake, winter, sleep, rain, feed, plants, trees, leaves, blossoms, fruit, day, start, flower, colour, food, bees, butterflies, hives, pollen, after, summer, find, these, bring

### Phonemic Awareness

Recognise and produce words with the same sound: /ng/

### Phonics

**Letters and Sounds:** ng

**Words to Blend and Segment:** ring, sing, king, wing, long

### Fluency

Students practise rereading the text orally with a partner and sharing information.



Springtime is a time of renewal. See some of the changes in the spring.

## Before Reading

- Ask students if they know what happens in spring.
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- From the cover photo and title have students predict what the text might be about. Ask: Do you like springtime? Is it your favourite season? What season comes after spring? Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about the picture and how it relates to the cover photograph.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask students how they think the text might end.

## Reading the Text

- Read the and the title page together. On page 3 discuss what students see in the picture. Why is there snow? What season comes after spring?
- Look for the word *snow*. How will it begin? (sn) What do you think happens to *snow* in spring? (It melts.) Why does it melt? (warmer weather). Read the words together.
- Read the text, discussing the different things to notice about the change from winter to spring in the pictures.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss page 16 and the ending. How does it differ from students' predictions?
- Look at the punctuation (exclamation mark). Ask: What does this tell you about how to read this sentence? (with emphasis, happiness)

## **Phonemic Awareness**

- Recognise and produce words with the same sound: /ng/ Students listen to and repeat the words slowly, *ring, sing, king, wing, long*. Emphasise the /ng/ sound as the words are stretched.
- Together think of and say more words that end in /ng/, e.g. *spring, bring, thing, ding, dong*.

## **Phonics**

- Write on the board the words *ring, sing, king, wing, long* to practise blending and segmenting the sounds together as a group, e.g. /r/ /i/ /ng/, *ring*. Have students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *be, will, their, get, from, there*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of something they learned about spring from the text. They write the matching sentence from the text, e.g. *There are \_\_\_\_\_ on the \_\_\_\_\_.*

## **Fluency**

- Students practise rereading the text orally with a partner and sharing information.

## **Writing**

- Have students make a Before and After chart. They record their prior knowledge in the Before column and what they learned about spring in an After column. These can be used to summarise the text.
- Students write a story about another season. They write what changes there would be and illustrate their text.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# At the Bus Stop

## GOALS

### Comprehension

**Reading strategies:** Ask students: “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** it, is, at, she, on, in, the, from, by, of, a, for, an, with, who, this, his, her, was, some, make

**Content Words:** mother, bus stop, waiting, girl, fuss, bus, builder, giraffe, clown, monkeys, laugh, lady, hot-dog, stand, doctor, tablet, hand, gorilla, plaster, toe, snowman, waiting, snow, hippo, drinking, straw, diver, door, baker, snake, table, cake, eating, teacher, reading, book, hook, fishing line, hanging, silly, bizarre author, name, written, lots, making, through, quite, Mr

### Phonemic Awareness

Recognise and produce words with the same sound: /z/

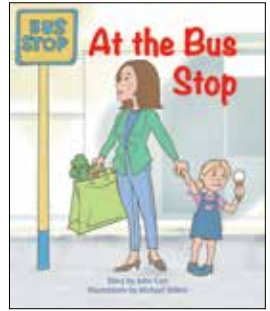
### Phonics

**Letters and Sounds:** z, zz

**Words to Blend and Segment:** buzz, fizz, zip, zap, jazz

### Fluency

Model fluent reading of a section of the text emphasising the rhyming words. Discuss the ending and humour.



Everyone at the bus stop is connected to someone or something else. The teacher thinks this is bizarre.

## Before Reading

- Read the title. Discuss the meaning of *Bus Stop*. Then reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who is waiting at the bus stop? Look at the title page illustration. Ask: Who or what has arrived at the bus stop now? What do you think might happen in the story?
- Talk/walk through the pictures, discussing the action on each page and who has arrived at the bus stop. On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- On page 3 look for the picture cue. Ask: Who is waiting at the bus stop? (A mother with a crying girl) Model looking for the words *mother* and *girl*. What letter will they start with? (/m/ or /g/)
- Using knowledge of high-frequency words and picture cues, read the words together. Discuss the meaning of *by*. (near, close to) Ask: Who is by her mother? (The girl) What does *making lots of fuss* mean? (Look at the girl in the picture for the answer. What is she doing?) Follow this pattern for each page up to page 14, discussing the picture, finding the content words and reading the text together.

- Review the predictions for the ending made earlier, then turn to page 16 to reveal the ending. Have the students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a funny ending?
- Reread the story together. Notice the rhyming words at the end of each page, e.g. *bus/fuss*, *giraffe/laugh*, *stand/hand*.

## **Phonemic Awareness**

- Recognise and produce words with the same sound: /z/. Say the words *buzz*, *fizz*, *zip*, *zap*, *jazz*, emphasising the /z/ sound for students to listen to and repeat. Think of other words that have a /z/, e.g. zoo, bizarre, zany, Zak. Listen to and say the words.

## **Phonics**

- Discuss the name and sound of the letter z. Write cvc words *buzz*, *fizz*, *zip*, *zap*, *jazz* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *buzz*, *fizz*, *zip*, *zap*, *jazz*. Say them separately, then blend together slowly.
- Illustrate using alphabet letters for the word *buzz*, touching the letters as the sounds are made for the word.

## **Word Study**

- Talk about the words *was*, *this*, *by*, *make*, *who*, *from*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read the words throughout the book.
- On a piece of paper, students draw a picture from the story. They find the words in the story to match their picture. They write the words and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text emphasising the rhyming words for students to repeat. There are two rhyming words on each page, e.g. *bus/fuss*, *giraffe/laugh*, *stand/hand*. Notice how these help with fluency when reading the story.
- Discuss the ending and humour. Does this book make sense? Is it silly or bizarre? What do you think? Why?

## **Writing**

- Have students make a sequence chain to help retell the story. Use arrows between each chain link, e.g. *mother/bus*, *girl/fuss*, *builder/giraffe*, *clown/laugh*.
- Students write a new story about something silly. They draw a picture first, then write the story. They can write the spoken words inside a speech bubble.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Riddles

## GOALS

### Comprehension

Discuss meaning of the question word *what* and question mark. Retell the riddles using pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** a, but, can, eat, has, not, see, walk, what

**Content Words:** clock, corn, ears, eyes, hands, hear, legs, mouth, potato, river, saw, shoe, table, talk, taste, teeth, tongue, touch

### Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them.

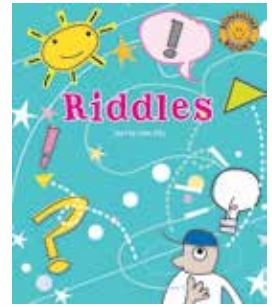
### Phonics

**Letters and Sounds:** long e (see)

**Words to Blend and Segment:** see, bee, treat, she, eat

### Fluency

Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.



Guess the answers to these riddles based on parts of the body.

## Before Reading

- Ask students what they know about riddles. Have you ever made up one or read one?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- Using the cover illustration and title, students predict what the text might be about. Discuss if this will be a fiction or a nonfiction text.
- Read the title page together. Talk about what is happening in the picture. On page 3, ask: What makes a riddle? (A question with a funny answer – a twist in the meaning or a double meaning) Discuss the meaning of the question word *what* and the question mark.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring question and answer into the conversation. Notice that one page has the question and the next has the answer.

## Reading the Text

- Read the cover and the title page together. On page 3 discuss the picture and what the question is about, then read the words together, pointing to the words as they are read. Turn the page to read the answer on page 4. Discuss why this is a riddle and why it is clever.
- Follow this pattern for each page, discussing what the riddles (questions or answers) are and finding key words before reading each page.
- Have students predict the answer to the last riddle before turning to page 16.



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Students discuss the riddles and the reason they thought each one was clever and funny. Ask: What are the key words in each? Prompt if needed. (*potato/eyes; corn/ears* etc.)
- What makes a riddle funny? Which one did you find the funniest? How does it make you feel when you read a riddle?
- Students retell the riddles using pictures on each page as a guide.

## **Phonemic Awareness**

- Recognise that words can be broken into individual sounds and produce them. Students listen as you say words slowly, with the sounds stretched out. Students repeat, e.g. *cannot* /c/ /a/ /n/ /o/ /t/, *cannot*; *see* /s/ /ee/, *see*; *has* /h/ /a/ /s/, *has*.
- Play a game where you say a word and students repeat it, stretching the sounds and then breaking the word into individual sounds, e.g. *riddles* /r/ /i/ /d/ /l/ /s/

## **Phonics**

- Recognise words that have the long ee sound. Write the words *see, bee, tree, eat, she* on the board to practise blending and segmenting the sounds together as a group, e.g. /s/ /ee/, *see*.
- Play a game of “I am thinking of a word”, e.g. I am thinking of a word with three letters rhyming with *bee* and starting with *s* (*see*).

## **Word Study**

- Talk about the words *has, what, see, but, eat, not, walk, can*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read the words in the book.
- On a piece of paper, have students draw and write their favourite riddle from the book.
- Talk about the question word *what* and the question mark. Discuss other question words, e.g. *where, why, which, when, how*. Ask questions using these words.
- Look at the word *cannot*. Discuss the two words that make up this compound word and its meaning (the opposite of *can*).
- Discuss the plurals in the text. Make a two-column chart showing the plural adding *s* and its matching singular, e.g. *eye, eyes*. (Note the exception – *tooth, teeth*.)

## **Fluency**

- Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.
- Choral read the text with half the class reading the questions and the other half reading the answers.

## **Writing**

- Have students write a new riddle using the question/answer pattern of the text. They write their text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# So Many Seeds

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Nonfiction is true and informs). Connect to prior knowledge. "Have you ever eaten seeds? Name some seeds."

### Vocabulary

**High-frequency Words:** a, are, can, eat, go, here, in, of, so, some, the, there, they, we

**Content Words:** bird, bottle, bowl, bread, cake, cracker, cup, feeder, garden, grinder, grow, jar, lots, nut, sandwich, sauce, seeds, soup

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /th/

### Phonics

**Letters and Sounds:** th (voiced)

**Words to Blend and Segment:** them, then, this, there, that

### Fluency

Choral reading with students pointing to the words as they are read. Notice the parts that repeat.



Here are just some of the seeds that we have in our diet.

## Before Reading

- Connect to prior knowledge, ask: Have you ever eaten seeds? Name some. Read the title to students and then read it together. Discuss the meaning of *many*.
- From the cover image and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs).
- Read the title page together. Talk about what students see in the picture. Ask: What seeds do you see? Are these seeds you might eat?
- Talk/walk through the pictures. Students discuss what they see on each page. Before turning to page 16 ask them what they think will be on the last page.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: Could we eat these seeds? Which word says *eat*? How would *eat* start? Find the word that begins with e, then read the word together, pointing to it as it is read.
- Follow this pattern for each page discussing the different ways the seeds are presented, then looking for the initial letter of the key words before reading each page.
- Turn to page 16, read the text and discuss the ending. Ask: Is this a good ending? Why?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- On pages 9 and 10 ask: What seeds have been used to make sesame oil and peanut butter? What has happened to the seeds before you buy the products?
- Discuss the ending. Ask if students eat lots of seeds. Which items of food in the book have they eaten? They illustrate and label these.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /th/ (voiced). Students listen for the /th/ sound as you say the words, then they repeat. e.g. *them, then, this, that, there*.
- Together think of more words beginning with the voiced /th/, e.g. these, those, though.

## **Phonics**

- Recognise words that begin with the digraph /th/ (voiced). Tell students that a digraph has two letters that make one sound.
- Write the cvc words *them, then, this, that, there* on the board to practise blending and segmenting the sounds together as a group, e.g. /th/ /e/ /m/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *here, they, are, some, there, eat, so, go*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read the words in the book.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *grinder, bird feeder, nut cracker*. Discuss other new vocabulary and meanings.
- On a piece of paper, students draw a picture of one of the photographs in the book. They write the matching sentence from the text, e.g. page 15, *Here are some seeds. They go in soup*.

## **Fluency**

- Choral reading with students pointing to the words as they are read. They notice the parts that repeat and how these help with reading the text.

## **Writing**

- Students make a word web to show the different things they can eat that contain seeds. They write the word *seeds* in the middle of the web and have the different foods branching out from it. They can illustrate the foods and retell the story using the web.
- Have students write a new text using the pattern of the text, e.g. Here are some seeds. They go in a smoothie. They write the text and illustrate it.
- Students make a chart to show seeds that we eat and those that we do not eat. e.g. Acorns are seeds of the oak tree. We do not eat them. We do eat pea seeds. The chart can be illustrated and shared with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Being Brave

## GOALS

### Comprehension

Re-tell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** a, am, and, back, big, blue, but, down, I, just, little, look, not, on, ride, the, to, too, up, want, well

**Content Words:** climb, elephant, maybe, sail, scared, sea, sit, steep, tall, track, tree

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /br/

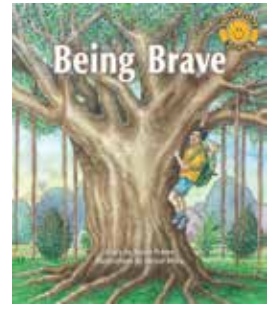
### Phonics

**Letters and Sounds:** br

**Words to Blend and Segment:** brave, brim, brush, brown, bread

### Fluency

Choral reading with students pointing to the words as they are read.



A boy and his dog take on challenges and show they can overcome fear.

## Before Reading

- Listen to the title. Discuss the meaning of *brave*. How is it different to *scared*? Ask students to demonstrate. Ask: What happens when someone is brave? What makes you feel brave?
- Read the title and the names of the author and illustrator. What are their roles in this story? Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the illustration.
- Look at the title page illustration. Ask: Who is being brave? The boy or the dog? What do you think might happen in the story? (Note: the author intended that the dog was the character who was scared.)
- Talk/walk through the pictures. Discuss who is being brave or scared and what they are doing on each page. On page 15, have students predict what the ending might be.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what are the boy and his dog looking at? Find the word *tree* on page 2. Look for the letter *t*. Do they look brave or scared? Find the word *scared* starting with the letter *s*. Read the words together.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read the words.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Who was brave or scared – the boy or the dog or both?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Discuss the meaning of opposites, e.g. *up/down; scared/not scared or brave; big/little*. Have students role play being brave or scared in the story.
- Reread the story together. Feel the rhythm as you read the repetitive parts.
- Ask students to retell the story using the pictures on each page as a guide. What was scary first in the story, next and so on? When did the story change to being not scared? Why?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /br/ e.g. brave, brim, brush, brown, bread. Students listen for the /br/ blend as you read the words slowly. They repeat the words, /br/ /i/ /m/, *brim*, emphasising the /br/. They think of other words to say that begin with /br/, e.g. bring, brought, bran, brisk, breeze.

## **Phonics**

- Discuss the sound of the blend /br/ Write the words brave, brim, brush, brown, bread on the board to practise blending and segmenting the sounds together as a group, e.g. /br/ /a/ /v/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *too, up, big, little, look, not, but, and*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *Look! I am sailing on the big blue sea and I am not scared.*

## **Fluency**

- Choral reading with students pointing to the words as they are read. They reread the story to a partner.

## **Writing**

- Students make a circular story showing where the boy and the dog went and how they felt. They use arrows, labels and small pictures. They can use this to retell the story. Show how the feelings changed when they revisited the big tall tree and so on.
- Students write a new sentence about being brave using the pattern from the story. They draw a picture first, then write the sentence. e.g. *Look! I am climbing to the top of the climbing frame and I am not scared.*

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Animal Tails

## GOALS

### Comprehension

Retell the text using the pictures on each page as a guide. Discuss how each tail is used.

### Vocabulary

**High-frequency Words:** a, are, away, fly, for, get, here, is, this, what

**Content Words:** animal, clever, fighting, flat, fluffy, hanging, keep, long, spikey, standing, strong, swimming, tail, these, warm

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /fl/

### Phonics

**Letters and Sounds:** fl

**Words to Blend and Segment:** fly, fluff, flip, flop, flap

### Fluency

Practise rereading the story with a partner (orally) – sharing information



Many animals have tails and they use them for different purposes.

## Before Reading

- Look at the cover and ask students what they see. Read the title together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs).
- Students talk about different animals they know with tails.
- Read the title page together. Talk about what is in the picture. Ask: What animal is this? How is the tail used?
- Talk/walk through the pictures. Discuss what students see on each page. Ask: What is the animal and what could the tail be used for?
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: What animal is this? Which word would say *tail*? How would *tail* start? Find the word that starts with t. How would you describe this tail? (long) Find the word that starts with /l/ for *long*. What could the monkey use a long tail for? (Look at the picture on page 3.) Find the word that starts with /h/ (*hanging*), then read pages 2–3 together, pointing to the words as they are read.
- Follow this pattern for each page discussing the different animals, their tails and their uses, then looking for the initial letter of the key words before reading each page.
- Have students notice the repetition on each page. Ask: How does this help you as a reader? (Only one or two new words on each page and a similar sentence structure makes it easier to read the text.)
- Read pages 14–15. Ask: Why is the tail clever?
- Have students notice the question mark and answer the question on page 16.



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Students retell the text using the pictures on each page as a guide. Discuss how each tail is used.
- Invite students to discuss the information. Did they realise how useful tails can be? What other animals do they know that have tails?
- Look at the question on page 16. Notice how it starts with a capital letter and ends with a question mark. Model how to read a question. Ask: Can you answer the question? Students illustrate and label their answers.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /fl/ Students listen for the /fl/ sound as you say the words, then they repeat them slowly, stretching the sounds, fly, fluffy, flip, flap, flop. They think of more words starting with the blend /fl/, e.g. flat, flow, floss.

## **Phonics**

- Recognise words that begin with the blend /fl/. Write the words fly, fluff, flip, flap, flop on the board to practise blending and segmenting the sounds together as a group, e.g. /fl/ /a/ /p/, flap. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the meaning and use of the words *what, this, fly, away, get, are, here, for*. Read them together. Ask students to locate and read these words in the book.
- Print multiple copies of the flash cards from the inside front cover to share. Give students magnetic letters to make the words, ensuring they work from left to right with the letters within the words.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. spikey, fluffy, flat. Discuss other new vocabulary and the meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.

## **Fluency**

- Students practise rereading the story with a partner. They share information about new words they have read.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Here is a short tail. This tail is for wagging. They write the text and illustrate it.
- Students make a two-column chart to show the different tails and their uses with headings: Tails, Uses, e.g. Long tail; hanging. The chart can be illustrated and shared with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Boing

## GOALS

### Comprehension

Making connections: Ask students if they have ever played on or jumped on a bed? What happened?

### Vocabulary

**High-frequency Words:** and, did, do, down, I, in, it, jump, just, know, not, on, right, said, the, they, to, two, up, was, went, what, will, you, your

**Content Words:** bed, boing, boys, break, broke, care, crack, Dad, fast, flips, floor, flops, growl, head, high, hit, hops, low, skips, sleep, slow, tonight

### Phonemic Awareness

Recognise and produce words that have the same medial sound: /oi/

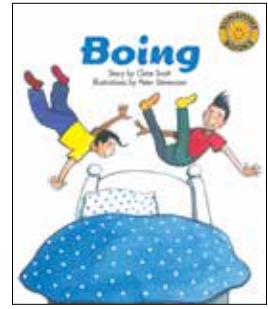
### Phonics

**Letters and Sounds:** oi

**Words to Blend and Segment:** boy, joy, toy, boing, join

### Fluency

Model fluent reading of a section of the text (emphasising the sound words and attending to punctuation) for students to repeat. (onomatopoeia)



Two boys disobey their father and keep jumping on the bed.

## Before Reading

- Listen to the title. Discuss the meaning of *boing*. It is a sound word. Ask: What does the sound make you think of? Ask students to demonstrate.
- Read the title and the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening.
- Look at the title page illustration. Ask: What is the setting? What time of the day is it? What do you think the boys are planning? What might happen in the story?
- Talk/walk through the pictures. Discuss what the boys are doing on each page. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what are the boys doing? Find the word *jumped* on page 2. Look for the letter j. Do they look as though they are having fun? What are the names of the boys? Students use their knowledge of letter sounds and high-frequency words to figure them out. (/d/ an, /s/ am).
- Have students find the word *Boing* on page 3. Why has the author used that word? Read the words. Notice the exclamation marks. Ask: Why did the author use them? (for emphasis)
- Follow this pattern up to page 14, discussing the illustration and reading the words together. Help students discover words that rhyme on each page and how they help to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Was Dad right to make the boys sleep on the floor?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Notice the rhyme on each page and locate words that rhyme. Discuss how this helps reading.
- Reread the story together. Feel the rhythm and rhyme as you read. Notice some small repetitions, e.g. *They jumped.... They did.....*
- Ask students to retell the story using the pictures on each page as a guide. What were they supposed to be doing initially? (going to bed). What is the first picture in the story, next and so on? When did the story change from being fun to being quite dangerous? Why?

## **Phonemic Awareness**

- Recognise and produce words that have the same medial vowel sound: /oi/ e.g. boing, boy, toy, joy, join. Students listen for the /oi/ sound as you read the words slowly. They repeat the words, /b/ /oi/ /ng/, *boing*, emphasizing the /oi/. Students think of other words to say that have the /oi/ vowel sound, e.g. boil, soil, royal, foil.

## **Phonics**

- Discuss the medial vowel sound /oi/. Write the words boing, boy, toy, joy, join on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /oi/ /ng/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the meaning and use of the words *know, not, the, jump, in, it, do, did*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- Discuss the different meanings of *know* and *no*. Use them in a sentence.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *They did skips*.

## **Fluency**

- Discuss sound words from the text (*crack, boing*). Tell students that they are words that when spoken represent the sound of something happening. Practise saying *crack* and *boing* in a way that represents the bed bouncing and breaking. Think of more sound words, e.g. splash, crash.
- Look at the punctuation when Dad is talking. Discuss how to read these parts on pages 4 and 16. What kind of voice would you use for Dad on page 16? Would it be the same on page 4? Practise reading the speaking parts.

## **Writing**

- Students make a circular story showing what the two boys did. Start and end the circle with Dad. They use arrows, labels and small pictures. They can use this to retell the story. Show how Dad's feelings changed from the beginning to the end of the story in the illustrations.
- Students write a new sentence using the pattern from the story. They draw a picture first, then write the sentence, e.g. The bed went crash. It broke into pieces.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Daisy's Rainbow Dress

## GOALS

### Comprehension

Making predictions: Help students to use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.

### Vocabulary

**High-frequency Words:** a, am, are, at, be, blue, do, for, get, has, her, I, is, it, just, like, look, my, not, now, one, red, said, she, some, the, this, to, we, where, will, your

**Content Words:** bed, best, bright, cool, dress, fair, few, late, most, mum, nine, quite, rainbow, ready, school, start, time, tomorrow, very, wear, wore, worry

### Phonemic Awareness

Identify and make rhyming words.

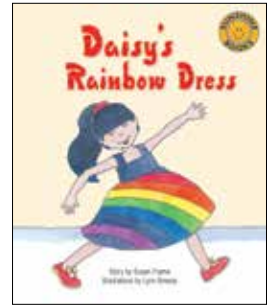
### Phonics

**Letters and Sounds:** dr

**Words to Blend and Segment:** dress, drum, drip, drop, drag

### Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.



Daisy has lots of dresses but she loves her rainbow dress best of all.

## Before Reading

- Listen to the title. Talk about the girl's name, *Daisy*, and why it has apostrophe s after it. (*Daisy's*). Discuss the meaning of *rainbow*. Ask: What colours would you see in a rainbow? What would a rainbow dress look like? Look at the cover. Students discuss what they see.
- Read the title and the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Discuss what students see and make further predictions, e.g. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Daisy is doing and wearing on each page. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On page 3 what is Daisy looking at? Find the word *dresses* on page 2. Look for the blend /dr/. Has Daisy got many dresses? Yes, quite a few. Look for the letter q for *quite*. Read the words together.
- Follow this pattern up to page 14, discussing the illustration and reading the words together. Ask: How is Mum feeling on page 15? Look at her face. (anxious). When you read what she says (in speech marks), make Mum's voice sound worried.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How is Daisy feeling? Look at her face in the picture. What does she say to Mum to stop her feeling anxious? (*Do not worry.*) Why does she say this? (Mum couldn't see the rainbow dress because Daisy was wearing it in bed.) Look for the speech marks. Have students say Daisy's words with a happy voice.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was it a good idea for Daisy to sleep in her favourite dress? What words tell you that it is her favourite? (*most, best*). Why do you think the rainbow dress is her favourite? (It is bright and colourful.) Find the word *bright* on page 6.
- Look at the punctuation. How does it help you read? (Makes more sense if we use it.) Model reading a page without punctuation and then with.
- On page 10, who is talking? How do you know? What marks show the words being spoken?
- On page 12, who is talking? Would you change your voice so that Daisy sounds different to Mum? (Model this.) On page 14 Mum is worried. (Find the exclamation mark.) She asks a question. (Find the question mark.) How do we read this page? (Model this.) On page 16, how would you read the first line? What tells you to use emphasis? (The exclamation mark)

## **Phonemic Awareness**

- Read the rhyming words in the text, e.g. *few/blue, dress/best, school/cool, time/nine, said/bed*. Students listen to the story page by page to identify these as you read. Think of other rhyming words to say and listen to, e.g. pool, cool, tool, school; time, line, nine, fine; red, bed, fed, led. Play a game of mixing up the rhyming words. Ask students to indicate when they hear two words together that rhyme.

## **Phonics**

- Discuss the sound of the blend /dr/. Write the words dress, drip, drop, drag, drum on the board to practise blending and segmenting the sounds together, e.g. /dr/ /e/ /ss/. Illustrate using alphabet letters for each word, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *a, is, to, for, red, blue, like, she*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- Look at the words *wear* (page 10) and *wore* (page 16) in the text. Discuss the meaning and how we use the past tense (*wore*). Model saying sentences using *wear* and *wore*.
- On a piece of paper, students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner. e.g. *Daisy likes dresses. She has quite a few.*

## **Fluency**

- Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.

## **Writing**

- Students draw and write about their favourite outfit.
- Students write a new sentence using the pattern from the story. They draw a picture first, then write the sentence, e.g. Some dresses are green. Some dresses are yellow.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Homes

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photographs). Predict the type of homes that might be in the text.

### Vocabulary

**High-frequency Words:** a, all, are, does, go, here, how, in, is, it, like, live, made, of, on, out, the, they, three, to, what, your

**Content Words:** cloth, home, mud, road, same, stone, tree, water, wood

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /tr/

### Phonics

**Letters and Sounds:** tr

**Words to Blend and Segment:** tree, tram, treat, trim, trap

### Fluency

Choral reading with students pointing to the words as they are read – sharing information



There are so many different homes for people to live in.

## Before Reading

- Read the title to students and then read it together. Discuss the meaning of *Homes*. Ask: What type of home is on the cover? What is it made of? What type of home do students live in?
- Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs). Read the name of the author. Discuss what the author's purpose for writing this text might be.
- Read the title page together. Talk about the picture. Ask: What is the difference with this house? Is it like your house?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On page 2 discuss the picture. Where is this home? (In a tree) Find the word that starts with t, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page, discussing the homes and answering the question. Look for the initial letter of the key words before reading each page together. Talk about the meaning of *same* and *made out of*.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Students discuss if any of the homes in the book look like theirs or any they have seen. Ask: Has anyone been in a house on wheels (caravan); a house on water (boat); a house made of cloth (tent)? On pages 7–10 what other things can be made of stone or wood?
- Discuss the ending about how houses are made to live in. Why? (shelter, safety)
- Notice the repetitive pattern of the story with questions on every page. Find a question mark and have students take turns at reading questions following your model.
- Reread the text together, talking about the one thing that links the three homes.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same blend: /tr/. Students listen for the /tr/ sound as words are spoken, then they repeat. e.g. tree, tram, treat, trim, trap. They think of more words beginning with the blend /tr/, e.g. trek, truck, train.

## **Phonics**

- Recognise words that begin with the blend /tr/. Write the words tree, tram, treat, trim, trap on the board to practise blending and segmenting the sounds together as a group, e.g. /tr/ /a/ /p/. Students use alphabet letter cards to illustrate the sounds. They touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *all, how, live, of, three, out, made, it*. Give students plastic letters to make the words, focusing on left to right as they form the words. Read the words together. Ask students to locate and read these words in the book.
- Focus on the meaning of new words in the context of the text and with picture support, e.g. *cloth, stone, wood*. Discuss other new vocabulary and the meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 13, *Here are three homes. What is the same?*

## **Fluency**

- Choral reading with students pointing to the words as they are read. They share the information about reading the new words they have learnt.

## **Writing**

- Students make a word web to show the different kinds of homes. They write *homes* in the middle of the web and have different types branching out from the middle. They can illustrate the homes and retell the text using their web.
- Have students write a new text using the pattern of the book, e.g. They are all made out of brick. Is your home made out of brick? They write the text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Matching

## GOALS

### Comprehension

Making predictions: Help students to use the title of the book and cover illustration to make predictions about what will be matched. After reading, check on predictions made at the beginning.

### Vocabulary

**High-frequency Words:** can, I, put, some, what, with, you

**Content Words:** babies, balls, bats, cookies, cups, cutters, forks, hats, knives, lids, match, mothers, pens, people, saucers

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /kn/

### Phonics

**Letters and Sounds:** Kn /n/

**Words to Blend and Segment:** knot, knit, knob, knee, knife

### Fluency

Students practise reading the book on their own and then to the teacher (orally).



There are so many different homes for people to live in.

## Before Reading

- Read the title. From the cover photo and title students predict what the text might be about. Ask: What do you think this text will be about? What do you know about matching? What does *match* mean? What things do you see matched? (socks) How do you know which pairs go together? (stripes and colours) Do you match your own pairs of socks at home? Do you have a pair of matching socks on now?
- Read the title page together. Ask: Are these things matching? How?
- Talk/walk through the pictures. Discuss what things they see to match on each page.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture and what can be matched. Could these hats be matched to the people? Which word says *hats*? What letter would *hats* start with? Find the word that starts with h. Do the same for *people*, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what different things can be matched, then looking for the initial letter of the key words before reading each page. Remind students to make sure the words look right, sound right and make sense. (reflect what is in the picture)
- On page 16, students reveal and read the ending. Notice it is a question for them to answer. Ask: How do we read a question? Ask students to copy your model.
- Have students notice the repetition on each page. Ask: How does this help the reader? *I can put some... with some....* (Helps predict and using pictures for clues about the new words.)



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the question on page 16. Ask: What things can be matched. Students illustrate and label these.
- Have students think of more things to match. They find newspaper or magazine pictures they can match. They glue these to make a collage chart and label them.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /kn/ /n/ (The k is silent.) Students listen for the /kn/ sound as words are spoken, then they repeat after you, slowly stretching the sounds, e.g. /n/ /o/ /t/, knot, knit, knob, knife, knee. Say more words beginning with /kn/, e.g. know, knight, knock, knew.
- Play a game where you say a word and students repeat it, stretching the sounds, then breaking the word into individual sounds, e.g. *knives* /n/ /i/ /v/ /s/. Note there is a long /i/ in *knives*.

## **Phonics**

- Recognise words that begin with the sound /kn/, where the k is silent. Write the words knot, knit, knob, knee, knife on the board to practise blending and segmenting the sounds together as a group, e.g. /n/ /o/ /t/, knot. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *with, can, put, some, what, you, I*. Print a set of the flash cards from the inside front cover for each student. Read them together. Ask students to locate and read these words in the book.
- Have students make the words into a sentence, putting objects that match in the two blank spaces, e.g. pen and paper. They read their sentence to a partner.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *saucers, knives, cutters*. Discuss other new vocabulary and its meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 2, *I can put some hats with some people*.

## **Fluency**

- Students practise reading the book on their own and then to you.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. I can put some buckets with some spades. They write the text and illustrate it.
- Students make a two-column chart to show things that were matched in the text, e.g. bucket/ spade. They can add more to their chart and use the chart to retell the story to a partner. The chart can be illustrated and shared with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Mr Mustard's Mailbox

## GOALS

### Comprehension

Reading Strategies: Ask students "What are some of the things good readers do?"

Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** a, and, away, come, down, every, fly, for, from, get, had, have, he, his, in, into, it, made, me, my, no, on, one, put, said, saw, some, soon, take, the, there, three, to, was, went, were

**Content Words:** baby, bird, chirping, crept, day, dear, flown, goodness, got, happy, heard, home, later, mail, mailbox, miss, morning, Mr, nest, next, oh, peep, shoo, sign, sitting, spring, straw, today, took, week

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /sh/

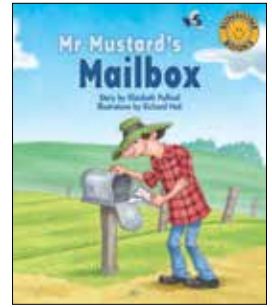
### Phonics

**Letters and Sounds:** sh

**Words to Blend and Segment:** shed, ship, shop, shin, shut

### Fluency

Model reading of text with expression, noting the punctuation. Students repeat.



Mr Mustard is a kind man. He lets the birds use his mailbox.

## Before Reading

- Listen to the title. Discuss the meaning of *mailbox*. Ask students if they have a mailbox.
- Read the title and the names of the author and illustrator. What are their roles in this story? Discuss the apostrophe in the title and why it is there. Ask: Who does the mailbox belong to? (The apostrophe goes after the person something belongs to.)
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who is looking in the mailbox? (Mr Mustard) Look at the title page illustration. What is the picture of? What does it tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Mr Mustard is doing on each page. On page 13, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Ask: On pages 2–3 what is Mr Mustard looking at? Find the word *bird* on page 2. Look for the letter b. Find the word *shoo* starting with /sh/. Read the words together. Remind students that good readers check that the words match the illustration, that they look right, sound right and make sense. Follow this pattern for each page up to page 13, discussing the illustration, finding key words and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending on pages 14–16. Have students discuss what they see in the illustrations. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Discuss the meaning of mail birds on page 10.
- Reread the story together. Notice where the speech marks are. Change your voice when Mr Mustard speaks.
- Ask students to retell the story using the pictures on each page as a guide. Ask: What did Mr Mustard find first in the story, next and so on? When did the story change to Mr Mustard getting his mail and why?
- Have students notice the speech marks around the words on page 7 “*No mail today*”. Why are they there? (They are words on a sign. They are not spoken by a character.)

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /sh/ e.g. shed, ship, shop, shin, shut. Students listen for the /sh/ blend as you read the words slowly. They repeat the words, /sh/ /e /d/, shed, emphasizing the /sh/. They think of other words to say that begin with /sh/, e.g. shoo, shine, shake.

## **Phonics**

- Discuss the sound of the blend /sh/. Write the words shed, ship, shop, shin, shut on the board to practise blending and segmenting the sounds together as a group, e.g. /sh/ /e/ /d/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *he, down, soon, said, no, into, were, saw*. Read them together. Ask students to locate the words in the story.
- Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them. They read their sentence to a partner, e.g. *Soon the birds had flown from the mailbox.*

## **Fluency**

- Model reading of the text with expression, noting the punctuation. Students repeat, e.g. on page 2, change your voice for Mr Mustard saying “*Shoo*”.

## **Writing**

- Students make a circular story showing how Mr Mustard discovered the first bird and where it went. They use arrows, labels and small pictures. They use this to retell the story.
- Students write a new sentence about Mr Mustard using the pattern from the story. They draw a picture first, then write the sentence. e.g. Mr Mustard put a welcome sign on his gate.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Patterns

## GOALS

### Comprehension

Making text to self connections: Ask students if they know what a pattern is and to give examples.

### Vocabulary

**High-frequency Words:** a, are, ate, can, come, I, in, no, not, put, some, the, they, what, yes, you

**Content Words:** balls, colour, fruit, letters, next, numbers, oh, pattern, pens, read, row, shapes, size, words

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. pat/tern

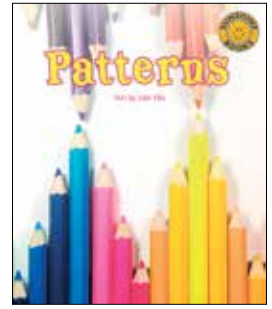
### Phonics

**Letters and Sounds:** wh

**Words to Blend and Segment:** what, when, where, why, which

### Fluency

Practise rereading the story with a partner (orally).



There are patterns in nature and all around us. See if you can tell what comes next.

## Before Reading

- Read the title together. From the cover photo and title students predict what the text might be about. Ask: What is a pattern? Can you give an example? Discuss the pattern of the pencils on the cover. The pencil start short and get longer then shorter again. The pattern repeats in another colour. Read the name of the author. Discuss the author's role.
- Read the title page together. Students talk about what they see in the picture. Ask: What patterns do you see?
- Talk/walk through the pictures. Discuss what they see on each page. Read the patterns in the pictures.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. What pattern is repeated? (stone, leaf, stick).
- On page 3 what do they see? (pens in a row) Ask: What is the pattern in the photo? (colour pattern) Which word is *pens*? How would *pens* start? Find the short word that starts with p. Read the words together, pointing to them as they are read. Turn to page 4 and notice the labels. Answer the question on page 4: *What comes next?*
- Follow this pattern for each page discussing the different ways the patterns are presented, looking for the initial letter of the key words before reading each page and answering the question. Predict the ending before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- On pages 6–7, what shapes have been used to make the shape pattern? On pages 8–9, why is this called a size pattern?
- Notice the repetitive parts on each page (a pattern), e.g. *I put some... in a row. Are they a pattern? Yes they are a ... pattern. Can you read the pattern?* How do these repetitive parts help the reader? (They look for clues in the pictures for the one or two word changes.)
- Discuss the ending. Was that an amusing ending? What happened to the pattern? Go back and read the labels in the text. Make labels for the fruit pattern on pages 14–15 and draw the fruit.
- What other pattern would you like to make? (A vegetable pattern? A sweet pattern?) Illustrate and label one of these.

## **Phonemic Awareness**

- Identify syllables in words and clap as they are spoken, e.g. *pat/tern*. Students listen to the following words and say how many syllables they have. *balls* (1), *col/our* (2), *fruit* (1), *let/ters* (2), *next* (1), *num/bers* (2). Students repeat the words as they clap the beats.
- Recognise and produce words that begin with the same digraph: /wh/. Students listen for the /wh/ sound as words are spoken, then they repeat, what, when, where, why, which. Ask: What do you notice about these words? (They are all question words.) Suggest more words starting with the digraph /wh/ for students to say stretching the sounds, e.g. white, whale, wheat.

## **Phonics**

- Recognise words that begin with the digraph /wh/. Tell students that a digraph has two letters that make one sound. Write the question words what, when, where, why, *which* on the board to practise blending and segmenting the sounds together, e.g. /wh/ /e/ /n/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *can, yes, what, put, ate, I, the, come*. Print flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Help students understand the meaning of new words in the context of the text, with picture support, e.g. *numbers, patterns, shapes, size*. Discuss other new vocabulary and meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *I put some fruit in a row. Are they a pattern?* (14–15)

## **Fluency**

- Students practise rereading the story with a partner.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. *I put some vegetables in a row. Are they a pattern?* They write their text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# The Cat and the Snail

## GOALS

### Comprehension

Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about.

### Vocabulary

**High-frequency Words:** a, am, and, are, back, can, come, did, do, for, get, go, going, have, her, here, I, if, in, into, is, it, like, my, no, not, of, off, on, out, ran, run, so, some, the, then, to, too, we, what, where, will, you

**Content Words:** bird, cat, cheep, choose, dog, fast, gate, goes, hello, home, its, OK, park, race, ready, set, shell, sit, snail, still, tree, win

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /sn/

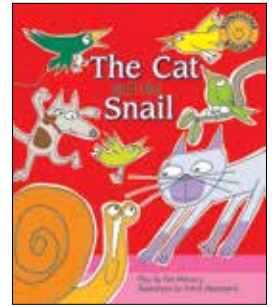
### Phonics

**Letters and Sounds:** sn

**Words to Blend and Segment:** snap, snip, snug, sniff, snack

### Fluency

Read the play as a readers theatre together before taking character parts in groups of five.



This is a play about a race between a cat and a snail.

## Before Reading

- Ask: What is a play? How do we read a play? What is a narrator? How do we know which parts the characters read?
- Together look at the cover picture. Discuss what is happening in the picture. Read the title. Discuss what students think will happen to the cat and the snail.
- Read the title and the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the play.
- On the title page, discuss the animals in the illustration. Ask: What do you think might happen in the play? What characters are in the play?
- Talk/walk through the pictures. Discuss the animals and what they are doing on each page, e.g. on page 3 what are the cat and dog doing? (having a running race).
- On page 13, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. On the title page, read the names of the characters together.
- On page 2, read what the narrator says together to set the scene. Find the word starting with p (*park*). Ask: What are the cat and the dog doing? Look for /r/ in *run*. Look for the letter t (*tree*). Who do you think will win the race? Read the words together.
- Follow this pattern for each page up to page 13, discussing the illustration and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Who won the race?



## **After Reading**

Invite students to discuss the play. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Look at the punctuation on page 2. Model how to read the text with commas, question marks and the exclamation mark.
- Reread the play together, noticing the repetitive parts and punctuation.
- Ask students to retell the story using the pictures on each page as a guide. Who was racing first? Second? And so on? How did the snail win the race?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /sn/ e.g. snap, snip, snug, sniff, snack. Students listen for the /sn/ blend as you read the words slowly. They repeat the words. /sn/ /a/ /p/, snap, emphasizing the /sn/. They think of other words to say that begin with /sn/, e.g. snail, sneak, sneeze, snooze.

## **Phonics**

- Discuss the sound of the blend /sn/. Write the words snap, snip, snug, sniff, snack on the board to practise blending and segmenting the sounds together as a group, e.g. /sn/ /i/ /p/, snip. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *if, run, like, where, going, come, get, will*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them. They read their sentence to a partner, e.g. *Cat: No Snail, I am too fast for you.*

## **Fluency**

- Read the play as a reader's theatre together before taking character parts in groups of five or more. Students can make animal masks to wear when acting out the play.

## **Writing**

- Students make a time line to show the order of the play. They label their illustrations and use this to retell the play.
- Students write a new sentence using the pattern from the play. They draw a picture first, then write the sentence, e.g. Tortoise: Are you ready? Get set, go!

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# The Rainforest Ball

## GOALS

### Comprehension

Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about.

### Vocabulary

**High-frequency Words:** a, after, all, am, an, and, at, big, can, come, down, fly, go, good, have, he, him, his, I, in, is, jump, know, let, look, more, not, of, off, on, out, run, saw, that, the, them, they, three, to, too, up, walk, was, we, were, when, will, with, you

**Content Words:** animals, around, ball, bangs, bees, blew, buzzing, course, crept, dance, drum, elephant, everyone, flying, friend, frogs, fun, goodnight, hanging, heard, he's, hide, I'll, I'm, jumping, kiss, let's, loud, monkey, morning, quietly, rainforest, scary, slept, sloth, snuggled, sound, sudden, swinging, that's, through, tight, toucan, trees, us

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /o/

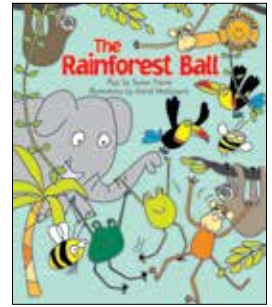
### Phonics

**Letters and Sounds:** o (on)

**Words to Blend and Segment:** on, pot, not, cot, lot

### Fluency

Read the play as a reader's theatre together before taking character parts in groups of seven or 13.



This is a play about animals in the rainforest and their invitation to a ball.

## Before Reading

- Discuss what a play is and strategies for reading a play. What is a narrator? How do we know which parts the characters read?
- Read the title. Discuss the meaning of *rainforest*. Ask: What animals might live in a rainforest? What is a *ball*? (Discuss the difference between playing with a ball and going to a ball, a kind of dance.)
- Read the title and the names of the author and illustrator of the play.
- Help students to use the title and cover illustration to make predictions about the play.
- Together look at the cover picture. Discuss what is happening. Ask: What animals can you see and what are they doing?
- Look at the title page. Here is the list of characters in the play plus the narrator who tells the story. Ask: How many characters are there. Read their names together and what animal they are. What do you think might happen in the play?
- Talk/walk through the pictures. On pages 2–3, discuss what animals are swinging and what might be big and scary. Continue in this way until page 15. Have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the names of the characters on the title page together. Ask: On page 2, what are the animals' names and what are they doing? Find the words *Milly* and *Molly*. Look for the M. They are *swinging*. Look for /sw/.
- Read the narrator's words together. What about the drummer? Do they say anything? (No, they bang on the drum three times.) Notice the words for actions are in a different font.

- Follow this pattern for each page up to page 14, discussing the illustration and reading the different characters' words together. Point out the repetition and rhyme on each page and how this helps reading.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Was Eric the Elephant scary? What was scary?

### **After Reading**

Invite students to discuss the play. Prompt if needed.

- Discuss the ending. Is this what students predicted? Why was the kiss scary?
- What did the animals do when they heard a scary sound?
- Reread the story together. Feel the rhythm as you read the rhyming and repetitive parts.
- Ask students to retell the story using the pictures on each page as a guide. Which animals felt scared first, and next and so on? When did the story change to being not scared and why?

### **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /o/ e.g. on, pot, not, cot, lot. Students listen for the /o/ vowel sound as you read the words slowly. They repeat the words, /p/ /o/ /t/, pot, emphasising the /o/. They think of more words with /o/, e.g. off, dot, got, hot.

### **Phonics**

- Discuss the short vowel sound /o/. Write the words on, pot, not, cot, lot on the board to practise blending and segmenting the sounds together as a group, e.g. /p/ /o/ /t/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

### **Word Study**

- Talk about the words *when, him, let, have, more, was, walk, were*. Read them together. Ask students to locate the words in the text. Talk about the meaning and use of each word.
- Compare *was* and *were*. Model using the words in sentences to show the different meaning.
- On a piece of paper, have students draw a picture from the play. They find the words and write them and then read their sentence to a partner. e.g. *He's big and he's scary, you know.*

### **Fluency**

Read the play as a reader's theatre before taking character parts in groups of seven or 13.

### **Writing**

- Students make a chart showing what the animals were doing before they felt scared, e.g. monkeys – swinging. They can use the chart to retell the play. Show how the feelings changed when the elephant appeared.
- Students write a new sentence using the pattern from the play. They draw a picture first, then write the sentence, e.g. Jimmy and Janey were walking around when all of a sudden they heard a loud sound.

### **Home/School Link**

Take the book home and any related activity done in class to share with family.

# The New Boy at School

## GOALS

### Comprehension

Connect to prior knowledge: How did you feel when you were new at school?

Have you helped a new person settle in?

### Vocabulary

**High-frequency Words:** a, all, am, and, at, away, back, came, can, could, do, go, had, have, he, help, his, I, in, is, it, let, like, look, know, me, my, new, no, not, of, off, play, red, said, some, that, the, then, there, to, want, was, well, with, you

**Content Words:** blew, boy, bright, cannot, catch, cried, face, flew, fun, gave, gear, hat, head, hello, I'm, I'd, knew, laughed, let's, okay, rude, school, shook, smiled, sorry, speeding, strong, sudden, that's, there's, today, told, took, top, tried, turned, us, way, well, wheelchair, wind, would

### Phonemic Awareness

Identify and make rhyming words.

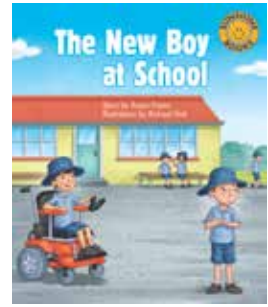
### Phonics

**Letters and Sounds:** /a/ can

**Words to Blend and Segment:** can, hat, that, bat, ran

### Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.



The new boy doesn't think the boy in the wheelchair can do much. But he is wrong!

## Before Reading

- Ask: How did you feel when you were new at school? Have you helped a new person settle in?
- Read the title. Discuss the meaning of *new*. What is the opposite of *new*? (old) Ask: What does it mean to be new at a school?
- Read the title and the names of the author and illustrator. Discuss their roles. Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Students discuss what they see in the picture.
- Look at the title page illustration. Ask: Who is the new boy? What do you notice about the child coming towards him? How does the title page help us guess what might happen in the story? What might happen next?
- On page 3. Ask: What do you think the boy in the wheelchair is saying to the new boy?
- Talk/walk through the pictures. Discuss what is happening with the new boy on each page. Students construct a story from the illustrations. On page 15, students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On page 3 what is the boy in the wheelchair saying to the new boy? Find the word *play* on page 2. Look for the letter *p*. Read the words together. Notice the rhyming words *today* and *play*. Ask: How do rhyming words help you work out the story?
- Ask: How can you work out who is talking in the story? Are there clues in the pictures? Are the clues in the words the characters say? Identify the speech marks and discuss what they are for.
- Focus on the question mark and comma. Use these terms as you ask students how they would read parts featuring them.

- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together with intonation and expression appropriate to the grammar and punctuation.
- Review the predictions for the ending made earlier. Ask: Did you like the ending? Why? Is it important to apologise if you say or do something wrong?

### **After Reading**

Invite students to discuss the story. Prompt if needed.

- How do you think the boy in the wheelchair felt on page 4? How did his feelings change?
- Reread the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *today/play; blew/flew; tried/cried; head/said*.
- Students role play/act out the story in pairs taking the parts of the two characters.

### **Phonemic Awareness**

- Identify and make rhyming words. Students listen for words that rhyme in the story as it is read to them, e.g. *today/play; blew/flew; tried/cried; head/said*. They repeat the words that rhyme and think of more that sound the same, e.g. red, bed, led, fed.
- Play a game where students indicate when they hear pairs of words that rhyme as you read them out, e.g. pay, day, ray, red, bed, fed, hot, lot, cot.

### **Phonics**

- Discuss the medial vowel sound /a/. Make sure students know that medial means middle. Role play with three students standing in a line. Who is in the middle? Each could hold a letter for the word *had* noting *a* is in the middle. Have students listen for the sound /a/ in dad, mad, sad as you say the words, slowly stretching out the sounds. Students repeat.
- Write the words *can, that, hat, bat, ran* on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /n/ *can*. Emphasise the /a/ sound. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

### **Word Study**

- Talk about the words *new, could, red, at, back, well, had, want*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

### **Fluency**

- Model reading of text with expression, noting punctuation, rhyme and change of characters.

### **Writing**

- Students write a sentence about helping a new student at their school. They draw a picture and write a sentence. They can use the words in the book to help with their writing.

### **Home/School Link**

Take the book home and any related activity done in class to share with family.

# My Magic Dreaming Place

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask children if they have dreams and what they are about.

### Vocabulary

**High-frequency Words:** a, about, again, am, an, at, be, but, good, I, in, it, let, me, my, on, say, that, the, will, you

**Content Words:** acrobat, dad, disappear, diver, dreaming, driver, drummer, Friday, friend, I'm, lawn, magic, Monday, mow, place, racing, stand, tell, Thursday, today, Tuesday, Wednesday, weekend

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /y/ my

### Phonics

**Letters and Sounds:** long i (my)

**Words to Blend and Segment:** my, try, dye, fry, cry

### Fluency

Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat.



The girl has a vivid imagination. Every day she dreams of being someone new.

## Before Reading

- Ask students if they have dreams and what they are about.
- Read the title. Discuss the meaning of *dream* and *magic*. Ask students if they remember their dreams. Ask: Do you daydream? Is there a special place where you like to daydream?
- Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture.
- Look at the title page illustration. Ask: Who is in the picture? What do you think she is doing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who or what the girl is dreaming about on each day of the week. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what is the girl showing us? Find the word *dreaming* on page 2. Look for the letter d. Read the words together.
- Discuss the days of the week. Find *M* for *Monday* on page 4. What is she dreaming about? Find *d* for *diver*. Read the words together.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Ask: What days of the week does the girl dream? What happens in the weekend? What days are in the weekend? Can she dream again the next Monday?
- Discuss the ending. Is this what students predicted?
- Reread the story together. Feel the rhythm as you read the repetitive parts.
- Ask students to retell the story using the pictures on each page as a guide. What did she dream about first, next and so on?

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /y/ Students listen to and repeat the words my, try, dye, fry, cry. They listen for words that rhyme with my as you read a list to them, e.g. my, me, fry, friend, try, say, dye, dry. Students repeat the words that rhyme and think of more that sound the same, e.g. cry.

## **Phonics**

- Discuss the long i (my). Explain that sometimes a y on the end of a word has the long i sound.
- Write the words my, fry, try, dye, dry on the board to practise blending and segmenting the sounds together as a group, e.g. /m/ /i/, my. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *good, let, about, that, am, again, be, say*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *On Monday I stand in my magic dreaming place. I say "Today I'm dreaming that I am a diver."*
- Have students draw their own special place for dreaming and label it.

## **Fluency**

- Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat. They practise their fluency by reading to a partner.

## **Writing**

- Students make a chart showing what the girl dreamed about on each day of the week. They illustrate the chart. They can use this to retell the story.
- Students write a new sentence about dreaming using the pattern from the story. They draw a picture first, then write the sentence. e.g. *On Thursday I stand in my magic dreaming place. I say, "Today I'm dreaming that I am a princess."*

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Barry, the Bee

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the cover and title page illustrations.

### Vocabulary

**High-frequency Words:** a, again, all, am, and, ate, back, been, could, did, find, fly, get, have, he, here, I, is, me, my, no, not, off, on, please, right, said, she, so, some, take, that, the, there, this, to, up, was, when, where, white, will, you

**Content Words:** another, bee, cross, fence, flew, flower, forget, got, gum, hive, hungry, isn't, land, light, nectar, queen, shouted, street, thorn, time, tree, yum

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /kw/ qu

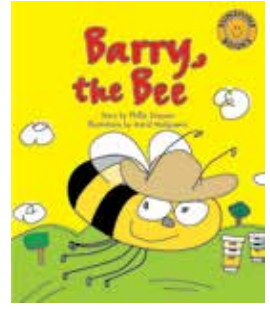
### Phonics

**Letters and Sounds:** /kw/ qu (queen)

**Words to Blend and Segment:** queen, quiz, quick, quiz, quack

### Fluency

Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat.



Barry is a bee who is easily distracted so when he is asked to get nectar, he gets into trouble.

## Before Reading

- Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the bee doing?
- Look at the title page illustration. What is the bee doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Barry is doing on each page. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Have students find the word *queen* on page 2. Look for the letter q. Ask: What is the queen asking for? (*nectar*) Discuss what *nectar* is. Read the words together. Notice the speech marks and the change of character. Students change their voices to suit the queen and Barry.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on some of the pages and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?



## **After Reading**

Invite students to discuss the story. Prompt if needed.

- What does *right* mean on page 2? (OK, yes) Clarify how this is a different meaning to *right* on page 4. What does *isn't* mean on page 4? (is not). What does *isn't right* mean? (not correct or wrong) What does *cross* mean on page 14? How do you know it means angry? Find the clue in the text. (*she shouted*)
- Discuss the ending. Is this what students predicted? Ask: Do you think the queen would be happy now? What do you think would have happened next in the story?
- Make a story map showing the places Barry flew to looking for nectar. Use this to retell the story.
- Discuss the meaning of pronouns – *he*, *she*. Relate the pronouns to the illustrations in the book. Role play with the students to demonstrate them.
- Reread the story together. Feel the rhythm as you read the repetitive parts.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /kw/ qu. Say the words queen, quiz, quick, quack, quit with students listening for the initial /kw/ sound. They repeat the words emphasising the /kw/ sound. They think of other words that begin with /kw/, e.g. queer, quote, quickly.

## **Phonics**

- Discuss the sound of qu /kw/ Write the words queen, quiz, quick, quack, quit on the board to practise blending and segmenting the sounds together as a group, e.g. quick, /kw/ /i/ /k/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *please, find, right, white, been, take, am, when*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story, write a sentence and read it to a partner, e.g. *Barry flew off and landed on a fence*.

## **Fluency**

- Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat. They practise their fluency by reading to a partner.

## **Writing**

- Students make a chart showing good and bad places to find nectar. They illustrate and label the chart to share with the class.
- Students write a new sentence following the pattern in the story. They draw a picture first, then write the sentence. e.g. *Barry landed on a fir tree*.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Rain Music

## GOALS

### Comprehension

**Making predictions:** Help students to use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What is rain music?

### Vocabulary

**High-frequency Words:** a, and, as, go, I, in, it, make, my, on, open, out, put, the, to, too, up, with

**Content Words:** beat, boom, boots, coat, crash, door, drum, fall, feet, floor, ground, listen, pat, pit, puddles, rain, roof, slowly, splash, splish, splosh, starts, tap, tip, towards, umbrella, window

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /ay/

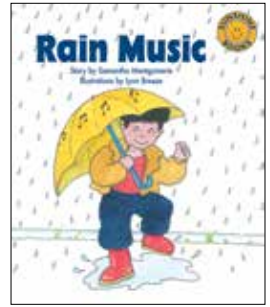
### Phonics

**Letters and Sounds:** long a

**Words to Blend and Segment:** rain, pay, say, pain, bay

### Fluency

Model fluent reading of a section of the text (emphasising the sound words and attending to punctuation) for students to repeat. (onomatopoeia)



A boy listens to the rain and the music it makes.

## Before Reading

- Read the title. Discuss what *Rain Music* might mean. Ask: Does rain make music? What sound does rain make?
- Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture.
- Look at the title page illustration. Ask: What is happening here? Can you see the music notes in amongst the rain drops? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the boy is doing on each page. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On page 3 what is the boy looking at? Find the word *rain* on page 2. Look for the letter r. Listen to the words and then read them together. Notice the sound words *tip-tip-taps*.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together to work out the text. Take time to study words that are difficult and then reread the sentence or phrase in which they appear. Point out the repetition of the sound words on every second page and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending and predictions made earlier. What does the author mean by *rain music*?
- Discuss the meaning of sound words (onomatopoeia) *tip-tip-tap*; *pit-pit-pat*; *boom-boom-crash*; *splish-splash-splashes*. Relate the sound words to the illustrations. Role play with the students to demonstrate how the boy moves to imitate the rain sounds.
- Reread the story together. Feel the rhythm as you read the repeated sound words.
- Ask students to retell the story using the pictures on each page as a guide. Where did the boy hear the rain music first, next and so on?

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /ay/ Explain that the long a vowel sound sounds like the name of the letter. Say the word *rain* slowly, stretching the sounds. Listen for the /a/ sound and students repeat. Do the same with *pain*, *say*, *bay*, *pay*.
- Play a game where students indicate when they hear a word with the long a vowel sound as you read a list out to them, e.g. *say*, *day*, *too*, *make*, *pay*, *with*, *rain*, *my*.

## **Phonics**

- The long /a/ can be written in different ways, e.g. *ay*, *ai*, *a-e*. Write the words *rain*, *pain*, *say*, *bay*, *pay* on the board to practise blending and segmenting the sounds together as a group, e.g. /r/ /ai/ /n/ *rain*. Think of other words with the long /a/ vowel sound, e.g. *lane*, *tame*, *cake*, *make*, *day*.
- Students draw a picture of two words with a long /a/ sound and label them.

## **Word Study**

- Talk about the words *as*, *too*, *open*, *make*, *out*, *with*, *put*, *my*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of memory (matching the words).
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *The rain makes a beat. Listen as it splish-splash-splashes in the puddles.*

## **Fluency**

- Model fluent reading of a section of the text, emphasising the sound words and attending to punctuation, for students to repeat. They practise their fluency by reading to a partner.

## **Writing**

- Students make illustrations of shaped words to indicate the sound words of the rain, e.g. the *boom-boom-crash* word may have big sharp letters to show the loud noise.
- Students write a new sentence about rain music using the pattern from the story. Brainstorm other sound words that describe rain. They draw a picture first, then write the sentence, e.g. *The rain starts to fall. Listen as it pitter-patters on the car.*

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# All Dressed Up

## GOALS

### Comprehension

Discuss the sequence of events and the humorous ending.

### Vocabulary

**High-frequency Words:** all, and, but, eat, he, his, is, it, off, on, put, said, so, take, then, to, went, will, you, your

**Content Words:** best, clothes, cook, jacket, jeans, jumper, left, lunch, Mum, shiny, shoes, shorts, socks, summer, swim, took, T-shirt, winter

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /oo/

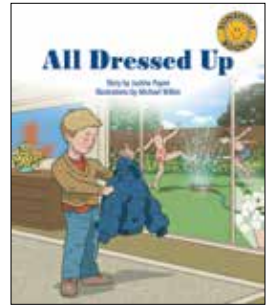
### Phonics

**Letters and Sounds:** oo took

**Words to Blend and Segment:** took, cook, book, look, hook

### Fluency

Choral reading with students pointing to the words as they are read.



Adam puts on all his best clothes but it is summer and a hot day.

## Before Reading

- Read the title. Discuss the meaning of *dressed*. Ask students if they dress themselves?
- Read the title and the names of the author and illustrator. Discuss the role of each.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the setting? What are the children doing outside? What does that tell you about the weather? What is the boy doing inside?
- Look at the title page illustration. Which part of the boy's house is it showing? What do you see on the bed? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Adam, the boy, is doing on each page. (dressing or undressing) On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Ask: On page 3, what is the boy (Adam) doing? What is he putting on? Find the word *best* on page 2. Look for the letter b. Point to the word and read it. Find the /sh/ letters for *shorts*. Then find /j/ for *jeans*. Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read. (He put on his best.... He took off his best.....)
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? What kind of weather is Adam dressed for now? What made him change from dressing up to taking off clothes?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Why does Mum say “*you will cook*” on p 10?
- Discuss the sequence of events and the humorous ending. Is this what students predicted?
- Retell the story using the pictures on each page as a guide. What did Adam put on first in the story, next and so on? Then what order did he take them off again?
- Discuss the meaning of adjectives that describe things in the text, e.g. *shiny, best*. What other adjectives could you use to describe your clothes or Adam’s? (orange, warm, woolly, cool)
- Have students role play being hot with too many clothes on, then being cool ready for a swim.
- Reread the story together.

## **Phonemic Awareness**

- Recognise and produce words that have with the same short vowel sound: /oo/ e.g. took, look, cook, book, hook. Students listen for the /oo/ vowel sound as you read the words slowly.
- Talk about the /oo/ sound being the middle sound. Students repeat the words, /t/ /oo/ /k/, took, emphasising the /oo/. They listen to other words that have the same vowel sound, e.g. crook, nook, wool, wood. They repeat them after you.

## **Phonics**

- Discuss the sound of the short vowel /oo/. Write the words took, look, cook, book, hook on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /oo/ /k/. Illustrate using alphabet letters, touching each one as the sounds are made for the word.

## **Word Study**

- Talk about the words *went, on, off, your, his, take, will, then*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words. They make sentences using some of the words and adding their own.
- Look at the words *took/take*. Explain that *took* is the past tense of *take*. Find sentences in the story using these words. Students make up sentences to say to a partner using *took* or *take*.
- Sort words from the text into the category “Clothes”. List all the words in the story that are clothes on a chart and illustrate.

## **Fluency**

- Choral reading with students pointing to the words as they are read. They reread to a partner.

## **Writing**

- Students make a circular story showing the order of what Adam put on and what he took off and how he felt. They use arrows, labels and small pictures. They can use this to retell the story. Show how he felt with all the clothes on and then later with only his swim shorts on.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Bird Feeders

## GOALS

### Comprehension

**Making predictions:** Help students use the title of the book and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. Were they correct?

### Vocabulary

**High-frequency Words:** a, can, eat, for, get, in, into, is, it, little, look, make, of, off, on, one, or, out, put, some, the, them, there, to, too, under, which, with, you

**Content Words:** around, bag, ball, best, bird, bottle, bran, branch, breadcrumbs, card, coconut, cup, cut, everything, fat, feeder, fix, food, half, hang, mix, net, onto, plastic, press, push, roll, scissors, seed, shell, side, soft, string, strong, through, together, tray, tree, tube, use, winter, wire, work

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /e/

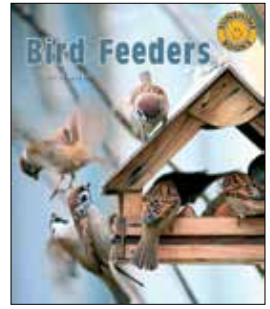
### Phonics

**Letters and Sounds:** /e/ get

**Words to Blend and Segment:** get, let, met, net, set

### Fluency

Practise rereading the story with a partner (orally), sharing information.



Birds need food in winter, too. You can make bird feeders for them.

## Before Reading

- Help students use the title of the book and cover illustration to make predictions about the text. Read the title to them and then read it together. Discuss the meaning of *bird feeders*. Ask: When would be the best time of the year to feed birds?
- From the cover photo and title students predict what the text might be about. What are the birds doing in the photo? Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs.)
- Read the title page together. Talk about what students see in the picture. Ask: What seeds do you see? Are these seeds you could eat or are they just for birds?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2, ask: What time of the year is it? How do you know? Which word would say *winter*? How would *winter* start? Find the word that starts with w. Read the words in the heading together, pointing to them as they are read. Follow the same process for the sentences on pages 2 and 3.
- Follow this pattern for each page discussing the different types of bird feeder, then looking for the initial letter of the key words before reading each page. Predict the ending before turning to page 16.



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Have students find the heading *Best Bird Food*. Ask: What ingredients have been used to make the best bird food? What are the instructions for making it?
- Talk about the headings in the text and how these are helpful to the reader. They give a clue to what the page is going to be about. Notice how the smaller heading *Get* is repeated on most pages when giving the reader instructions about what is needed to make the bird feeder.
- Notice what is included in all bird feeders. (bird food) Why is this important?
- Have students summarise the text? (It is a book giving instructions for how to make bird feeders.) What kind of text is this? (instructional)

## **Phonemic Awareness**

- Recognise and produce words that have the same short e vowel sound: /e/. Students listen for the /e/ sound in the middle of the words as they are spoken, then they repeat, e.g. get, met, let, net, set. They think of more words with the short /e/ vowel sound, e.g. pet, bet, vet, wet.

## **Phonics**

- Recognise words that have the same vowel sound /e/. Write the words get, met, let, net, set on the board to practise blending and segmenting the sounds together as a group, e.g. /g/ /e/ /t/, get. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the use and meaning of the words *them, little, which, with, of, one, or, under*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book. Play a guessing game in pairs, e.g. “I’m thinking of a word with five letters starting with u and ending in r.” (*under*)
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *wire, string, plastic, tube*. Discuss new vocabulary and its meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 16, *Which bird feeder looks the best?*
- Students create and draw a bird feeder. They label it and write instructions for making it.

## **Fluency**

- Practise rereading the story with a partner (orally), sharing information.

## **Writing**

- Students write and illustrate “How to make a bird feeder” on a chart. They can choose any in the text or make-up their own. e.g. To make a bird tray you will need:... Their chart can be illustrated and shared with the class.
- Have students write labels or captions for the pictures on page 16.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Car Racing

## GOALS

### Comprehension

**Reading Strategies:** Ask students “What are some of the things good readers do?”  
Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** and, are, at, back, but, do, go, have, help, in, is, it, like, look, much, not, off, on, one, other, the, there, they, this, what, with

**Content Words:** around, car, corners, country, don't, drag, engine, exciting, fast, formula, midget, mud, noisy, race, racing, rallying, roads, sand, seat, short, small, snow, special, straight, super, these, time, very, wings, winner

### Phonemic Awareness

Recognise and produce words that have the same long i vowel sound: i-e

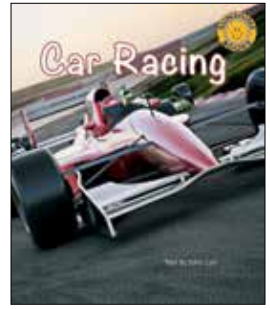
### Phonics

**Letters and Sounds:** i-e like

**Words to Blend and Segment:** like, time, bike, line, hike

### Fluency

Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat.



There are many types of racing car. See what the differences are between them.

## Before Reading

- Read the title to students and then read it together. Discuss the meaning of *Car Racing*.
- From the cover photo and title students predict what the text might be about. Ask: Can you see where the driver is seated? What does he/she wear for protection? Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Non-fiction is true and informs.)
- Read the title page together. Talk about what students see in the picture. Are these cars racing? Are they the same cars as the one on the cover?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On pages 2-3 discuss the picture. Ask: How many cars can you see in the race? Which word would say *car*? How would *car* start? Find the word that starts with c. Then look for *racing* finding the /r/. Talk about what the word could be that starts with /f/. What would make sense? Car racing is /f/? (*fast*). Make sure the word looks right, sounds right and makes sense. (Use picture, print and contextual clues. This is what good readers do.)
- Students read the words together, pointing to the words as they are read. Do the same for the remaining two sentences on this page.
- Follow this pattern for each page, discussing the different kinds of car racing in the photos, reading the heading, looking for the initial letter of the key words before reading each page.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- What is the difference between rallying and super car races? Use the headings to help find the information. What is the same about all the races? (fast, noisy, exciting)
- Discuss page 16. Ask: Could you answer the question? Students illustrate and label these.

## **Phonemic Awareness**

- Recognise and produce words that have the same long i vowel sound: i-e Students listen for the long /i/ vowel sound as words are spoken, then they repeat, like, time, bike, line, hike.
- Students think of and listen to more words that have the long /i/ vowel sound, e.g. fire, mine, fine, bite. They say the words slowly, emphasising the long /i/ sound.

## **Phonics**

- Recognise words that have the same long /i/ vowel sound i-e . Write the words like, time, bike, line, hike on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /i/ /k/.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. They make groups of rhyming words with the alphabet letters to read, e.g. hike, bike, trike, like, Mike.

## **Word Study**

- Talk about words *help, go, back, in, other, much, there, off*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Understand the meaning of new words in the context of the text and with picture support, e.g. *midget, drag, formula, rallying*. Discuss other new vocabulary and its meaning.
- On a piece of paper, students draw a picture of a page in the book. They write the matching sentence from the text, e.g. *Formula one cars have one seat. The engine is at the back.*

## **Fluency**

- Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat after you.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Car racing is dangerous. They write the text and illustrate it.
- Students make a chart to show the different kinds of car racing. They illustrate and label the chart and share it with the class.
- Students use the headings to summarise the text. They write the heading and a fact or two under it about the kind of racing.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Colours

## GOALS

### Comprehension

**Making text to self connections:** Ask students if they know what colours the flowers are on the title page. Ask them to give colours of the clothing they are wearing.

### Vocabulary

**High-frequency Words:** a, after, an, are, blue, call, can, every, has, in, is, it, look, of, other, red, see, the, there, they, this, two, up, we, what, yellow, you

**Content Words:** apple, banana, bird, blueberries, colours, day, engine, fire, flowers, grapes, grass, grasshopper, green, indigo, light, orange, rainbow, rain, safety, sea, seven, sky, snake, strawberry, sunlight, these, traffic, vest, violet

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /gr/

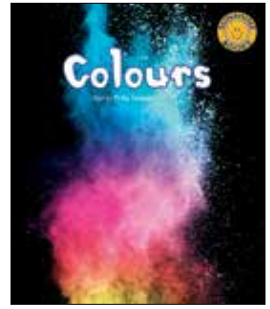
### Phonics

**Letters and Sounds:** gr

**Words to Blend and Segment:** green, gran, grab, grit, grub

### Fluency

Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat.



The colours of the rainbow are all around us, in plants, technology, animals. See them here.

## Before Reading

- Read the title to students and then read it together. Discuss the colours they see on the cover.
- Ask students what colours the flowers are on the title page. They give examples of colours of the clothing they are wearing.
- From the cover and title page photographs students predict what the text might be about. Ask: Will it be a fiction or nonfiction text? How do you know? (photos) What is the difference? (Non-fiction is true and informs.)
- Talk/walk through the pictures. Discuss what students see on each page. Discuss the colour and the things in the pictures.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: What do they see? Which word would say *rainbow*? How would *rainbow* start? Find the word that starts with r. Notice it is a compound word. What two words make *rainbow*? (rain and bow)
- Read the sentences together, pointing to the words as they are read. Ask: What colours can you see in the rainbow?
- Follow this pattern for each page discussing what the different colours are and the ways they are represented. Look for the initial letter of the key words before reading each page.
- Predict the colour featured on page 16 before turning the page.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Have students discuss the main topic of the text. (colours of the rainbow) Ask: What are the seven colours of the rainbow? Can you sing the rainbow song? What is your favourite colour?
- Students draw a rainbow and label the colours in the correct order.
- They retell the text using the rainbow and pages of the book.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /gr/ Students listen for the /gr/ sound as words are spoken slowly, then they repeat, e.g. green, grab, grit, grub.
- They listen to more words starting with the blend /gr/, e.g. grass, grape, grasshopper, groan. Students repeat these, emphasising the /gr/ sound.
- Play a game of riddles. e.g. “I am thinking of a word that starts with /gr/. It has six legs and three syllables. What is it?” (*grass/hop/per*)

## **Phonics**

- Recognise words that begin with the sound /gr/. Write the words green, grab, grit, grub on the board to practise blending and segmenting the sounds together as a group, e.g. /gr/ /ee/ /n/.
- Students use alphabet letters to illustrate the sounds, touching letters as the sound is made.

## **Word Study**

- Talk about the words *red, yellow, blue, every, after, two, this, look*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Make a list of colours and illustrate the using the matching colour.
- Understand the meaning of new words in the context of the text and with picture support, e.g. *traffic, vest, safety, engine*. Discuss other new vocabulary and the meaning.
- Look for compound words in the text, e.g. *rainbow, blueberries, grasshopper, strawberry, sunlight*. Talk about the two words that make up each compound word and discuss meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *Orange is the colour of an orange*.

## **Fluency**

- Model reading a section of the text, emphasising the colour words and punctuation, for students to repeat.

## **Writing**

- Have students write a new sentence using the pattern of the text, e.g. Yellow is the colour of a lemon. They start the sentence with a capital letter and end with a fullstop. They write the text and illustrate it.
- Students make a chart to show things to represent the different colours of the rainbow, e.g. Red – the colour of tomatoes.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Gran's Holiday

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Nonfiction is true and informs). Connect to prior knowledge. "Have your grandparents ever been on holiday? What did they do?"

### Vocabulary

**High-frequency Words:** a, be, big, from, I, in, it, like, on, our, said, saw, she, the, this, up, was, went, when

**Content Words:** animals, balloon, being, bike, boat, bus, car, everyone, fast, flowers, fun, got, Gran, helicopter, hi, high, holiday, home, lake, long, love, mountains, river, snow, train, wild

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. hol/i/day

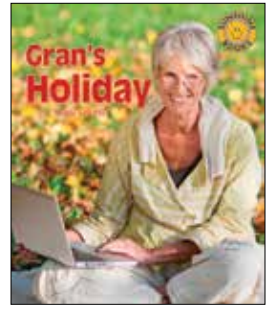
### Phonics

**Letters and Sounds:** fr

**Words to Blend and Segment:** from, frog, frill, frost, fresh

### Fluency

Choral reading with students pointing to the words as they are read, sharing information and noticing the repetitive parts.



Gran travels all over the world. She sends messages and pictures to her grandchildren.

## Before Reading

- Ask students if their grandparents have ever been on holiday? What did they do? Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Ask: Who could the photo be of? Discuss if this could be someone's grandmother? Is this *Gran*? Is this book fiction or nonfiction?
- Read the title page together. Talk about what students see in the picture. Ask: What is Gran doing in the picture?
- Talk/walk through the pictures. Discuss what they see on each page.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: What did Gran do on her first holiday? Which word is *boat*? How would *boat* start? Find the word that starts with b. What did she see? It starts with /r/. (*river*) Read the words together, pointing to the words as they are read.
- Look at Gran's message on page 3. Ask: Who is in the picture? What is in the second picture? Who did she send it to? (*everyone*) Find the word starting with e. Who is *everyone*? (her family) Read the message.
- Follow this pattern for each page discussing the different ways Gran travelled and what she saw, then looking for the initial letter of the key words before reading each page.
- Have students predict the ending before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Ask students whether they think Gran enjoyed most on her holiday.
- Ask: What is the main topic of the text? Discuss social media and ways to communicate today. Compare with when Gran was young. (letters)
- Discuss the ending. Ask: Do you think Gran missed her family when she was on holiday?
- Students make a time line of the things Gran did and what she saw. Illustrate and label these and use the time line to retell the key details of the text.

## **Phonemic Awareness**

- Identify syllables in words and clap them as the word is spoken: *hol/i/day* Say words from the text and have students listen and clap the syllables as they say the words, e.g. *Gran* (1 clap), *riv/er* (2 claps), *an/i/mals* (3 claps), *hel/i/cop/ter* (4 claps).

## **Phonics**

- Recognise and produce words that begin with the blend /fr/. Write the words *from, frog, frill, frost, fresh* on the board to practise blending and segmenting the sounds together as a group, e.g. /fr/ /o/ /m/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *when, was, up, saw, from, our, this, said*. Talk about *saw* being the past tense of *see* and *said* of *say*. Read the flash cards from the inside front cover together. Have students locate and read these words in the book. They use them in sentences.
- In her messages, Gran starts with the words, “*Hi, everyone!*” The word *Hi* sounds the same but looks different to *high*. Together discuss the meaning of both.
- Help students understand the meaning of new words in the context of the text and with picture support, e.g. *balloon, mountains, helicopter*. Discuss other new vocabulary and the meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *When Gran was on holiday, she went on a boat. She saw the river.*

## **Fluency**

- Choral reading with students sharing information and noticing the repetitive parts.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. *When Gran was on holiday, she went on a plane. She saw the clouds. They write the text and illustrate their story.*
- Students make a two-column chart to show the different ways Gran travelled, matched with what she saw. The headings would be *What Gran did/What Gran saw*.
- Students write a message to their school mates saying what they did on holiday.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# My Superheroes

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photos). Predict the superheroes that might be in the text.

### Vocabulary

**High-frequency Words:** a, and, are, by, find, for, help, in, live, look, make, me, my, not, our, put, that, the, there, they, with, you

**Content Words:** always, book, brothers, community, day, everywhere, face, family, fathers, firefighters, friends, happy, inside, mothers, neighbours, night, nurses, people, place, safe, sisters, smile, superheroes, teachers, these, upon, us, world

### Phonemic Awareness

Recognise and produce words that have the same short u vowel sound: /u/

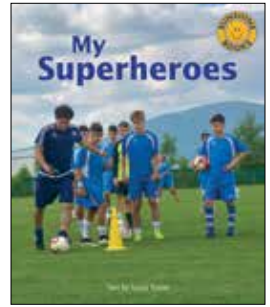
### Phonics

**Letters and Sounds:** /u/ up

**Words to Blend and Segment:** us, bus, but, cut, nut

### Fluency

Choral reading with students pointing to the words as they are read, sharing information.



A boy talks about the people in his community who are helpful and there for him all the time.

## Before Reading

- Ask students if they have ever thought of someone as a superhero. Read the title to them and then read it together. Discuss the meaning of *superhero*. Look at the cover. Who could be the superhero in this photo? Who is the author? Have students read any other stories by Susan Frame? Name them. (*Daisy's Rainbow Dress*, *Being Brave*, *The Rainforest Ball*, *The New Boy at School*)
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) Predict the superheroes that might be in the text.
- Read the title page together. Talk about what students see in the picture. Ask: Who is the superhero here? (father) Do you have superheroes in your family?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss the picture. What is it of? It is called a *community*. Discuss the meaning of *community*. (where we live). Which word is *community*? Find the word that starts with c and is a long word. Read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what different ways the superheroes are presented, then looking for the initial letter of the key words before reading the page.
- Have students note how rhyming words on alternate pages help to read the text, e.g. *community/me*; *book/look*; *mothers/brothers*; *face/place*.
- Have students predict the ending before turning to page 16.



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Ask students what they noticed about heroes. (anyone helpful and kind in our community)
- Discuss the ending. Use the illustration and details in the text to describe the key ideas.  
Ask: Do you know of superheroes that make your place safe and happy? Make a class chart to illustrate and label these.
- Have students discuss how the author supports the fact that superheroes are everywhere you look. (She shows you who they are in the photos, e.g. family, friends, neighbours.)

## **Phonemic Awareness**

- Recognise and produce words that have the same short u vowel sound: /u/ Students listen for the /u/ vowel sound as words are spoken slowly, then they repeat, e.g. us, bus, but, cut, nut.
- Brainstorm and listen to more words that have the same short vowel sound /u/, e.g. hut, crust, crumb, crunch. Students say these words slowly emphasising the short /u/ sound in the middle of the words.

## **Phonics**

- Recognise words that have the short u vowel sound. Write the words us, bus, but, cut, nut on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /u/ /s/.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *live, our, by, help, not, find, me, that*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Students add other words to make sentences from the text with their flash cards. Then they read them to a partner.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *firefighters, neighbours, superheroes, teachers*. Notice these words are all plurals. The singular is made by removing the s at the end except for superheroes. Notice how it is different, *hero/heroes*. It has an e before the s.

## **Fluency**

- Choral reading with students pointing to the words as they are read, sharing information.

## **Writing**

- Students make a word web to show the different superheroes in the text. They write the word *superheroes* in the middle of the web and label different types branching out from the middle. They can illustrate the heroes and retell the story using the web.
- Have students write a new text using the pattern of the text, e.g. Superheroes are my gran and grandpa. They write the text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Tiger in the Cupboard

## GOALS

### Comprehension

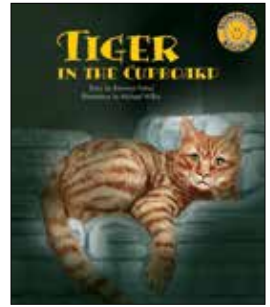
**Reading Strategies:** Ask students, “What are some of the things good readers do?”

Model how to use print cues, e.g. look for chunks in words – sc-rat-ches

### Vocabulary

**High-frequency Words:** a, about, again, and, any, but, by, call, come, do, eat, get, good, have, her, here, jump, I, in, is, it, like, me, more, my, not, now, of, on, one, out, put, say, she, that, the, think, to, want, we, when, with

**Content Words:** around, bed, cave, claws, cupboard, dark, dish, does, door, fire, fish, hisses, hungry, idea, leave, meow, Mum, princess, puss, quick, scary, scratches, sharp, sheet, shows, shut, sleep, sometimes, sweet, teeth, tiger, today, top, try, yells



Princess Mog is a sweet cat until she gets into the cupboard to sleep in her dark cave.

### Phonemic Awareness

Recognise and produce words that have the same short vowel sound: /i/

### Phonics

**Letters and Sounds:** /i/ is

**Words to Blend and Segment:** in, it, is, fish, dish

### Fluency

Practise rereading the story with a partner (orally).

## Before Reading

- Read the title. Discuss the meaning of *tiger* and *cupboard*. Ask: Could a tiger really fit in a cupboard?
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Is the illustration of a tiger in a cupboard? Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is this a picture of a tiger? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the cat is doing on each page and what happens to Mum? On page 15, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues, e.g. look for chunks in words (*sc-rat-ches*)
- Read the title together and the names of the author and illustrator. Read the title page. Ask: On pages 2 and 3 what is the cat doing? The first word is a compound word. It has two words joined together. Can you read them? Some, times, *sometimes*. Find the word *sleeps* on page 2. Look for the /sl/ blend. Where is the cat sleeping? Find the word *fire* starting with f. What is the cat's name? (*Princess Mog*) Read the chunks in princess; *pr-in-cess*. Read the words together.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Ask students who they think is telling the story. Who are the characters? Where is it taking place? (setting) Notice the capital letters for *Princess Mog*. (All names have capital letters.)
- Discuss the ending. Is this what students predicted? Did they think that shutting the cupboard door would stop the cat turning into a tiger?
- Discuss the chunks in words: *teeth* (tee-th), *hisses* (his-ses), *today* (to-day), *hungry* (hung-ry).
- Discuss the meaning of *hisses*. Make a hissing noise. Have students role play Mum and the cat with a partner – the cat hisses and shows sharp teeth and claws as on pages 10–11. Ask: Why do you think the cat reacts to Mum’s hand like this?
- Students retell the story using the pictures on each page as a guide. What was the cat doing first in the story, next and so on? When did the cat change into a tiger and why? Then they retell the story from the cat’s point of view.

## **Phonemic Awareness**

- Recognise and produce words that have the same short vowel sound: /i/ e.g. *in, it, is, fish, dish*. Students listen for the short /i/ vowel sound as you read the words slowly. They repeat the words, /i/ /n/, *in*, emphasizing the /i/ vowel sound.
- Have students think of other words that have the /i/ vowel sound, e.g. bit, fit, fin, bin, pin.
- Distinguish long from short vowel sounds. Listen to the words with the long /i/ which sounds like the letter name: fine, line, pine. Hear the difference fine/fin; pine/pin.

## **Phonics**

- Discuss the sound of the short i vowel sound /i/. Write the words *in, it, is, fish, dish* on the board to practise blending and segmenting the sounds together as a group, e.g. /f/ /i/ /sh/.
- Illustrate using alphabet letters for each word, touching them as the sounds are made.

## **Word Study**

- Talk about the words *by, one, she, her, think, about, any, say*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner, e.g. *Sometimes she sleeps on my bed*.

## **Fluency**

- Practise rereading the story with a partner (orally)

## **Writing**

- Students make a time line of the story. They use arrows, labels and small pictures. They can use this to retell the story and to show how and when the cat changed into a tiger.
- Students write a new sentence using the pattern from the story. They draw a picture first, then write the sentence. e.g. *Sometimes my cat sleeps on the stairs in the sun*.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Wind Dance

## GOALS

### Comprehension

**Reading Strategies:** Ask students, “What are some of the things good readers do?”  
Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** and, at, down, in, it, look, me, my, the

**Content Words:** around, boy, dance, flaps, flicks, girl, hair, leaves, man,  
park, petals, street, sways, swirls, turns, twists, washing, wind

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /ow/

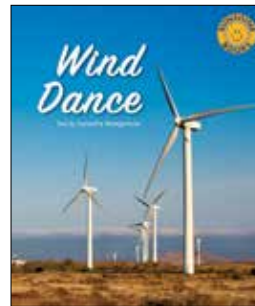
### Phonics

**Letters and Sounds:** /ow/ how

**Words to Blend and Segment:** how, down, now, cow, town

### Fluency

Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat, e.g. twisting and turning.



The wind blows trees  
and people and clothes  
and hair.

## Before Reading

- Have students describe how it feels to be out in the wind? Read the title and then read it together. Discuss the meaning of *Wind Dance*. Look at the cover? Discuss what students see. Ask: Have you ever seen a wind farm? Read the name of the author. Discuss the role of the author. Have they read any other books by Samantha Montgomerie? (*Rain Music*)
- From the cover photo and title students predict what the text might be about. Discuss why this is a nonfiction text. How do you know? (photos) What is the difference?
- Read the title page together. Talk about what they see in the picture. Ask: Why are the plants leaning?
- Talk/walk through the pictures. Discuss what students see on each page and what the wind is doing to plants, things or people.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Ask students, “What are some of the things good readers do?” (Use picture, print and contextual cues.) Look at the cover and the title page together. Read the words.
- On pages 2–3 discuss the picture. Ask: What is happening to the tree? What is causing it? Would you say the wind is dancing? Which word is *dancing*? How would dancing start? Find the word that starts with d with -ing on the end? Does it look right? Read the first sentence together. What does the wind do to the leaves? Look at the second sentence. Find the two words starting with /t/? What do you think the wind is doing to the leaves? Think of words starting with /t/ (*twist* and *turn*). Have students say *twist* slowly and listen for the sounds. Point to the correct word, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page. Make sure the words match what they see in the picture, make sense and look right.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Why do you think the author called the story *Wind Dance*?
- Discuss the ending. Have you felt the wind twist and turn your hair?

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /ow/ Students listen for the /ow/ sound as words are spoken, then they repeat, how, down, now, cow, town.
- Brainstorm and listen to more words with the /ow/ vowel sound, e.g. clown, frown, gown.

## **Phonics**

- Recognise words that have the same vowel sound /ow/ how. Write the words how, down, now, cow, town on the board to practise blending and segmenting the sounds together as a group, e.g. /d/ /ow/ /n/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. Together write a sentence using words with /ow/.

## **Word Study**

- Talk about the words *me, down, at, in, and, look, it, my*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *petals, washing*. Discuss other new vocabulary and the meaning.
- Notice the alliteration words: *sways, swirls; flicks, flaps; twists, turns*.
- Notice the sentence that repeats on every second page. Ask: How does this help the reader?
- Recall another story you have read about weather, *Rain Music*. What is similar? Both are written by the same author and are about weather sounds and actions. They both feature alliteration and sound words.

## **Fluency**

- Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat, e.g. *twists and turns*.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Look at the wind dancing. It shakes and shoots the acorns off the trees. They write the text and illustrate it.
- Make a time line of the text. Use labels and small illustrations. Students use the time line to retell the story.
- Students make a chart to show interesting words that can be used to describe the wind, twist/turn; crack/crash. They illustrate these as shape words.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Senses

## GOALS

### Comprehension

Retell the text using the pictures on each page as a guide. Discuss how each sense is used.

### Vocabulary

**High-frequency Words:** a, all, and, are, call, can, every, have, help, like, live, now, our, see, the, they, to, us, we, what, with, you

**Content Words:** around, barking, cat, colours, day, dog, ears, eyes, five, flowers, food, friends, hands, hear/hearing, hold, lemons, nose, pat, pencil, senses, smell/smelling, sour, strawberries, sweet, taste/tasting, things, time, tongue, touch/touching, us, use, world

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: aw

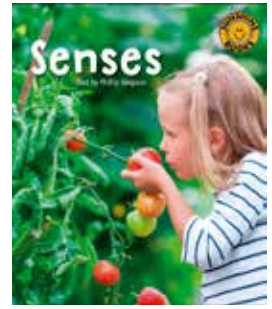
### Phonics

**Letters and Sounds:** /aw/

**Words to Blend and Segment:** call, all, saw, fall, raw

### Fluency

Practise rereading the text with a partner (orally), sharing information.



Find out what your five senses are and how you use them.

## Before Reading

- Ask: What do you know about our senses? How many are there? What are they? Read the title to students and then read it together.
- From the cover image and title have students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is happening in the picture. Ask: What sense is being used here?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *hearing*, *touching*, *seeing*, *smelling* and *tasting* into the conversation.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss which two senses are being used. Look at the icons or small illustrations on each picture to get a clue. Then read the words together, pointing to the words as they are read.
- Look at page 3 to discuss the other three senses. Look at the icons and the pictures. Read the words together.
- On pages 4–5 there are icons again. Students read the labels and connect with the pictures to understand their meaning.
- Follow this pattern for each page, discussing the pictures, what the different senses represented are and what those senses help us with before reading each page.
- Check the prediction about the content before answering the question on the last page.



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Re-tell the text using the pictures on each page as a guide. Discuss how each sense is used.
- Discuss the ending. Ask students to tell what senses they are using right now. Ask: Do we sometimes use more than one sense at the same time? What do they think the author's purpose was for writing the book. What have they learnt from this book?

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /aw/. Students listen carefully to you reading the following words to identify the /aw/ sound, e.g. call, all, fall, saw, raw. They repeat these words and think of more words that have the same vowel sound, e.g. tall, mall, crawl, small.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *cal/ling*. Together listen and clap the one-syllable words in the book, e.g. *live, call*.
- Have students clap the two-syllable words, e.g. *sens/es, bark/ing*.

## **Phonics**

- Recognise words that have the same vowel sound /aw/. Write words call, all, fall, saw, raw on the board to practise blending and segmenting the sounds as a group, e.g. /c/ /aw/ /l/ call.

## **Word Study**

- Talk about the words *live, call, our, now, like, have, are, you*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text, e.g. page 16, *We use our five senses every day*.
- Have students make a Five Senses web with an example of using each sense branching out from the web. They label and illustrate their web and share it with the class.
- Talk about words in the text ending in -ing. List these and say what the root verb is. Together make a chart matching these, e.g. *see/seeing, hear/hearing; call/calling; bark/barking; use/using; touch/touching; smell/smelling*.

## **Fluency**

- Students practise rereading the story with a partner (orally), sharing information.

## **Writing**

- Have students write a new text using the pattern of the book, e.g. *We use our hands to touch. With our hands we can touch a fluffy chick. They write the text and illustrate it.*
- Students draw a picture of themselves and label their senses. They can use pages 4–5 as a model. They share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Who Came to Stay?

## GOALS

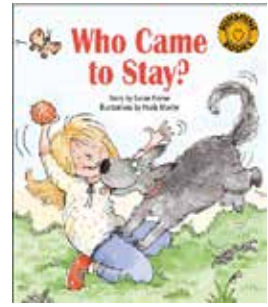
### Comprehension

Retell the text using the pictures on each page as a guide. What made the girl change her mind about her baby brother?

### Vocabulary

**High-frequency Words:** a, all, and, are, ask, away, big, but, came, can, did, do, for, go, have, he, help, I, is, it, just, like, little, look, me, more, my, no, not, now, play, put, run, said, see, she, that, then, this, to, walk, we, went, with, what, who, yes, you, your

**Content Words:** baby, bed, brother, cannot, cat, day, dog, don't, fun, hear, house, lot, mother, Mum, really, sleep, stay, talk, ten, time, today, wave, while, why



A girl gets annoyed when someone new comes to stay and they don't go away.

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /st/

### Phonics

**Letters and Sounds:** st

**Words to Blend and Segment:** stop, stick, stem, step, stay

### Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.

## Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Have you ever had anyone come to stay at your place? Discuss who it was and how long they stayed.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Look at the title page illustration. Who is in the picture? What does the expression on her face tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who or what is coming to stay on each page and how the girl is feeling about them. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what came to stay? Find the word *dog* on page 2. Look for the letter d. Read the words together. Notice the rhyming words *today* and *away*.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on the first few pages and how it helps to read.
- Look at the bold print on page 6. Ask: How would those words be read? Why are they important in the story?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who really came to stay? Is this what students predicted? Do they have brothers or sisters at home?
- Retell the text using the pictures on each page as a guide. Who came to stay first, next and so on? What made the girl change her mind about her baby brother?
- Discuss the meaning of pronouns: *he*, *she*, *we*. Model using the pronouns and relate them to the illustrations in the book. Role play with the students to demonstrate.
- Reread the story together. Feel the rhythm as you read the repetitive parts. Have students notice the rhyming words on each page, e.g. *today/away*; *brother/mother*.
- Make a chart showing setting, characters and events. Students notice how the characters and events change but the setting remains the same.
- Reread pages 14-16 focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark and speech marks.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /st/ Students listen for the /st/ sound in the following words: stop, stick, stay, step, stuck. They repeat after you, emphasising the /st/ sound. They think of more words starting with /st/ to say, e.g. start, sting, stew, stem.

## **Phonics**

- Discuss the sound of the blend /st/. Write the words stop, stick, stay, step, stuck on the board to practise blending and segmenting the sounds together as a group, e.g. /st/ /o/ /p/ stop. Illustrate touching alphabet letters as the sounds are made for the word.

## **Word Study**

- Talk about the words *who*, *came*, *ask*, *help*, *then*, *your*, *just*, *now*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner. e.g. *A little dog came to my house today.*

## **Fluency**

- Model reading of the text with expression, noting the punctuation, rhyme and change of characters. Students repeat.

## **Writing**

- Students make a chart about what babies can/cannot do. They can use this to retell the story.
- Students write a new sentence about someone or something that came to stay using the pattern from the story. They draw a picture first, then write the sentence. e.g. *A little mouse came to my house today. She stayed for a while then went away.*

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Chee and Chuck

## GOALS

### Comprehension

**Reading Strategies:** Ask students, “What are some of the things good readers do?”

Model how to use print cues, e.g. look for chunks in words – term-ites

### Vocabulary

**High-frequency Words:** a, all, and, as, away, back, brown, come, down, for, from, get, go, had, has, he, in, is, it, into, look, my, no, of, on, one, out, over, play, run, that, the, their, then, they, to, up, what, when, where, with, yes

**Content Words:** above, around, bad, begin, behind, beside, bold, both, catch, ceiling, chase, close, colour, cupboard, curtain, day, door, drops, each, eyes, fall, flicks, floor, fright, gecko, gone, green, hall, hanging, head, hear, he’s, hide, house, houseflies, insects, inside, island, it’s, keep, large, light, long, lookout, mat, mirror, night, oh, onto, painting, plant, poor, pot, prey, shoulder, shuffle, sleep, small, sound, stare, stay, sticky, still, sun, termites, toes, tongue, upside, very, wait, wall, what’s, wherever, windowsill, winged

### Phonemic Awareness

Identify and make rhyming words.

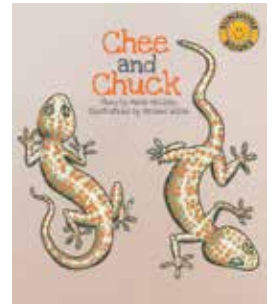
### Phonics

**Letters and Sounds:** ch

**Words to Blend and Segment:** Chee, Chuck, chip, chop, chess

### Fluency

Model reading a section of the text with expression, noting the punctuation and rhyme. Students repeat.



Chee and Chuck are two cheeky geckos who play all day and hunt for food at night.

## Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Who or what do you think Chee and Chuck are? Together look at the cover picture. Ask what students know about geckos. Link to the nonfiction text called *Geckos*.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different here compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the geckos on each page or what they are doing. Bring words like *gecko*, *island*, *mirror*, *ceiling*, *cupboard*, *curtain* and *termites* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Model how to use print cues, such as looking for chunks in words, e.g. term-ites on page 12. Ask: What are termites? Look at the picture.
- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3, what is the setting for the text? (a house on the island of Bali) Look for the word *island*. It has a small word or chunk inside it. Read the word together, slowly emphasising the chunk. Where were the geckos hiding? Find the word *mirror* on page 2. Look for the letter m and the chunk -or. Read the words together. Reread the page together noticing the rhyming words *away/play/day/prey*. What does *prey* mean?

- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Ask: What did the geckos do first, next and so on? What made Chuck get a fright?
- Reread the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *goes/toes; floor/door*.
- Discuss the meaning of prepositions. Model using prepositions. Relate to the illustrations in the book – *behind* (page 2), *beside* (page 8), *inside, onto* (page 14). Read the sentences with the prepositions in them. Ask: What do they tell you? (position or direction) Look for more prepositions in the story.
- Reread page 10, focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark and exclamation mark.

## **Phonemic Awareness**

- Identify and make rhyming words. Students listen for rhyming words as you read the text. They indicate when they hear any and repeat them in pairs, e.g. *inside, hide; eyes, houseflies; wall, hall; stare, hear*.

## **Phonics**

- Discuss the sound of the digraph /ch/. Write the words *Chee, Chuck, chip, chop, chess* on the board to practise blending and segmenting the sounds together as a group, e.g. /ch/ /e/ /ss/ chess. Illustrate using alphabet letters, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *from, run, play, away, had, brown, over, where*. Read them together. Ask students to locate the words in the text and read them in context.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model reading a section of the text with expression, noting the punctuation, and rhyme.

## **Writing**

- Students make a chart of rhyming words from the story. They add more of their own, e.g. wall, hall, tall, call, fall, mall. See who can make the most rhyming words for one word.
- Students write a new sentence about Chee and Chuck using the pattern from the story. They draw a picture first, then write the sentence. e.g. Hanging onto the walls with their sticky toes, the geckos love to play wherever they go.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Fergus Finbone and the Runaways Pants

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the cover and title page illustrations.

### Vocabulary

**High-frequency Words:** a, after, again, and, at, away, before, but, came, can, could, did, down, every, good, he, his, I, in, is, it, jump, just, like, look, make, more, my, no, not, of, off, on, one, open, other, out, put, ran, red, run, said, saw, take, that, the, them, then, there, they, this, to, too, up, walk, was, want, went, were, what, when, white, will, with, yes, you

**Content Words:** around, bag, bang, bed, block, can't, caught, chase, cried, dad, day, didn't, door, dreaming, ever, eye, fast, finish, garden, hill, home, it's, line, lit, Miss, morning, need, next, notice, pair, pants, path, race, road, rose, runner, school, shop, shopkeeper, sigh, sign, slow, slowest, slowly, soon, still, stripes, than, these, thought, through, tired, tomorrow, took, track, train, window, winning, wish, without, won

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /sl/

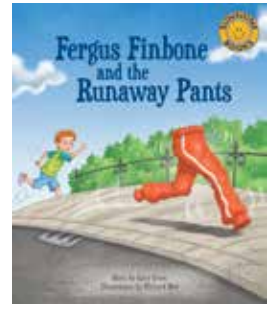
### Phonics

**Letters and Sounds:** sl

**Words to Blend and Segment:** slow, slid, slam, slug, sleep

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.



Fergus Finbone wants to win a race. He buys a pair of pants but they keep running away.

## Before Reading

- Talk with students about whether they have you ever had to train or know someone who has trained for a running race or a school cross-country run?
- Listen to the title. Ask: What could *runaway pants* mean? Together look at the cover picture. Discuss what is happening in the picture. Ask: Could pants really run away on their own?
- Look at the title page illustration. Ask: Who is in the picture? What is different to the cover page illustration? What does the expression on the boy's face tell you?
- Is this book fiction or non-fiction? What is the difference? (Fiction is not true.) How do you know this is fiction? (illustration on the cover)
- Talk/walk through the pictures. Discuss what Fergus is doing on each page, how he gets some new pants and how they help him. Bring words like *runner*, *faster*, *slowest*, *track pants* and *winning* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3, who is Fergus talking to? Find the word *dad* on page 2. Look for the letter d. Why does Fergus look worried? Find the word *slowest* starting with /sl/. What did Dad suggest to Fergus? Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on pages 8–11 and how it helps to read.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What really helped Fergus with his running? Is this what students predicted? Ask them if they like to run and how they could get faster at it.
- Retell the text using the pictures on each page as a guide. What happened first, next and so on? What made the Fergus change from feeling he was the slowest runner to being the best?
- Discuss what contractions are. Model the expanded form, e.g. didn't/did not; it's/it is; can't/cannot. Make a chart with contractions on one side and the expanded form on the other. Students locate them in the text and read the sentence they are in.
- Make a chart showing setting, characters and events. Notice how and when they all change at different stages of the story.
- Reread pages 14–16 focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark and speech marks.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /sl/ Students listen for the /sl/ sound in the following words: slow, slid, slam, slug, sleep. They repeat, emphasising the /sl/ sound. They think of more words starting with /sl/ to say, e.g. slime, slim, sleeve, slip.

## **Phonics**

- Discuss the sound of the blend /sl/. Write the words slow, slid, slam, slug, sleep on the board to practise blending and segmenting the sounds together as a group, e.g. /sl/ /u/ /g/ slug. Illustrate using alphabet letters, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *saw, ran, open, every, before, them, could, more*. Read them together. Ask students to locate the words in the text and read the sentences with the words in them. Print multiple sets of the flash cards from the inside front cover to play a memory game.
- Have students read the book to find describing words (adjectives) that have -er or -est on the end (page 2, *slowest, faster*) They think of other words that can be used in this way.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner. e.g. "*These pants will make you run faster,*" he said.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters.

## **Writing**

- Students write a new sentence about Fergus using the pattern from the story. They draw a picture first, then write the sentence. e.g. He chased the pants through the supermarket.
- Students make a chart about what can be done to get fit. Illustrate and label or caption it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Frank, the Flea Cat

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide. What was funny in this story?

### Vocabulary

**High-frequency Words:** a, again, all, and, any, at, ate, back, be, big, but, come, did, down, for, from, get, had, he, his, in, into, is, look, made, must, no, not, of, on, out, ran, right, round, said, she, some, that, the, they, this, to, up, want, was, we, went, will, with, yellow, your

**Content Words:** arms, biscuits, bowl, branch, brought, cat, chicken, climb, Dad, didn't, everyone, eyes, fell, fish, flea, food, gone, heavy, house, ice cream, laugh, lick, Mum, oh, purr, rid, rush, sat, scratch, shout, smile, snap, stretch, these, time, treatment, tree, tummy, until, vet, wait, whiskers, would, yawn, yell

### Phonemic Awareness

Recognise and produce words that end with the same sound: /st/

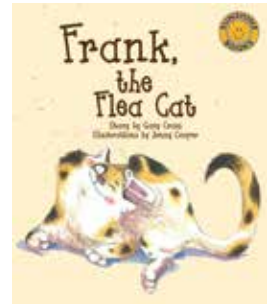
### Phonics

**Letters and Sounds:** st

**Words to Blend and Segment:** must, best, rest, test, nest

### Fluency

Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending and humour.



Mum wants to get rid of Frank's fleas, but he won't let anyone catch him.

## Before Reading

- Read the title and the name of the author and illustrator. Ask: Does anyone have a pet? What things are necessary to keep them healthy? Lead the discussion to fleas and flea treatment.
- Help students use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Ask: What is the cat doing? Look at the title page. How is this picture different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss how everyone is trying a different way to get Frank to have his flea treatment. Ask: What do the expressions on their faces tell you? Bring words like *scratched*, *flea*, *treatment*, *biscuits*, *chicken* and *fish* into the conversation.
- On pages 12-13, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3, what is happening in the picture? Find the word *scratched* on page 2. Look for the initial letter s. Read the words together. Why is everyone scratching? Notice the word *treatment*. It starts with /tr/. Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on pages 7-9 and how it helps to read.
- Look at the words Mum says on page 13. Ask: How would those words be read? Notice the exclamation mark. Why is this an important part in the story? How is Mum feeling?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see and read the text. Ask: Did you like the ending? Why?



## **After Reading**

Invite students to discuss the story. Prompt if needed.

- What is the main theme of the story? On page 13 it says Frank *smiled*. What does that mean? How do cats smile?
- Discuss the ending. Who won the battle of the fleas? Is this what students predicted? Do they have an animal at home? Share any experiences with fleas.
- Retell the text using the pictures on each page as a guide. What was funny in this story?
- Discuss the meaning of *will come down* on pages 7-9. This is the future tense meaning it is still to happen. We also use it when we make predictions. The characters are saying what they think Frank will do. Model using the future tense, e.g. I will eat my lunch later. Compare this with the past tense, where things have already happened. (*scratched, licked, purred, climbed*)
- Look at the repetitive parts on page 10. Read these out loud. How do these help the reader? How do these help the story?
- Make a chart showing setting, characters and events. Students notice how the events change but the setting and characters remains the same.
- Reread pages 6-7 focusing on the punctuation. Students discuss the purpose of the full stop, comma, exclamation marks and speech marks. On page 2, find the words *Frank's fleas*. Discuss the apostrophe and its use. Find another one on page 14. Explain the meaning.

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /st/ Students listen for the /st/ sound in the following words: must, best, rest, test, nest. They repeat, emphasising the /st/ sound. They think of more words ending with /st/ to say, e.g. dust, most, toast, roast.

## **Phonics**

- Discuss the sound of the blend /st/. Write the words must, best, rest, test, nest on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /e/ /st/ best. Illustrate using alphabet letters, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *right, ate, any, your, round, must, again, yellow*. Read them together. Have students locate the words in the text and read them in context.

## **Fluency**

- Model reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending and humour in the story.

## **Writing**

- Students perform a play in groups of five. They use a toy for Frank and mime the actions.
- Students make a chart about what worked and what didn't work to get Frank to have his flea treatment. They can use this to retell part of the story.
- Students write about their own pet and what works for them if they want to catch it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Geckos

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask students what they know about geckos.

### Vocabulary

**High-frequency Words:** a, an, and, are, at, big, call, can, come, eat, from, have, how, if, in, is, it, live, make, new, of, on, one, the, their, them, they, to, up, walk, with

**Content Words:** baby, catch, clean, day, does, during, eggs, eyes, feel, feet, five, gecko, grow, hairs, hatch, house, insects, island, lizards, loses, lots, many, name, night, rain, sleep, small, sounds, sun, tail, these, tiny, toes, tongue, use, wall

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /sm/

### Phonics

**Letters and Sounds:** sm

**Words to Blend and Segment:** small, smile, smack, smash, smell

### Fluency

Choral reading with students pointing to the words as they are read – sharing information



Geckos live on the island of Bali. They are interesting little creatures.

## Before Reading

- Ask students what they know about geckos. Look at the cover. Discuss what they see. Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. Remind students about the text *Chee and Chuck*. Was that fiction or nonfiction?
- Read the title page together. Talk about what is happening in the picture.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *Bali*, *Tokay*, *Chichak*, *tongues* and *insects* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss what students see in the picture. Discuss where Bali is and what the weather is like. Look on a map to find Indonesia and Bali.
- Read the text together, pointing to the words as they are read. On page 3 discuss what creature Bali has a lot of. Read the words together.
- On pages 4–5 there are two kinds of geckos. Read the sentences and connect with the pictures to understand their sizes and names. Ask: What is another name for geckos? (*lizards*)
- Follow this pattern for each page, discussing the pictures and what you can learn from them about geckos before reading each page. Predict the end of the text before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Ask students what they think the main idea of the text is.
- Retell the text using the pictures as a guide. Discuss what students learnt about geckos.
- Discuss the ending. Ask students to answer the question: *How would it feel to walk up a wall?* Do they know of any other creatures that can do this? What do they think the author's purpose was for writing the book? What have they learned from this book?
- If this book had headings, what would the headings be? List them with page numbers,
- e.g. page 2, Bali; page 4, Lizards.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /sm/ Students listen carefully to words you read to identify the /sm/ sound, e.g. small, smile, smack, smash, smell. They repeat these words and think of more words that start with the same letter blend, e.g. smart, smooth, smoke, smog.

## **Phonics**

- Recognise words that start with the same sound /sm/. Write the words small, smile, smack, smash, smell on the board to practise blending and segmenting the sounds together as a group, e.g. /sm/ /aw/ /ll/ small.

## **Word Study**

- Talk about the words *come, walk, call, big, an, their, live, them*. Read the flash cards from the inside front cover and ask students to locate and read these words in the book and then read the sentences that contain them.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text, e.g. *Tokay is a big gecko*.
- Students make a gecko fact web with facts branching out from the centre of the web where they write *Geckos*. They label and illustrate and share their web with the class.
- Talk about the words ending in s. List these plurals and say what the singular word is. Make a chart matching these, e.g. *insect/s; lizard/s; toe/s; egg/s; sound/s, gecko/s*.

## **Fluency**

- Choral reading with students pointing to the words as they are read - sharing information.

## **Writing**

- Have students write a new text using the pattern of the book, e.g. *Geckos can walk on ceilings with their feet*. They write the text and illustrate it.
- Have students draw a picture of a gecko and label the body parts. They share with a partner.
- Students search to find a map of Indonesia. They draw it and label the island of Bali.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Hobbies

## GOALS

### Comprehension

**Making text to self connections:** Ask students what a hobby is, then they tell if they have a hobby and what it is.

### Vocabulary

**High-frequency Words:** and, are, fly, good, have, is, make, my, other, play, ride, what, with, you

**Content Words:** animals, baking, balls, basketball, building, circus, climbing, computer, dirty, drawing, exciting, flying, games, gardening, glue, growing, hobbies, hoops, horse, karate, model, music, need, painting, paper, plants, playing, riding, reading, rock, self-defence, shooting, singing, skateboarding, skills, stories, swimming, taste, teach, things, use, water, wheels, words

### Phonemic Awareness

Identify syllables in words and clap as they are spoken: e.g. hob/bies

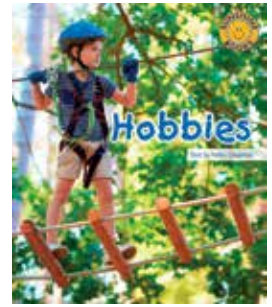
### Phonics

**Letters and Sounds:** sw

**Words to Blend and Segment:** swim, swing, swan, sweep, sweet

### Fluency

Model fluent reading of a section of the text including how to read questions for students to repeat



Here are examples of lots of hobbies with all sorts of different skills.

## Before Reading

- Ask students if they know what a hobby is. If they have a hobby, what is it?
- Read the title to students and then read it together. Ask: What is the hobby on the cover picture? What is the boy doing? From this cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Look at the title page. Ask: What hobby is shown here? Is this something you like doing?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *animals, flying, balls, computer, taste, self-defence* and *gardening* into the conversation.

## Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss what this hobby is. Look at the heading. Headings usually have the key words. Ask: What letters would *horse* and *riding* start with? Confirm and read the heading together.
- Read the words on page 2 together, pointing to them as they are read. Notice that there is one sentence and one question. Which one is the question? How do you know?
- On page 4 discuss the heading of this hobby. Look at what the girl is doing in the picture. Ask: Where would you learn this kind of flying skill? (circus) Read the heading together. Then continue on to the sentence and question under the heading.
- Follow this pattern for each page, discussing the pictures, what the different hobbies are and what the children are doing before reading the heading first then the sentences on each page.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss what is involved for each of the hobbies.
- Ask students to discuss what hobbies they have. What do they think the author's purpose was for writing the book. What have they learnt from this book?

## **Phonemic Awareness**

- Identify syllables in words and clap as they are spoken, e.g. hob/bies. Students listen for one-syllable words from the book to clap, e.g. *with, play, good, you*. They listen for two-syllable words, e.g. *hob/bies, bak/ing, build/ing*. Then read the three-syllable words from the book for students to clap, e.g. *bas/ket/ball, gar/den/ing, ka/ra/te*.

## **Phonics**

- Recognise words that start with the same blend sound /sw/. Write the words swim, swing, swan, sweep, sweet on the board to practise blending and segmenting the sounds together as a group, e.g. /sw/ /i/ /m/, swim.

## **Word Study**

- Talk about the words *and, fly, good, you, with, play, other, ride*. Read the flash cards from the inside front cover together and ask students to locate and read these words in the book. They say a sentence to a partner using at least one of the words.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching heading, sentence and question from the text, e.g. page 11, *Painting. My hobby is drawing and painting. What other hobbies use paper?*
- Talk about the words in the book ending in -ing. List these and say what the root verb is. Have students make a chart matching these, e.g. *ride/riding; fly/flying; climb/climbing; play/playing; grow/growing*. Notice that verbs ending in e usually drop the e before adding -ing, e.g. *bake/baking*. *Swimming* has a double m. Ask: What could the rule be for this?
- Have students make a hobbies web with examples of hobbies branching out from the web. They label and illustrate their web and share it with the class.

## **Fluency**

- Model fluent reading of part of the text including how to read questions for students to repeat.

## **Writing**

- Have students write a new text using the pattern of the text – a heading, a sentence, then a question about the hobby, e.g. Writing. My hobby is writing stories. What other hobbies tell stories? They write their text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Horseshoes

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photos.) Identify the main idea of the text.

### Vocabulary

**High-frequency Words:** a, about, are, do, every, get, has, how, is, it, like, make, new, no, not, on, only, say, that, the, their, they, to, when, your

**Content Words:** don't, fast, feeling, feet, fingernail, fit, grow, hard, hoof, horses, horseshoe, hurt, it's, keep, lucky, nail, need, people, protect, shoes, six, these, weeks, why, work, worker

### Phonemic Awareness

Recognise and produce words that have the same long a vowel sound: a-e

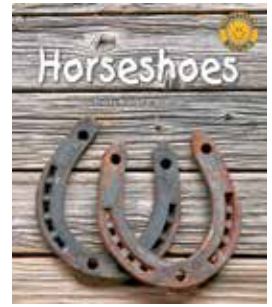
### Phonics

**Letters and Sounds:** long a, a-e

**Words to Blend and Segment:** make, cake, lake, rake, take

### Fluency

Choral reading with students pointing to the words as they are read, sharing information.



Why do horses wear shoes? Do all horses wear shoes? Find out!

## Before Reading

- Look at the cover photo and ask students if they know what these are. Read the title to them and then read it together. Ask: What do you know about horses and horseshoes? Invite students to share information.
- From the cover photo and title students predict what the text might be about. Ask: Is this book fiction or nonfiction? How do you know? What is the difference?
- Read the title page together. Talk about the photo. (It is the underside of a horse's hoof with a horseshoe attached.) Have students lift a foot the way the horse is so everyone can see under it.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *lucky, hoof, nail, work, protect, worker, fingernail* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and title page together. On pages 2–3 discuss what students see in the pictures. Suggest that some people believe that horseshoes can bring good luck. Look for the beginning letter of key words like *horse, shoe, horseshoe, lucky*.
- Read the sentences together, with students pointing to the words as they are read. They look at the photos on pages 4–5 and discuss what they see. Notice the inset picture. Ask: Why do you think it is there? (to give more detail and another example of horses at work) On this page you find the answer to the question on page 2. Look for initial letters of key words and known chunks of words. Read the words together.
- Follow this pattern, discussing the pictures and the reasons that horses wear horseshoes.
- Predict the ending before turning to page 16. Ask: Do you think this is an amazing fact?



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Identify the main idea of the text. Discuss the ending. What is funny about what the author is saying? What would happen if your feet grew that fast?
- Ask questions to elicit information. What do students think the author's purpose was for writing the book? What have they learnt from this book?

## **Phonemic Awareness**

- Recognise and produce words that have the same long a vowel sound: a-e. Students listen carefully to identify the long /a/ vowel sound as you read these words, e.g. make, cake, rake, take, lake. They repeat these words and think of more words with the same vowel sound. Remind them that the long /a/ vowel sounds like the letter name. (name, game, same, late)

## **Phonics**

- Recognise words that have the same long a vowel sound /a-e/. Write the words make, cake, rake, take, lake on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /ke/ cake.

## **Word Study**

- Talk about the words *about, how, their, only, make, they, every, your*. Read the flash cards from the inside front cover together. Ask students to locate these words in the book and read the sentences.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *These horses need shoes to protect their feet*.
- Talk about words ending in -er. Find *worker* on page 12. Say what the root verb is. (work) When -er is added, it makes the name of the person who does the action or work. Brainstorm -er words together. Make a chart matching these to the verb (root word), e.g. work/worker, ride/rider; bake/baker; teach/teacher; learn/learner

## **Fluency**

- Choral reading with students pointing to the words as they are read, sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. A worker makes the shoe and fits it to the horse. They write the text and illustrate it.
- Students draw a picture of a horseshoe and label it. They can use a photograph from the book as a model. Share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# How Seeds Spread

## GOALS

### Comprehension

**Reading strategies:** Ask students, “What are some of the things good readers do?”  
Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** a, an, and, are, eat, for, go, have, how, in, into, it, like, look, make, new, on, open, some, that, the, their, they, to

**Content Words:** air, animals, bury, coconuts, different, fall, fire, float, fluffy, food, fruit, fur, ground, grow, helicopter, its, large, light, plants, seeds, shoot, spread, stick, these, through, water, ways, wind, wings

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /u/

### Phonics

**Letters and Sounds:** long u, new

**Words to Blend and Segment:** new, you, cute, huge, blue

### Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



Plants have clever ways of making sure their seeds spread so that new plants can grow.

## Before Reading

- Read the title to students and then read it together. Ask: What do you know about seeds and how they are spread?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the name of the author. Ask: What is the role of the author? Do students know any other titles by John Carr? What titles have they read? Discuss how interested they are when they see that a book is written by John Carr.
- Read the title page together. Talk about what is happening in the picture. Ask: What is happening to the seed?
- Talk/walk through the pictures. Discuss what is happening on each page. Notice the extra detail and information in the small inset pictures. Bring words like *shoot*, *spread*, *stick*, *bury*, *float* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Have students look at the picture on the cover. Recall the picture walk and what the book is about. The first word starting with /h/ is a high-frequency word that students know. Read the cover and the title page together.
- On page 2 discuss what students see is happening in the picture. This page introduces the topic, explaining how plants grow from seeds. Ask: What is the first word? It starts with /pl/. Is there something in the picture that starts with /pl/? (*plants*) Check that it looks right. Then ask: What do plants do? (starting with /gr/ – *grow*) Read together from the start. *Plants grow...* What do they grow, starting with /s/? Yes, *plants grow seeds*. What is the next word?

- Continue in this way, checking what the words start with and if they connect to the picture and if they make sense. Then read the words together, pointing to the words as they are read. Reread the page together, only pausing at the full stops, so it all makes sense.
- On page 3 discuss one way seeds are spread. From page 3 onwards look at the small illustrations that give clues to the text.

### **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how each seed is spread.
- On page 16 answer the question. Ask students to discuss what seeds are in the pictures and how they are spread. Can they find them in the main text?
- What do students think the author's purpose was for writing the book. What have they learnt from this book?

### **Phonemic Awareness**

- Recognise and produce words that have the same long vowel sound: /u/. Students listen to words you read and identify the long /u/ sound in them, e.g. new, you, cute, huge, blue. Students repeat these words and think of more words that have the same vowel sound, e.g. few, view, food, fruit, shoot. Remind them that the long /u/ vowel sounds like the letter name.

### **Phonics**

- Recognise words that have the same long /u/ vowel sound. Write the words new, you, cute, huge, blue on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /u/ /te/ cute. They note the different ways of spelling words with the long u.

### **Word Study**

- Talk about the words *into, they, how, have, new, their, open, that*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Note words starting with /th/. Students think of more to add to the list, e.g. this, then.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 6 *Animals spread seeds*.
- Students make a How Seeds Spread web with an example of different seeds spreading branching out from the web. They label and illustrate their web and share it with the class.

### **Fluency**

- Model reading a section of the text using expression and emphasis to convey information.

### **Writing**

- Have students write a new text using the pattern of the book, e.g. Storms spread seeds. They write the text and illustrate it with an inset picture.
- Model a flow diagram showing the path of a seed as it leaves the plant and is spread. Students draw their own flow diagram, label it and share this with a partner.

### **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Making Music

## GOALS

### Comprehension

Retell the text using the pictures on each page as a guide. Discuss the different instruments, their size and sound.

### Vocabulary

**High-frequency Words:** a, all, an, big, can, has, is, make, of, play, the, they

**Content Words:** brass, clarinet, different, families, gentle, high, instrument, kinds, loud, low, many, music, notes, orchestra, percussion, piccolo, reed, small, sounds, strange, string, together, trumpet, tuba, violin, world

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /o/

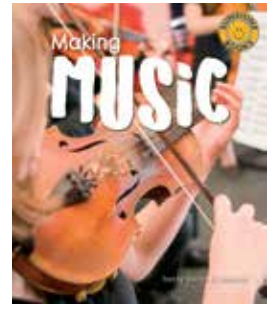
### Phonics

**Letters and Sounds:** long o, note

**Words to Blend and Segment:** note, low, row, vote, coat

### Fluency

Practise rereading the text with a partner (orally), sharing information.



Here are some of the instruments that we use to make music.

## Before Reading

- Ask students what they know about making music and if anyone in the group has learnt to play music.
- Read the title to students and then read it together. Ask: Who is the author? Read the author's name to them and then read it together. What is the author's role?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or a nonfiction text. Ask: What instrument is being played on the cover?
- Read the title page together. Talk about what is happening in the picture. Ask: What is the picture of? (musical notes) Discuss what this is used for. (reading music). Ask: Does anyone in the group read music?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *instruments, families, clarinet, trumpet, percussion, high, low, strange* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On pages 2-3 discuss what students see. This is an orchestra. Ask: What is an orchestra? (people playing different musical instruments together) Look for the initial letters of key words, e.g. /o/ *orchestra*; /f/ *families*; /i/ *instruments*.
- Students read the words, pointing to the words as they are read. They look at pages 4-5 and discuss the piccolo which plays high notes. Look at the music notes and the photographs. The music shows high notes. Read the words together.
- Follow this pattern for each page discussing the pictures, what the different instruments shown are and what kind of music they make before reading each page.
- Predict the ending before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss the different instruments, their size and sound.
- On page 16, answer the question. Ask students to discuss if they know any of the types of music that are shown here.
- What do students think the author's purpose was for writing the book? What have they learnt from this book? Have a student or teacher play the notes of music that are in the text. Listen for the high and low notes.

## **Phonemic Awareness**

- Recognise and produce words that have the same long vowel sound: /o/. Students listen carefully to words read by you to identify the /o/ sound, e.g. note, low, row, vote, coat. They repeat these words and think of more words with the same vowel sound, e.g. mow, tow.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *mus/ic*. Together listen for one-syllable words in the book to clap, e.g. high, low, loud; two-syllable words, e.g. *gent/le*, *man/y*, *tu/ba*; and three-syllable words, e.g. *cla/ri/net*, *in/stru/ment*, *per/cuss/ion*.

## **Phonics**

- Recognise words that have the same long vowel sound /o/. Write the words note, low, row, vote, coat on the board to practise blending and segmenting the sounds together as a group, e.g. /n/ /o/ /te/ note. Notice the different spellings for the long o vowel sound.

## **Word Study**

- Talk about the words *make*, *an*, *of*, *all*, *has*, *play*, *they*, *big*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text, e.g. *The big instruments play the low notes*.
- Have students make a Making Music web with an example of different instruments branching out from the web. They label and illustrate their web and share it with the class.

## **Fluency**

- Practise rereading the story with a partner, sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. A tambourine is a percussion instrument. They write the text and illustrate it.
- Students draw a picture of an instrument and label it. They can use the book as a model. They share their picture with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Socks Gets a Boy

## GOALS

### Comprehension

**Making predictions:** Help students to use the title of book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. Who was doing the choosing?

### Vocabulary

**High-frequency Words:** a, and, are, as, ask, at, by, call, came, can, come, do, down, get, good, he, here, his, how, I, in, into, it, jump, know, like, look, me, my, new, of, on, out, play, ran, ride, said, take, thank, the, they, think, this, to, up, want, what, with, yes, you

**Content Words:** ball, bark, boy, buddy, cage, car, curl, dad, dog, does, drop, fed, feet, hand, head, home, hug, knew, lap, lick, love, Mum, pat, pick, rode, shelter, sign, socks, thought, threw, took, us

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /th/

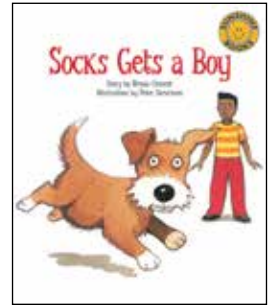
### Phonics

**Letters and Sounds:** /th/ thank

**Words to Blend and Segment:** thin, think, thud, thing, thick

### Fluency

Model fluent reading of the story with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?



Socks is a little dog and he really wants to have a boy to play with.

## Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Who is Socks? Why does it have that name? Have they ever owned a pet? What was its name? Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture.
- Look at the title page illustration. Ask: Who is in the picture? What does the expression on the dog's face tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Include words like *sign*, *cage*, *thought*, *shelter*, *buddy*, *patting*, *curled* and *lap* in the conversation.
- Discuss the setting and what is happening with the characters (Socks, the boy, his Dad) on each page. On page 12, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 look at the sign on the cage. What does it say? Look at the thought bubble. What is Socks thinking? Find the words *sign* and *dog* on page 2. Look for the initial letters s and d. Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who was doing the choosing? Did Socks get a nice home? Is this what students predicted? Do they have a pet at home? Where did it come from?
- Retell the text using the pictures on each page as a guide. What happened first, next and so on? What made Socks get a boy?
- Discuss the meaning of words in the book that end in -ed, e.g. *barked, patted, licked, jumped*. Relate them to their root words. Discuss the meaning of past tense. Make a chart of present and past tense verbs.
- Reread the story together. Have students make a chart showing setting, characters and events. They notice how the characters stay the same but the setting and events change.
- Reread page 8 focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark, exclamation mark and speech marks.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same digraph: /th/ (voiceless) Students listen carefully for the /th/ sound in the following words as you read them – thin, think, thud, thing, thick. They repeat after you, emphasising the /th/ sound. They think of more words starting with /th/ to say, e.g. thank, thought, threw.

## **Phonics**

- Discuss the sound of the digraph /th/. Write the words thin, think, thud, thing, thick on the board to practise blending and segmenting the sounds together as a group, e.g. /th/ /i/ /n/ thin. Illustrate using alphabet letters, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *do, thank, ask, new, as, into, came, want*. Read the flash cards from the inside front cover together. Ask students to locate the words in the text. Print multiple sets of the cards and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentences to a partner. e.g. *The sign on the cage said, Socks. "I want a boy," thought the dog.*

## **Fluency**

- Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

## **Writing**

- Students rewrite the story from Socks' point of view using thought bubbles. They use these to retell the story.
- Students write a new sentence about Socks using the pattern from the story. They draw a picture and write the sentence. e.g. Thank you, Mum. Thank you, Dad. I love my new pet cat.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# The Best Picnic Ever

## GOALS

### Comprehension

**Connect to prior knowledge:** Have you ever been on a picnic? What usually happens at a picnic?

### Vocabulary

**High-frequency Words:** a, all, and, are, as, away, by, come, do, down, eat, for, get, had, how, I, in, into, is, it, little, make, me, my, no, not, now, of, off, on, our, play,

say, see, so, stop, that, the, then, they, think, to, up, want, we, when, will, you

**Content Words:** already, beach, best, brother, car, clear, cries, Dad, day, drink, drip, drive, drop, end, ever, exciting, fall, father, forget, fun, idea, it's, laugh, leave, mother, mum, never, oh, pack, past, patter, people, picnic, pitter, playground, quite, rain, sandwiches, sea, silly, something, sounds, sudden, swim, swimming, through, til, time, today, town, we'll, wet

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /pl/

### Phonics

**Letters and Sounds:** pl

**Words to Blend and Segment:** plot, plan, plus, plum, plug

### Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.



The family goes to the beach for a picnic on a rainy day.

## Before Reading

- Together look at the cover? Discuss what is happening in the picture. Ask: What do you see? What do you think the family have been doing or are going to do? Have you ever been on a picnic? What usually happens at a picnic?
- Encourage students to read the title. Read the title together. Ask: Does it look like a good day for a picnic? What kind of weather is it?
- Help students to use the title and cover illustration to make predictions about the story.
- Listen to the name of the author and illustrator and discuss the role of both.
- Look at the title page illustration. Ask: What do you see in the picture? What kind of picnic food do you see? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page and how the family is feeling about their picnic. Bring words like *brother, father, mother, drive, playground, town, beach, rain, sandwiches, swimming, idea, play* into the conversation. Look for key words and the initial letters they start with. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 who is going on a picnic? Find the word *father* on page 2. Look for the letter f. Read the words together. Ask: Who is telling the story?
- Follow this pattern up to page 15, discussing the illustrations and reading the words together. Point out the repetition on the first few pages and how it helps to read.
- Notice punctuation. Ask: What do the speech marks tell you? How will you change your voice?



- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? What do you think the dashes are there for? (pause and emphasis)

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Why was it the best picnic ever? Is this what students predicted? Why is it OK to have a picnic in the rain?
- Retell the text using the pictures as a guide. Who went in the car? Where were they going?
- Reread the story together. Feel the rhythm as you read the repetitive parts. Notice the rhyming words on each page, e.g. *sea/me; town/down*. How do these help with reading?
- Make a chart showing setting, characters and events. Students notice how the characters remain the same but the events and the setting changes.
- Reread pages 6-9 focusing on the punctuation. Teach students the purpose of the full stop, comma, exclamation mark and speech marks. They change voices for different characters.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /pl/ Students listen for the /pl/ sound in the following words as you say them – plot, plan, plus, plum, plug. They repeat after you, emphasising the /pl/ sound. They listen to and suggest more words starting with /pl/ to repeat e.g. plane, plank, place, plait, play, playground.

## **Phonics**

- Discuss the sound of the blend /pl/. Write the words plot, plan, plus, plum, plug on the board to practise blending and segmenting the sounds together as a group, e.g. /pl/ /o/ /t/ plot. Illustrate using alphabet letters, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *we, me, down, my, play, away, stop, on*. Read them together. Ask students to locate the words in the text.
- Print multiple sets of the flash cards from the inside front cover. Play a game of matching the words. Find ones that rhyme with *stop, on, my, down* and invent words that rhyme with them.

## **Fluency**

- Model reading of the text with expression, noting punctuation, rhyme and change of characters.

## **Writing**

- Students make a time line to show what the family did and the sequence they did it in the story. Use labels, captions and small illustrations. They use this to retell the story to a partner.
- Students write a new sentence about the best picnic using the pattern from the story. They draw a picture first, then write the sentence. e.g. We eat all our fruit and drink all our juice.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Forest Walk

## GOALS

### Comprehension

**Connect to prior knowledge:** Have you ever been on a forest walk?

What did you see or hear?

### Vocabulary

**High-frequency Words:** again, away, back, blue, brown, by, walk, will

**Content Words:** birds, bugs, drive, floats, flutter, friends, muddy, rocks, stream, water

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /bl/

### Phonics

**Letters and Sounds:** /bl/

**Words to Blend and Segment:** black, blame, blob, blue, block

### Fluency

Model fluent reading of a section of the text, emphasising the sound words, and attending to punctuation for students to repeat.



A mother and daughter take a walk in the forest.

## Before Reading

- Ask: Have you ever been on a forest walk? What did you see or hear? If you haven't been, what do you think you might see or hear in a forest? What happens in forests? What has happened to the forest on the back cover?
- Read the title to students and then read it together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know?
- Read the title page together. Ask: What is a Table of Contents for? Read it together. Reread the contents, realising that this is a summary of the text.
- Talk/walk through the pictures. Notice the tree shape around each page number. Discuss what is happening on each page. Bring words like *birds, bugs, drive, floats, flutter, friends, muddy, rocks, stream, water* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, discuss what the girl and her mother see on their forest walk. Read the words together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Ask: What do they see? Read the words together. Students break difficult words down into small chunks or sounds, e.g. /ch/ /ir/ /p/ *chirp*.
- Follow this pattern for each page. Discuss the pictures and what the different forest experiences represent before reading each page.
- Predict the ending before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss each part of the forest walk.
- Discuss the ending. Ask students if they would like to go on a forest walk and why. What was the author's purpose in writing the book? What have they learnt from this book?
- Discuss prepositions. Model using prepositions. Relate the prepositions to the illustrations in the book. (page 2 – *into, along, through, up*) Read the sentences with the prepositions in them. Ask students to explain what prepositions tell you. (position or direction) Look for more prepositions in the text. Make a list of them, e.g. *over, by, away*.
- Make a list of sound words in the story, e.g. *scuttle, flutter, crunch*. Choose one to illustrate as a shaped word that is appropriate for the sound.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /bl/ Students listen carefully to words as you read them to identify the /bl/ sound, e.g. *black, blame, blob, blue, block*. They repeat these words, emphasising /bl/. They think of more words that begin with the same sound. (blast, blame, bliss, bling)
- Students listen and identify syllables in words and clap as they are spoken, e.g. *flut/ter* Together find one-syllable words in the book to read and clap, e.g. *crunch, boat, floats*. Have students read and clap two syllable words, e.g. *scut/tle, pad/dle, mud/dy* Notice where the words with double consonants break for the syllables.

## **Phonics**

- Recognise words that have the same beginning sound: /bl/ Write *black, blame, blob, blue, block* on the board to practise blending and segmenting the sounds together as a group.
- Brainstorm other words starting with /bl/ to add to the list and then blend and segment.

## **Word Study**

- Talk about the words *again, away, back, blue, brown, by, walk, will*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book.
- Students make a web showing the things the mother and daughter see on their walk. They label and illustrate their web and share it with the class.

## **Fluency**

- Model fluent reading of a section of the text, emphasising the sound words, and attending to punctuation for students to repeat.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. page 6 – *We walk over the leaves – crunch, crunch*. We tramp over the leaves – rustle, rustle. They illustrate it.
- Make a story map of the events in the text in sequence. Illustrate and label the map and use this to retell the text to a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Ben's Quiz Game

## GOALS

### Comprehension

**Making text to self connections:** Ask students if they have played a quiz and what they know about weight.

### Vocabulary

**High-frequency Words:** could, our, them, think, were, with, yes, you

**Content Words:** game, heavier, homework, ice cream, quiz, same, stones, strawberries, tonne, weigh

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /st/

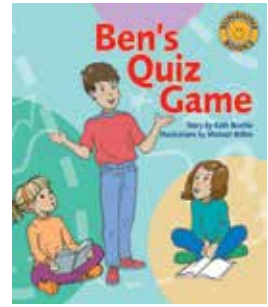
### Phonics

**Letters and Sounds:** /st/

**Words to Blend and Segment:** stay, stem, step, stick, stop

### Fluency

Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.



Big brother Ben quizzes the girls about comparing weight.

## Before Reading

- Read the title. Discuss the meaning of the word *quiz* and why there is an apostrophe in *Ben's*. Ask students if they have done a quiz and what they know about weight.
- Together look at the cover picture. Discuss what they see. Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different compared to the cover? Notice the background in the picture. Ask: What is the significance of question marks, light bulbs and stars? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening with the girls and Ben on each page and what the quiz questions might be from looking at the pictures. Look for question marks and discuss how you read a question. Bring words like *game*, *heavier*, *homework*, *quiz*, *stones*, *tonne* and *weigh* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Ask students: What are some of the things good readers do? Model how to use print cues, e.g. look for chunks or small words in words or compound words – *home/work*.
- Read the title. On page 2, ask: What is the setting for the text? (Ben and Maddie's house)
- Read page 2 together. Look for the word *heav/i/er* on page 3. Discuss the meaning. Ask: What is the opposite of *heavy*? (*light*) Notice that the quiz question is followed by an answer.
- Read page 4 together. Have students notice the different way we use our voice when we ask a question and when we answer it.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- What genre is this story? (question and answer/investigation)
- Who is telling the story? (the other girl) Which girl is the sister of Ben? (Maddie) How do you know? (page 2) What name would you give the other girl?
- Discuss the ending. Could the two girls eat a tonne of ice-cream and strawberries? Is this what students predicted? Ask: Do you like strawberries and ice-cream? How much could you eat?
- Retell the story using the pictures as a guide. What was the first quiz question, the next and so on? Was Ben good at asking questions? Were the girls good at answering them?
- Reread the story together focusing on questions and answers.
- Discuss the meaning of *light* and *heavy*. Make a light/heavy chart to summarise the main points in the story. Illustrate and label things in the story that were light or heavy. Use the chart to retell the story to a partner.
- Reread pages 4–5, focusing on the punctuation. Review the purpose of the full stop, comma, question mark, speech marks and exclamation marks.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /st/ Students listen for the /st/ sound as you read the words: *stay, stem, step, stick, stop*. They repeat the words, emphasising the /st/ sound. They think of other words with the /st/ sound to repeat.

## **Phonics**

- Discuss the sound of the letter blend st-. Write the words *stay, stem, step, stick, stop* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. They brainstorm other st- words to add to the list on the board.

## **Word Study**

- Talk about the words *could, our, them, think, were, with, yes, you*. Read them together. Ask students to locate the words in the text and discuss their meaning in context. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.

## **Writing**

- Students draw a picture of themselves eating their favourite food and write a sentence or question for a caption.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Bobby's Birthday

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide. What was the first present, second, third, fourth, etc?

### Vocabulary

**High-frequency Words:** are, come, first, for, look, thank, who, will

**Content Words:** birthday, chocolate, fourth, heart, hope, presents, puppy, second, shaped, third

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /ch/

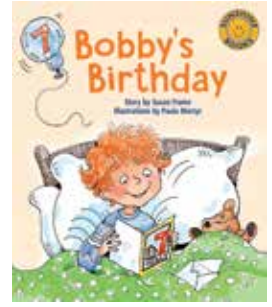
### Phonics

**Letters and Sounds:** /ch/

**Words to Blend and Segment:** chap, chat, chess, chip, chop

### Fluency

Model reading of the text using expression and emphasis.



Bobby really wants a puppy for his birthday. But his mum and dad give him lots of other presents.

## Before Reading

- Listen to the title and the name of the author and illustrator. Ask: What do you think Bobby will get for his birthday? Together look at the cover picture. Discuss what they see. Ask how old Bobby is on his birthday and how they know.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different here compared to the cover? Talk/walk through the pictures. Discuss what is happening on each page. Ask: What presents does Bobby get? Bring words like *birthday*, *chocolate*, *fourth*, *heart*, *hope*, *presents*, *puppy*, *second*, *shaped* and *third* into the conversation. On page 13, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use print cues such as look for chunks in words (*birth/day*, *pup/py*).
- Read the title together and the names of the author and illustrator. Read the title page.
- Have students look at the pictures on pages 2–3. Ask: Where is the setting for the text?
- Look for the word *room* on page 4. Then look for the word *presents*. It has a small word or chunk inside it. (*sent*) Read the word together. Look for *shaped*. Look for the digraph /sh/ and the small word *ape*. Say the word slowly emphasising the chunk (ape) *sh-ape-d*. Read the words together. Reread the page together noticing the speech marks and changing voices for different characters. Notice whether the characters are speaking or thinking.
- Follow this pattern for each page up to page 13, discussing the illustration, looking for key words and chunks of words, and reading the words together. There is a speech bubble on page 13. What does it say? Who is saying it?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending on Pages 14–16. Read the text together. Ask: Did you like the ending? Why?



## **After Reading**

Invite students to discuss the story. Prompt if needed.

- What genre is this story? (narrative) Discuss the ending. Did Bobby get what he hoped for? Is this what students predicted? Do they have a pet at home?
- Retell the story using the pictures on each page as a guide. What was the first present, second, third, fourth, etc? Look at the back cover to retell the story with four pictures. Compare the two retellings. Reread the story together.
- Discuss the meaning of *happiest* on page 16. Think about Bobby being happy at the start of the book. He gets happier and then says it's his happiest birthday ever. Why is that? Think of other words you can make into a comparative (-er) and superlative (-est). e.g. sad, small, big, cold, warm. Add the suffixes.
- Make a chart showing setting, characters and events. Students notice how the characters and events change but the setting remains the same.
- Reread page 12, focusing on punctuation. Teach students the purpose of the full stop, comma, question mark and speech marks. Read page 11 as if there was no punctuation. Then with punctuation to show the students how it is important to make sense of the text. (for meaning)

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /ch/ Students listen for the /ch/ sound as you read the words *chap, chat, chess, chip, chop*. They indicate when they hear any and repeat them emphasising the /ch/sound, e.g. /ch/ ap, chap.

## **Phonics**

- Discuss the sound of the digraph ch-. Write the words *chap, chat, chess, chip, chop* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *are, come, first, for, look, thank, who, will*. Read them together. Ask students to locate the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper, have students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner.

## **Fluency**

- Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat after you.

## **Writing**

- Students make a chart of contractions from the story. They read the contractions and add more of their own. They write out the full words with the letters that the apostrophe is in place of included.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Flamingoes Everywhere

## GOALS

### Comprehension

Discuss the sequence of events and the humorous ending.

### Vocabulary

**High-frequency Words:** had, pretty, the, there, three, was, were, when

**Content Words:** bathroom, bedroom, everywhere, feathers, five, flamingoes, mother, pink, reading, smiled

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /fl/

### Phonics

**Letters and Sounds:** /fl/

**Words to Blend and Segment:** fly, fluff, flip, flop, flap

### Fluency

Model reading of text with expression, noting the punctuation. Students repeat after you.



The girl comes home from school to find flamingoes everywhere.

## Before Reading

- Listen to the title and the name of the author and illustrator. Together look at the cover picture. Ask: What do you see? What do you know about flamingoes? What are they doing in the picture? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the flamingoes on each page or what they are doing. Bring words like *bathroom, bedroom, everywhere, feathers, five, flamingoes, mother, pink, reading, smiled* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- Model how to use print cues to read the words in the title – *fla/ming/goes, ev/very/where*.
- Read the title together and the names of the author and illustrator. Read the title page together emphasising the chunks. Ask: On page 2–3, what is the setting for the text? (the girl's home). Look for the word *inside*. It has a small word or chunk inside it (*in/side*). Read the word together, slowly emphasising the chunk.
- What did the girl find inside the house? On pages 4–5, find the chunks in *dr/in/ink/ing* as you are reading. On pages 8–9, find the chunks in *sp/lash/ing*.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together.
- Discuss how the repetitive parts help with reading the story. (*Flamingoes, flamingoes everywhere!*) Ask: How do you use your voice with these parts? What does the exclamation mark mean?
- Review the predictions for the ending made earlier on page 14, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Use the back cover to discuss the order of the pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the flamingoes do on each page? What surprises were there? Who was surprised by the flamingoes? How do you know? (the girl on page 5) How did Mum feel at the end?
- Reread the story together. Feel the rhythm as you read the repetitive parts.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. *my bed* (page 10) where *my* is used instead of saying “the girl’s bed”; *her beads and hats* (page 12) where *her* is used instead of saying “mother’s beads” and hats. Have students find *she*, *I* and *they* and explain their meaning.
- Reread page 4 focusing on punctuation. Teach the purpose of capital letters, full stops, commas, apostrophe and exclamation marks. Write examples using students’ names, e.g. Mary’s cup.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /fl/. Students listen for the /fl/ sound as you read the words, e.g. *fly, fluff, flip, flop, flap*. They repeat the words.
- Play a game of guessing, e.g. say, “I am thinking of a word that starts with /fl/ and ends with /f/ (*fluff*). I am thinking of what birds can do (*fly*). I am thinking of a pink bird (*flamingo*).

## **Phonics**

- Discuss the sound of the letter blend: fl- Write the words *fly, fluff, flip, flop, flap* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.
- Brainstorm other words starting with fl- to write on the board. Read them together (flame, flying, flash, flutter).

## **Word Study**

- Talk about the words *had, pretty, the, there, three, was, were, when*. Read them together. Ask students to locate the words in the text and read them in context. Discuss the meaning or use of each word in the book, e.g. *were* is plural of *was*.
- Find compound words in the story and discuss their meaning, e.g. *bathroom bath/room* – room with a bath; *bed/room*; *in/side, every/where*.
- On a piece of paper, have students draw a picture from the story. They write the words from the story and read their sentence to a partner.

## **Fluency**

- Model reading of text with expression, noting the punctuation. Students repeat after you.

## **Writing**

- Students make a time line noting the number of flamingoes and where they are. They can illustrate and label the time line, then use it to retell the story to the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Good Manners Week

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask students what they think good manners and bad manners are.

### Vocabulary

**High-frequency Words:** as, just, may, right, soon, thank, think, well

**Content Words:** bees, birds, classroom, excuse, hard, kind, lesson, manners, week, welcome

### Phonemic Awareness

Identify and make rhyming words

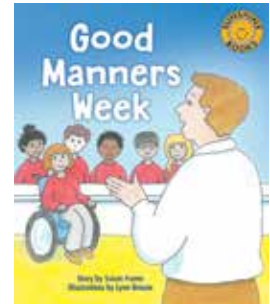
### Phonics

**Letters and Sounds:** /th/ (voiceless)

**Words to Blend and Segment:** thank, thick, thin, think, thud

### Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.



The children in the class use their good manner – all except one of them.

## Before Reading

- Listen to the title and the name of the author and illustrator. Ask students what they think good manners and bad manners are. Use the back cover for ideas. Together look at the front cover picture. Discuss what they see.
- Help students to use the title and front cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different compared to the cover? (It is a weekly list of manners). Read the title page together. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the children on each page or what they are doing. Bring words like *bees, birds, classroom, excuse, hard, kind, lesson, manners, week, welcome* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use print cues such as looking for chunks in words (*man-ners*).
- Read the title together and the names of the author and illustrator. Read the title page together. Ask: What is the setting for the text? Look for the word *classroom* on page 4. It has two words joined to make a compound word (*class/room*). Read the word together, then slowly emphasise the two words.
- Find the word *teacher* on page 2. Look for the letter t and the chunk -er on the end of *teach*. Read the words together. Reread the page noticing the rhyming words *week* and *speak*.
- Follow this pattern up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together. Discuss how rhyming words help with reading.
- Review the predictions for the ending, then turn the page to reveal it. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Ask: What did the children do first, next and so on? What made Ted start to have good manners? What genre do you think this story is? (narrative, persuasive)
- Discuss the ending. Why does Ted want good manners week every week? Is this what students predicted? Do they use good manners at school and at home?
- Discuss possessive pronouns. Model using them. Relate them to the illustrations in the book. (our, pages 2/3, his, page 9, your, pages 10/13) Read the sentences with the pronouns in them. What do they tell you? (may be ownership, belonging to)
- Make a chart showing setting, characters and events.
- Reread page 10 focusing on the punctuation. Teach students the purpose of the full stop, speech marks, apostrophe and exclamation marks.

## **Phonemic Awareness**

- Students listen for rhyming words as you read the text. They indicate when they hear any and repeat them in pairs, e.g. *week/speak; find/kind; birds/words; play/today; said/Ted; be/tree; sit/hit; might/right; sat/hat; bees/please; away/play; idea/year*.

## **Phonics**

- Discuss the sound of the digraph: th- Write the words *thank, thick, thin, think, thud* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *as, just, may, right, soon, thank, think, well*. Read them together. Ask students to locate the words in the text and discuss their meaning in context. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs.

## **Fluency**

- Model reading a section of the text with expression, noting the punctuation, rhyme and change of characters. Students repeat.

## **Writing**

- Students make a chart of rhyming words from the story. They read the words on the chart and add more of their own. See who can make the most rhyming words for one word.
- Students write a chart about Good Manners using ideas from the text. Have two columns with headings *What* and *How*. Under *What* would come “Be polite” and “Excuse me” under *How*.
- Make a story map of the events in the text in sequence. Illustrate and label the map and then use this to retell the text to a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Hide-and-Seek

## GOALS

### Comprehension

**Discuss strategies for reading a play:** What is a narrator? Which parts do the characters read? Predict what the play might be about. What do you know about the game of hide-and-seek?

### Vocabulary

**High-frequency Words:** all, been, do, go, on, one, play, please

**Content Words:** found, friend, game, grass, hide, monkey, rocks, seek, someone, today

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /pl/

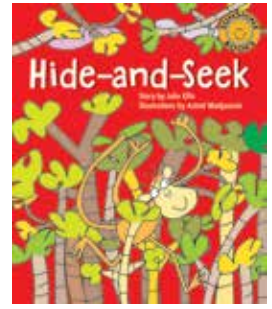
### Phonics

**Letters and Sounds:** /pl/

**Words to Blend and Segment:** plan, plot, plug, plum, plus

### Fluency

Read the play as a Readers' Theatre together before taking character parts in groups.



Matata, the monkey, wants to play. Can he find anyone to play with?

## Before Reading

- Ask students what they know about the game hide-and-seek. Together look at the cover picture. Discuss what they see. Ask: What do you think the setting is for the play?
- Help students use the title and cover illustration to make predictions about the text.
- Look at the title page illustration. Ask: What do you see here? These are the characters in the play. Read the names of the characters and discuss what animals they are. Discuss how you might change your voice for each animal. Ask: What is a narrator? Which parts do the characters read? Predict what the play might be about.
- Talk/walk through the pictures. Discuss what is happening to the characters on each page or what they are doing. Bring words like *found*, *friend*, *game*, *grass*, *hide*, *monkey*, *rocks* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the characters on the title page. Ask: On page 2, who reads this page? How do you know? What does *narrator* mean? Where is the setting? (near grass) Look for the word *grass*. What sound does it start with? /gr/ Say the word, emphasising the /gr/. What do the grey dots in the illustration mean? (show where the monkey went)
- On page 3, the monkey, Matata, is looking for a friend in the grass. Ask: Can you see a clue in the illustration? (tail with spots) Together read the question Matata asks.
- On page 4, ask: Who did the spotted tail belong to? Read the page changing your voice for each character. Reread the page together noticing the rhyming words *play*, *away*, *play*, *today*. Follow this pattern for each page up to page 14.
- On page 6, make the link to the fact picture on the back cover. Ask: Why do snakes do this?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Ask: How do you think Musa felt after coming up with the idea of a game to play?

## **After Reading**

Invite students to discuss the play. Prompt if needed.

- Ask: What genre is this text? (a play)
- Discuss the ending. Why did Matata not want to play hide-and-seek? Is this what students predicted? Have they played hide-and-seek? Do they get tired of playing games sometimes?
- Retell the text using the pictures on each page as a guide. Which animal did Matata find first, next and so on? What made Matata say “Oh, no”?
- Choral read the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *play/away/today*
- Discuss the meaning of the fact on the outside back cover and how this links to the text.
- Make a chart showing setting, characters and events. They notice how the setting and event change for each character.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /pl/ *plot, plan, plug, plus, plum*
- Students listen for the /pl/ sound as you read the words. They indicate when they hear it and repeat the word emphasising the /pl/.

## **Phonics**

- Discuss the sound of the letter blend: pl- Write the words *plot, plan, plug, plus, plum* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Find other words in the play that start with pl-, e.g. *play, please*.

## **Word Study**

- Talk about the words *all, been, do, go, on, one, play, please*. Read them together. Ask students to locate the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Read the play as a readers’ theatre together before taking character parts in groups. Notice the repetitive parts.

## **Writing**

- Students make a chart showing the reason why each animal wouldn’t play with Matata.
- Students make a chart of rhyming words from the story. They read the rhyming words on the chart and add more of their own. See who can make the most rhyming words for -ay.
- Have students make a blend chart showing words that start with a blend in the story.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# I Love Trees

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference?

Predict the uses of trees that might be in the text.

### Vocabulary

**High-frequency Words:** eat, for, give, I, in, make, to, want

**Content Words:** animals, breathe, food, grow, hug, many, people, sap, tree, wood

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /br/

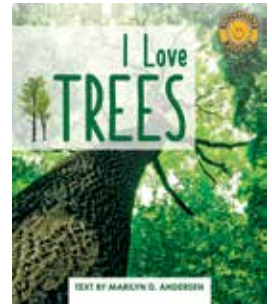
### Phonics

**Letters and Sounds:** /br/

**Words to Blend and Segment:** brave, breathe, brim, brown, brush

### Fluency

Choral reading with students pointing to the words as they are read, sharing information.



Read about the things that trees give us.

## Before Reading

- Ask: What do you know about our trees? Do you like trees? Why? Read the title to students and then read it together. What makes people love trees?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. Ask: How do you know? What is the difference? (Nonfiction is true and may have photos). Predict the uses of trees that might be in the text. Link to the outside back cover photos of what trees give us. Read the question and discuss what each photo is about.
- Read the contents page together. Discuss why there is a contents page. Talk about what is happening in the picture. Ask: How is the girl feeling? What might she be thinking?
- Talk/walk through the pictures. Notice the leaf shape on each page number. Discuss what is happening on each page. Bring words like *animals, breathe, food, grow, hug, many, people, sap, tree, wood* into the conversation.

## Reading the Text

- Read the cover and the title page together. On pages 2–3, discuss the map and the key. Ask: Which areas have the most trees? The dark green colour on the key gives a clue.
- Read the words together on page 2, pointing to the words as they are read. Then look at page 3 to discuss and read the words on the key. Ask: Which colour represents hardly any trees? Look at the icon on the page numbers. What shape is it? (leaf) Read the words together.
- On pages 4–5, read the words together and connect with the pictures to understand the meaning of them. Ask: What is oxygen? How do trees give us oxygen?
- Follow this pattern for each page discussing the pictures, what the different uses represented are and what those trees are helping us with before reading each page.
- Talk about the index which is another feature of nonfiction. Ask: Why is there an index? What page would you find information about maple syrup on? (14) Rubber? (12) Oxygen? (4)



**After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how each tree is used.
- Discuss page 16 and how this relates to the title of the book. (*love/hug*)
- Have students discuss what they are using right now that comes from a tree? (paper). Do we sometimes use more things from a tree at the same time? (paper and pencil)
- Ask students what the author's purpose was for writing the book. What have they learnt?

**Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /br/ Students listen carefully as you read words with the /br/ sound, e.g. *brave, brim, brush, brown, breathe*.
- Students repeat these words emphasising the /br/ sound. They think of more words that have the /br/ sound. (broken, break, breath, bread)

**Phonics**

- Recognise and produce words that begin with the letter blend: br- Write words *brave, brim, brush, brown, breathe* on the board to practise blending and segmenting the sounds together as a group.

**Word Study**

- Talk about the words *eat, for, give, I, in, make, to, want*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text.
- Have students make a Tree web with things trees give us branching out from the centre. They label and illustrate their tree web and share it with the class.

**Fluency**

- Choral reading with students pointing to the words as they are read, sharing information.

**Writing**

- Talk about the different foods trees provide us with. List these on the board. Have students write a new text using the pattern of the text, e.g. Trees give oranges for people to eat. They write the text and illustrate it.
- Students draw a picture of themselves hugging a tree. They write the words using page 16 as a model and share this with a partner.

**Home/School Link**

Take the book home and any related activity done in class to share with family.

# Jo Tries Out for the Team

## GOALS

### Comprehension

**Connect to prior knowledge:** Have you ever tried out for a team? What are you good at?

### Vocabulary

**High-frequency Words:** after, am, at, eat, good, it, let, too

**Content Words:** baker, best, cake, feels, really, sad, school, shoots, something, team

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /sh/

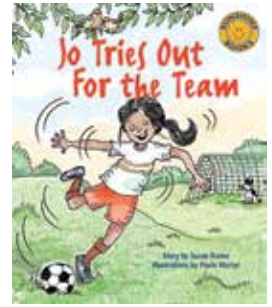
### Phonics

**Letters and Sounds:** /sh/

**Words to Blend and Segment:** shed, shin, ship, shop, shut

### Fluency

Model reading of text with expression, noting the punctuation and change of characters. Students repeat.



Jo knows that it is always good to try your best.

## Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you ever tried out for a team? What are you good at? Look at the outside back cover for suggestions.
- Together look at the front cover. Have students discuss what they see. Help them to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Jo on each page or what the other characters are doing. Bring words like *baker, best, cake, feels, really, sad, school, shoots, something, team* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On pages 2–3, have students look at the pictures. Ask: What is Jo doing? These are the things she is good at. Find the word *good*. How many things is she good at? Read the page together. Notice words ending in -er (*bak-er, play-er*).
- On pages 4–5, ask: Now what is Jo doing? (practising football) Which team does she want to play for? (football team) What moves does she practise? (kick, run, shoot) Find these words in the text. Read the page together, pointing at the words.
- Follow this pattern up to page 15, discussing the illustration, looking for key words and chunks of words. Students can change their voices for different characters.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who really is the best baker? Is this what students predicted? Why did the author write this story? What message can you gain from it? (We are all good at many things but may not make the team. The main thing is to try our best at whatever we do.)
- Reread the story together. Feel the excitement and nerves as the story builds up to the choosing of the football team and reading out the names in the team. Ask: How did Jo feel after she missed out on a spot in the team? (sad for herself but happy for her friends). What helped her recover from that? (remembering what she is good at) What did Mum and Dad do to help her? (Mum baked a cake and Dad said that Jo's baking was better.)
- Students write and illustrate a chart showing things Jo is good at and things they are good at.
- Reread pages 8–10, focusing on the punctuation. Teach students the purpose of the full stop, comma, ellipsis, question mark and speech marks. Read the text ignoring the punctuation, then with the punctuation to show the difference in meaning.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /sh/ Students listen for the /sh/ sound in the following words: *shed, shin, ship, shop, shut*. They indicate when they hear it and repeat the words emphasising the /sh/ sound.

## **Phonics**

- Discuss the sound of the digraph: sh- Write the words *shed, shin, ship, shop, shut* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *after, am, at, eat, good, it, let, too*. Read them together. Ask students to locate the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model reading of text with expression, noting the change of characters. Students repeat.

## **Writing**

- Students make a chart of -er words from the story. They read the words on the chart and add more of their own. (driver, walker, reader, writer)
- Students write a new sentence about Jo using the pattern from the story. They draw a picture first, then write the sentence. e.g. Jo tried her best.
- Students make a feelings time line, noting the page number and feelings Jo had on those pages. They write the text and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Let's Get Fit!

## GOALS

### Comprehension

Retell the text using the pictures on each page as a guide. Discuss how each person gets fit.

### Vocabulary

**High-frequency Words:** and, get, let, play, run, she, walk, we

**Content Words:** baby, crawl, dance, flowers, football, fun, garden, grass, stretch, swing

### Phonemic Awareness

Identify syllables in words and clap as they are spoken.

### Phonics

**Letters and Sounds:** -et

**Words to Blend and Segment:** get, let, net, pet, wet

### Fluency

Students practise reading the book on their own and then to the teacher (orally).



The people in this community get fit in different ways.

## Before Reading

- Ask: What do you know about getting fit? What does getting fit mean? How can you get fit? For more ideas look at the back cover. Talk about how the children are getting fit.
- Read the title to students and then read it together. Discuss what the children are doing on the front cover. From the cover photo and title students predict what the text might be about.
- Discuss if this will be a fiction or nonfiction text.
- Look at the title page. Talk about what the girl is doing in the picture. Notice the Contents. Talk about how this tells you what the text will be about. Read the contents page together.
- Talk/walk through the pictures. Notice the shape on each page number. Discuss what is happening on each page. Bring words like *baby, crawl, dance, flowers, football, fun, garden, grass, stretch, swing* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss what the men are doing. Are they getting fit? Read the words together, pointing to them as they are read. Ask: What is Tom doing?
- On pages 4–5, Maria is at the gym. Read the words together.
- Follow this pattern for each page discussing the pictures and the kind of exercise before reading each page.
- Predict the ending before turning to page 16. Read the words and then discuss the Index. This is another feature of nonfiction like the Table of Contents. Model how to use this, then ask students to find the page about the gym. They ask each other questions in pairs about what page to find things using the Index.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how there are many different forms of exercise that help us get fit.
- Discuss the ending. Ask students what activities they want to do to get fit. Do we sometimes use more than one way to get fit? What do they think the author's purpose was for writing the book? What have they learnt from this book?

## **Phonemic Awareness**

- Students listen and identify syllables in words and clap as you read them, e.g. *gar/den, get/ting*. Together find one-syllable words in the book to clap, e.g. *fit, fun*.
- Have students clap two syllable words, e.g. *play/ing, foot/ball*.

## **Phonics**

- Recognise words that have the same rime: -et Write the words *get, let, net, pet, wet* on the board to practise blending and segmenting the onsets and rimes together as a group.

## **Word Study**

- Talk about the words *and, get, let, play, run, she, walk, we*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read these words in the book, then discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text.
- Have students make a web with examples of ways to get fit branching out from the web. They can use the back cover for ideas. They label and illustrate and share your web with the class.
- Talk about words ending in -ing. Students list these and say what the root verb is. Make a chart matching these, e.g. *crawling/crawl, dancing/dance, gardening/garden, chopping/chop*. Discuss rules for words ending in e and words that need the last letter doubled before the -ing.

## **Fluency**

- Students practise reading the book on their own and then to the teacher (orally).

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Everyone gets fit at the gym.
- Students draw a picture of themselves and label their fitness activity. They share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Signs

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference?

Make predictions from the cover and title page illustrations.

### Vocabulary

**High-frequency Words:** did, here, only, put, said, saw, three, walk

**Content Words:** animals, apples, books, feed, free, library, read, signs, sister, special

### Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them.

### Phonics

**Letters and Sounds:** -aw

**Words to Blend and Segment:** all, raw, saw, talk, walk

### Fluency

Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat after you.



There are signs everywhere, giving information and advice.

## Before Reading

- Ask: What do you know about signs in school? Where do you see them? Read the title to students and then read it together. Discuss what the sign on the cover says and where you might see it. Look at the back cover and discuss what this sign means and where you might find this sign.
- Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the cover and title page illustrations.
- Read the title page together. Talk about the sign. Ask: What does it mean? (Dogs not allowed.) Read the contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what signs are on each page and where you would find them. Bring words like *animals, apples, books, feed, free, library, read, signs, sister, special* into the conversation. Notice the shapes on the page numbers. Ask: Why do you think the designer did this?
- Before turning to pages 14–16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2, ask: How many signs do you see? Read the signs. Discuss where you would see each of these signs. Then read the words together, pointing to the words as they are read.
- On page 3, discuss the picture. Read the words together.
- On page 4, read the sign and then the text.
- Follow this pattern for each page, discussing the pictures, what the different signs represent and where you would find them before reading each page.
- Look at the Index and find the page about a library. Students ask a partner questions about the index, e.g. what page is the zoo on?



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how each sign is used.
- Ask students to discuss what signs they can see right now. What signs are used in the classroom and around the school? What do they think the author's purpose was for writing the book. What have they learnt from this book?

## **Phonemic Awareness**

- Recognise that words can be broken into individual sounds and produce them. Students listen carefully to words you read to identify the individual sounds, e.g. *like* /l/ /i/ /k/; *did* /d/ /i/ /d/; *said* /s/ /e/ /d/; *feed* /f/ /ee/ /d/.
- Students repeat the word and then the sounds. They think of more words to break into individual sounds.
- Students listen and identify syllables in words and clap as you read them, e.g. *ga/rage*, *an/i/mal*, *su/per/mar/ket*. Together find one-syllable words in the book to clap, e.g. *sign*, *zoo*. Students clap two-syllable words, e.g. *ap/ple*, *ca/fe*.

## **Phonics**

- Recognise words that have the same vowel sound: /aw/ Write words *call*, *all*, *fall*, *saw*, *raw* on the board to practise blending and segmenting the sounds together as a group.

## **Word Study**

- Talk about the words *did*, *here*, *only*, *put*, *said*, *saw*, *three*, *walk*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the signs in the book. They write the matching sentence from the text.
- Have students make a Signs web with examples of different signs branching out from the web. They label and illustrate and share their web with the class.

## **Fluency**

- Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat after you.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. I saw a sign in the playground. They illustrate their sign.
- Students create a new sign and share with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Staying Still

## GOALS

### Comprehension

**Reading Strategies:** Ask students “What are some of the things good readers do?”

Model how to use print cues.

### Vocabulary

**High-frequency Words:** about, and, do, how, out, see, think, your

**Content Words:** bee, butterfly, feel, fun, listen, love, skip, stay, still, us

### Phonemic Awareness

Identify syllables in words and clap as they are spoken

### Phonics

**Letters and Sounds:** -ill

**Words to Blend and Segment:** fill, hill, pill, still, will

### Fluency

Model fluent reading of a section of the text differentiating between the busy and still parts for students to repeat.



Looking, listening, feeling and seeing the world around us is all about mindfulness.

## Before Reading

- Ask students what they know about keeping still? What does it mean?
- Read the title to them and then read it together. Ask: What is the girl doing on the cover?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is happening in the picture. Notice the Table of contents. Read this together to give an idea of what will be in the text.
- Talk/walk through the pictures. Notice how thinking is illustrated. Discuss what is happening on each page. Bring words like *bee, butterfly, feel, fun, listen, love, skip, stay, still, us* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use print cues such as look for chunks in words (*but, butter, fly – butterfly*).
- Read the cover and the title page together. On page 2 discuss what the children are doing. Look for the word *skip* in the text. How will it start? /sk/ Then read the words together, pointing to the words as they are read.
- On page 3, discuss the picture. Locate the word *still*. Read the words together.
- On pages 4–5, connect with the pictures and key words to understand the meaning of them. Then read the text together.
- Follow this pattern for each page discussing the pictures, looking for key words before reading each page.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Is this what students predicted? Ask them to discuss what they are doing right now. Are they busy or still? What do they think the author's purpose was for writing the book? What have they learnt from this book?
- Retell the text using the pictures on each page as a guide. Discuss the difference between being busy and still.

## **Phonemic Awareness**

- Identify syllables in words and clap as they are spoken, e.g. *but/ter/fly* Students listen and identify syllables in words you read. They clap as they are spoken, e.g. *stay/ing, still*.
- They listen and identify one-syllable words to clap as they are read, e.g. *love, skip*.
- Have students clap and say two syllable words, e.g. *look/ing; think/ing*. They take turns to say a word for a partner to say and clap the syllables.

## **Phonics**

- Recognise words that have the same rime: /ill/ Write words *fill, hill, pill, still, will* on the board to practise blending and segmenting the onsets and rimes. Students point to the words as they are spoken. Make sure that pure sounds are used, e.g. /f/ not /fuh/.

## **Word Study**

- Talk about the words *about, and, do, how, out, see, think, your*. Photocopy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text.
- Talk about words ending in -ing. Students list them and say what the root verb is. They make a chart matching these, e.g. *see/seeing, listen/listening; look/looking; stay/staying; think/thinking*.

## **Fluency**

- Model fluent reading of a section of the text differentiating between the busy and still parts for students to repeat.

## **Writing**

- Students make a chart with examples of busy/still. They label and illustrate their chart. They might use the outside back cover for ideas. They share the chart with the class.
- Have students write a new text using the pattern of the text, e.g. *Staying still is fun. We can listen. They write the text and illustrate it.*
- Students draw a picture of themselves and label it "being still". They share with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# A Trickle of Water

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. Start with what makes the trickle of water.

### Vocabulary

**High-frequency Words:** big, can, come, down, make, other, soon, under

**Content Words:** bridge, city, flow, high, mountains, ship, small, stream, through, trickles

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /tr/

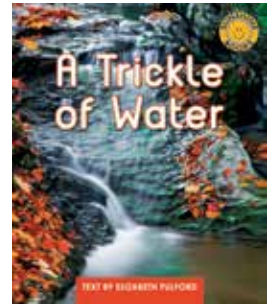
### Phonics

**Letters and Sounds:** /tr/

**Words to Blend and Segment:** tram, trap, tree, trim, trip

### Fluency

Practise rereading the story with a partner (orally) – sharing information



See how melting ice can turn into a great river that flows to the sea.

## Before Reading

- Ask: What do you know about our water? How do we use water? Where does it come from?
- Read the title to students and then read it together. Look at the cover photo. Does it look like a trickle of water? What does *trickle* mean? Why has the publisher put this photo on the cover?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Look at the title page. This is also the contents page. Nonfiction books often have a table of contents. This gives a summary of what to expect in the text. Read the title and contents page together. Talk about what is happening in the picture. Ask: Can you see a trickle of water?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bridge, city, flow, high, mountains, ship, small, stream, through, trickle* into the conversation. When does trickle change to flow? (page 6) Notice the flow gets stronger as the stream grows bigger. Discuss the raindrop shape on each page number.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss where a trickle of water might start. Look at the photos. What are they of? What happens to snow? (It melts.) Read the words together, pointing to the words as they are read.
- On page 4, you will see the mountains again. Read the page together.
- Follow this pattern for each page discussing the pictures, and what is happening to the trickle of water before reading each page. Predict the ending before turning to page 16 to reveal and read it together.
- Read the index. Talk about the reason for the index. Discuss what page you would find information on bridges.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures as a guide. Start with what makes the trickle of water.
- Discuss the ending. Ask students to discuss the ways they will be using water today. What was the author's purpose for writing the book? What have they learnt from this book?
- Talk about pages 10–11. Talk about the strong flow of a big river. Link these to the fact on the outside back cover. Read the fact together. What things are you using today that work using electric power? What happens when there is a storm and a power outage? What do you do?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /tr/ Students listen carefully to words you read to identify the /tr/ sound, e.g. *tram, trap, tree, trim, trip*. Students repeat these words, emphasising the /tr/ sound. They think of more words that have the same beginning sound. (trickle, trash, track, truck)
- Students listen and identify syllables in words you read and clap as they are spoken, e.g. *trick/le*. Together identify one-syllable words in the book to clap, e.g. *high, ship, soon*.
- Have students clap two-syllable words, e.g. *trick/le, mount/ains, un/der*.

## **Phonics**

- Recognise words that begin with the same letter blend: tr- Write words *tram, trap, tree, trim, trip* on the board to practise blending and segmenting the sounds together as a group.
- Make up riddles: "I'm thinking of a word starting with tr and it has five letters and it means walking up mountains or in forests. (*tramp*)"

## **Word Study**

- Talk about the words *big, can, come, down, make, other, soon, under*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. They play a game of snap with them.
- Students make a time line showing the different stages from snow melting on the mountain to reaching the sea. They label the time line.
- Talk about comparative words ending in -er. Make a list and say what the root verb is. Make a chart matching these, e.g. *big/bigger, strong/stronger*. Suggest more to add to the list.
- Put these words in order from smallest to biggest. (river, raindrop, sea, stream, trickle)

## **Fluency**

- Practise re-reading the story with a partner (orally) - sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. The river is growing bigger. They write the text and illustrate it.
- Students make a glossary for the text. Choose words to illustrate or write the meaning of.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# A Letter to Grandma

## GOALS

### Comprehension

Discuss strategies for writing a letter. What is needed and in what order?

### Vocabulary

**High-frequency Words:** about, get, her, his, know, live, put, what

**Content Words:** envelope, friend, Grandma, letter, means, museum, school, stamps, swimming, write

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /kn/

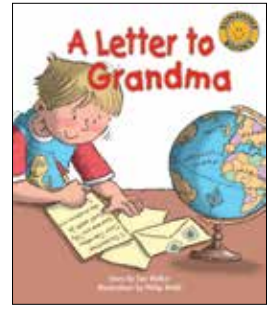
### Phonics

**Letters and Sounds:** kn (n)

**Words to Blend and Segment:** knee, knew, knit, knot, know

### Fluency

Choral reading with students pointing to the words as they are read – sharing information.



Alex writes a letter to his grandma and waits for a reply.

## Before Reading

- Listen to the title and the name of the author and illustrator. Together look at the cover picture. Discuss what students see. (stamps, envelope) Ask: What is the boy doing in the picture? Why is there a globe? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different here compared to the cover? Which country is Grandma living in? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the boy on each page or what he is doing. Bring words like *envelope*, *friend*, *Grandma*, *letter*, *means*, *museum*, *school*, *stamps*, *swimming*, *write* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Read the address on the envelope.
- On pages 2–3, ask: What is the setting for the text? What is in the picture that is also on the front cover? (the globe). Can you see England on the globe? Read the text together.
- On page 4, have students tell why the print looks different to page 5. (page 4 is the text of the story; page 5 is the letter Alex is writing) Discuss the pictures, locate words like *skeleton*, *museum*, *whale*. Help students to decode these words, e.g. *skel/e/ton*. Read both pages.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words, decoding unknown words and reading the words together.
- On page 15, review the predictions for the ending made earlier, turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? What did you notice about Grandma's writing?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures on each page as a guide. What happened on each page? How did Alex feel at the end? How do you know?
- Have students make a time line to illustrate the process of sending a letter. For example, write the letter, put it in the envelope, write address on envelope etc. They label and illustrate the time line and share with the class.
- Reread the text, focusing on the punctuation in letters and on envelopes. Teach students the purpose of the capital letters, full stops and commas. Reinforce other punctuation in the text such as apostrophes, ellipses and exclamation marks.
- Students find examples of an apostrophe in the text. (Alex's letter, Grandma's address, spider's web, it's) Discuss the difference between the possessive and contractions. Expand the contraction and write examples of possessives using the students' names with the apostrophe.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /kn/ n Students listen for /kn/ sound as you read the words, *knee, knew, knit, knot, know*. They repeat the words, emphasising the /kn/ sound.
- Play a game of guessing. Say: "I am thinking of a word that starts with /kn/ and ends with /ee/, (*knee*). I am thinking of something you can make from string." (*knot*).

## **Phonics**

- Discuss the sound of the digraph: /kn/ n Write the words *knee, knew, knit, knot, know* on the board to practise blending and segmenting the sounds together. Note this is a digraph with one sound /n/. Illustrate using alphabet letters, touching them as the sounds are made for the word.
- Students brainstorm other words starting with /kn/ to write up on the board. Read them together. (*knight, knob, knack, knock*)

## **Word Study**

- Talk about the words *about, get, her, his, know, live, put, what*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the context of the book, e.g. *what* is a question word.

## **Fluency**

- Choral read with students pointing to the words as they are read and sharing information.

## **Writing**

- Discuss the steps for writing a letter. What is needed and in what order? Look at the back cover to talk about the different parts of a letter.
- Students write a letter to someone they know telling them what they have been doing. Use Alex's letter as a model. They start with the date and read it to a friend.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Amelia Rose Loves to Read

## GOALS

### Comprehension

**Reading strategies:** Ask students “What are some of the things that good readers do?”  
Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** all, before, but, go, him, my, ride, stop

**Content Words:** book, dance, fun, horse, learn, love, read, should, story, time

### Phonemic Awareness

Identify and make rhyming words.

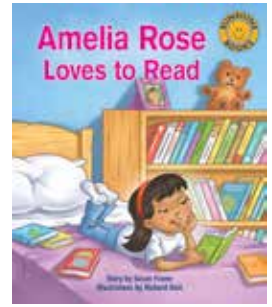
### Phonics

**Letters and Sounds:** -all

**Words to Blend and Segment:** ball, call, fall, hall, tall

### Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters.  
Students repeat after you.



Amelia Rose's father thinks she should read but she should also try other things.

## Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Have they read any other stories by Susan Frame? Look at the cover picture together and have students discuss what they see. Ask: What is Amelia Rose doing in the picture? Where is she sitting? How many books do you think she has? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page. Ask: What is the same or different in this picture compared to the cover? Where is Amelia Rose reading now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page or what the characters are doing. Bring words like *book, dance, fun, horse, learn, love, read, should, story, time* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- On pages 2–3, ask: Who do you think the man is? Locate the word *dad* to confirm. What do you think Dad is saying? Where is he pointing? (on page 3 he says “*go out and play in the sun*”.) Does this make sense? Read the sentence together. Notice the rhyme (*fun/sun*).
- On page 4, ask: Where is Amelia Rose now? (in the sand) Look for the word to confirm this. Read the sentence to check *sand* makes sense. (*Sand* rhymes with *hand*.)
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. Discuss how the rhyme and repetitive parts help with reading the story. Ask: How do you use your voice for these parts?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together.



## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures as a guide. What did Dad and Amelia Rose do on each page? Why do you think Dad was wanting Amelia Rose to try other things besides reading? Was this a good idea? How did they both feel at the end of the story?
- Discuss the back cover. How would they order the pictures?
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. (pages 2–3 – *she, them, my, I, you, your*) *She* is used instead of *Amelia Rose*. Find other pronouns in the book and explain their meaning.
- Reread page 3 focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, apostrophe and speech marks. Write examples using the students' names with the apostrophe, e.g. Mary Jones' pen, John Brown's book.

## **Phonemic Awareness**

- Students indicate when they hear rhyming words as you read the story, e.g. *time/79; fun/sun; sand/hand; course/horse*. They repeat the rhyming words, emphasising the rhymes.

## **Phonics**

- Discuss the sound of the rime: /all/ Write the words *ball, call, fall, hall, tall* on the board to practise blending and segmenting the onsets and rimes together as a group. Make the onsets and rimes using magnetic letters. Brainstorm and write words ending with /all/. Read them together. (*mall, wall, stall*)

## **Word Study**

- Talk about the words *all, before, but, go, him, my, ride, stop*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *him* is a pronoun in place of the horse on page 6.
- Find contractions in the story and discuss their meaning. (*it's, isn't, you've, you'll*) Make a list and match to their expanded form.
- Students find the verbs on page 10. They write their matching root. (*played/play; ridden/ride; learnt/learn*) They think of other examples to add to the list.

## **Fluency**

- Model reading of the text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.

## **Writing**

- Students make a time line noting the suggestions Dad made. They illustrate and label the time line, then use it to retell the story to the class.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Greedy Fox

## GOALS

### Comprehension

**Making predictions:** Help students use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding the meaning of *greedy*.

### Vocabulary

**High-frequency Words:** again, ask, ate, from, good, have, made, please

**Content Words:** coming, delicious, dinner, fox, greedy, never, plate, soup, stork, vase

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /fr/

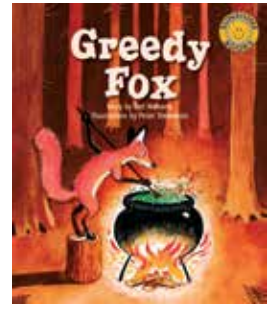
### Phonics

**Letters and Sounds:** /fr/

**Words to Blend and Segment:** frame, free, fresh, from, frost

### Fluency

Model reading of text with expression, noting the punctuation and change of characters.



When Fox and Stork eat together, Fox learns that greed isn't good.

## Before Reading

- Listen to the title and the name of the author and illustrator. Together discuss the cover picture. Ask: What is Fox doing? What kind of soup could it be? Predict why the title is *Greedy Fox*? What does *greedy* mean? What might happen in the story? Is this a fiction or nonfiction book? How do you know?
- Look at the title page illustration. Ask: What is Fox doing? (preparing the soup) Is there a clue to the soup flavour? What is the same or different compared to the cover illustration?
- Talk/walk through the pictures. Discuss what is happening to Fox or Stork on each page and what they are doing. Bring words like *coming, delicious, dinner, fox, greedy, never, plate, soup, stork, vase* into the conversation. Look for clues in the pictures for the words in the text, e.g. on page 12, what clues are there about the kind of soup Stork is cooking? (fish bones)
- On page 15, have students predict the ending.

## Reading the Text

- Ask: On pages 2–3, what is the setting for the story? (in the forest near the fox's den). Find the word *pea*. What noise would the soup make as it cooks? (*bubble*) Decode /b/ /u/ /bb/ /le/ or look for chunks, *bub/ble*. Remind students that if they know a word, then they don't need to decode it. It is best to check that it looks right, sounds right and makes sense. Read the words.
- On pages 4–5, ask: Why did Stork come by? What did she want? Read the words.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words and reading the words together.
- Review the predictions for the ending made earlier. Turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Why would Fox never be greedy again? What is it best to do? (find a way to share)

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Understand the meaning of *greedy*. What makes Fox a greedy Fox? (He didn't want to share his soup so made it impossible for Stork to eat it.) What was Stork's idea? Was Stork greedy too? (No, she was teaching Fox a lesson.)
- Look at the back cover and discuss the question: How do you eat soup?
- What genre is this story? (traditional story with a moral) What can we learn from this story?
- Retell the text using the pictures on each page as a guide. What did Fox and Stork do on each page? Were you surprised that Fox was greedy?
- What is a *vase*? Why couldn't Fox eat out of a vase? Why couldn't Stork eat off a plate?
- What did Fox say when he smelled the fish soup? (*Mmmm*) What else can you say if you like the smell of something? (*Yummm*). How did Fox describe the smell of the soup? (*delicious*) This is a tricky word with a /sh/ sound in the middle. (dee-lish-us)

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /fr/ Students listen for the /fr/ sound as you read the words, *frame, free, fresh, from, frost*. They repeat the words, emphasising the /fr/ sound.
- Play a game of guessing. "I am thinking of a word that starts with /fr/ and ends /sh/. (*fresh*) I am thinking of something that goes around a picture. (*frame*)"

## **Phonics**

- Discuss the sound of the letter combination: fr- Write the words *frame, free, fresh, from, frost* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm words starting with fr- to write on the board. Read together. (*fry, frog, fridge*)

## **Word Study**

- Talk about the words *again, ask, ate, from, good, have, made, please*. Photocopy the flash cards to create your own game. Read the words together. Ask students to locate the words in the text. Discuss the use of each word in the book, e.g. *ask* is the opposite of *answer*.
- Look at the word *greedy*. It has a long /ee/ sound. Find other words in the story with a long /ee/ sound. They may have a different spelling, e.g. *pea, beak*.
- Locate the word *tongue* in the text. Why is this a tricky word? Can you spot the silent letters?

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters.

## **Writing**

- Students make a venn diagram with Fox on one side, Stork on the other and soup in the middle (common to both). Add the things relevant to each section. Students illustrate and label the venn diagram, then use it to retell the story to the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Mrs Clucky's Chickens

## GOALS

### Comprehension

**Discuss strategies for reading a play:** What is a narrator? Which parts do the characters read? Predict what the play might be about from the cover.

### Vocabulary

**High-frequency Words:** could, have, more, my, that, this, walk, who

**Content Words:** eggs, fifteen, five, kitchen, morning, pancakes, rain, tea, toast, warm

### Phonemic Awareness

Identify syllables in words and clap as they are spoken

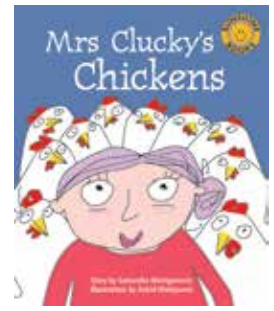
### Phonics

**Letters and Sounds:** /cl/

**Words to Blend and Segment:** click, climb, clip, clop, cluck

### Fluency

Read the play together as a Readers' Theatre before taking character parts in groups. Notice the repetitive parts.



Mrs Clucky opens the door on a rainy night. She lets her many visitors share her tea and toast.

## Before Reading

- Together look at the cover. Discuss the apostrophe in *Clucky's*. Ask: Who do the chickens belong to? How many chickens can you see?
- Look at the title page. Ask: What do you see? How is this different from the front cover? Discuss strategies for reading a play. What is a narrator? Who are the characters? How many groups of chickens are there? Help students to predict what the play might be about.
- On page 2, ask: How do you know which parts the characters read? (The words in capital letters are the characters; they read the words that follow their names.)
- Talk/walk through the pictures. Ask: What is the setting for this play? (Mrs Clucky's house) Discuss what is happening to Mrs Clucky and the chickens on each page. Bring words like *eggs, fifteen, five, kitchen, morning, pancakes, rain, tea, toast, warm* into the conversation.
- On page 13, have students predict the ending.

## Reading the Text

- Read the title together. Read the title page emphasising the different characters.
- On page 2, look at the picture. Ask: What is Mrs Clucky doing? Who speaks first? The narrator sets the scene or gives directions. What sound does rain make? Look at the words starting with p. (*pitters, patters*) Look for small words or chunks. (*it, pit, pit/ter, at, pat, pat/ter*) Break the words starting with s into sounds. (*splishes, splashes*) /s/ /p/ /l/ /i/ /sh/ /es/, s/ /p/ /l/ /o/ /sh/ /es. Read the narrator's words together.
- On page 3, ask: What is Mrs Clucky doing now? Read Mrs Clucky's part on page 2 together.
- Follow this pattern for each page, discussing the illustration, looking for key words and chunks of words and reading the words. Discuss how the repetitive parts help with reading the story. (*peck, peck, peck, pitter patter*) Ask: How do you use your voice with these parts? What do the exclamation mark and the question mark mean? How do you use your voice for these?
- Review the predictions for the ending made earlier. Turn the page to reveal the ending. Have students discuss what they see in the illustration. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the play. Prompt if needed.

- Discuss the sequence of events and the humorous ending. Use the back cover to discuss the order of the four pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the characters do on each page? What can you say about Mrs Clucky? How did Mrs Clucky feel at the end?
- How many chickens did Mrs Clucky make pancakes for? (30)
- Discuss the meaning of *Mrs*. Discuss the opposite – Mr. Could the story have a Mr Clucky and what would he look like? (a rooster) Students relate the titles (Mr/Mrs) to teachers or adults they know.
- Reread the play together, feeling the rhythm as they read the repetitive parts.

## **Phonemic Awareness**

- Students listen to words you read to them to identify how many syllables they have. They raise the correct number of fingers. Then they repeat the words. (*cluck/y* (2), *chick/en* (2), *rain* (1), *warm* (1), *toast* (1), *peck* (1), *open* (2), *in/side* (2), *pit/ters* (2), *splish/es* (2), *splosh/es* (2).

## **Phonics**

- Discuss the sound of the letter combination: cl- Write the words *click*, *climb*, *clip*, *clop*, *cluck* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with cl- to write up on the board. Read them together. (*clown*, *clear*, *clock*, *clash*) Students record their own lists.

## **Word Study**

- Talk about the words *could*, *have*, *more*, *my*, *that*, *this*, *walk*, *who*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *who* is a question word.
- Students find sound words or onomatopoeia, e.g. *pitters*, *patters*, *splishes*, *sploshes*. They invent some of their own and write them as shaped words to illustrate the sounds.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Students read the play together as a Readers' Theatre before taking the character parts in groups. Remind them to change their voices for the characters.

## **Writing**

- Students make a time line noting the number of chickens that arrived each time and what Mrs Clucky did. They illustrate and label the time line, then use it to retell the play to the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Tom, the School Cat

## GOALS

### Comprehension

Retell the text using the pictures on each page as a guide. What mischief did Tom get up to? How was the school cat problem solved?

### Vocabulary

**High-frequency Words:** into, jump, little, thank, their, they, went, your

**Content Words:** afternoon, assembly, award, cheese, Friday, listening, Monday, Thursday, Tuesday, Wednesday

### Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them.

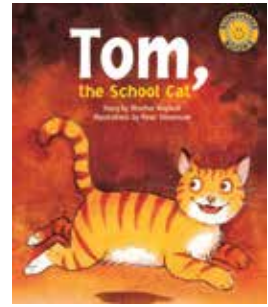
### Phonics

**Letters and Sounds:** -ash

**Words to Blend and Segment:** bash, crash, flash, smash, stash

### Fluency

Model reading of text with expression, noting the sound words, punctuation and repetitive parts.



Tom is a school cat and he can be naughty. He can also be very good.

## Before Reading

- Read the title and the name of the author and illustrator to students. Together discuss the cover picture. Ask: What do you know about cats? Do we have a school cat? What does it mean to be a school cat? What is Tom doing in the picture? How does he look? Happy? Cheeky? Sad? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different here compared to the cover? How is Tom looking here? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the children and Tom on each page or what they are doing. Bring words like *afternoon*, *assembly*, *award*, *cheese*, *Friday*, *listening*, *Monday*, *Thursday*, *Tuesday*, *Wednesday* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- On page 2, ask: What is Tom doing? Read the page together to see what Tom did in the garden.
- On page 3, ask: What is the word in capital letters? Say the sounds. /s/ /m/ /a/ /sh/, **SMASH**. Why is it in capitals? (emphasis). Look for the word *naughty* on page 3. It is a tricky word with some silent letters. (gh). (/ n/ /aw/ /t/ /ee/) Segment and blend the sounds.
- On page 4, ask: Where are they in the school? Segment tricky words into chunks or syllables, e.g. *library*, lib/ra/ry, *listening*, lis/en/ing (silent t)
- On page 5, ask: What is the word in capital letters? Say the onset and rime. (cr/ash) What do you notice about *smash* and *crash*? (They rhyme.) They are sound words. What went crash in the library? (the books) Read the text together.
- What do you notice about pages 3 and 5? They are similar. (repetition).
- Follow this pattern for each page up to page 15. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Read the text together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Where is the setting for the text? (school). Which parts of the school?
- What genre is this story? Is it fiction or nonfiction? Could it have been a true story? (It is!)
- Why did the man taking the photo ask them to say “*cheese*”? (to get them to smile)
- Discuss the sequence of events and the humorous ending. What happened first, next?
- Retell the text using the pictures on each page as a guide. What mischief did Tom get up to? Reread the story together, noticing the rhythm in the repetitive parts and the sound words.
- Discuss the days of the week. Say them in order. Look at the back cover to match Tom’s activities with the days of the week.
- Did students like the ending? Why? Guide them to answer that Tom was a loveable nuisance, but now he is a valued member of the school because he listens to children read.

## **Phonemic Awareness**

- Have students listen to words and then say the sounds. *dug* /d/ /u/ /g/; *soil* /s/ /oi/ /l/; *spade* /s/ /p/ /a/ /d/; *children* /ch/ /i/ /l/ /d/ /r/ /e/ /n/. Together think of more words to break into sounds.

## **Phonics**

- Discuss the sound of the rime: -ash Write the words *bash, crash, flash, smash, stash* on the board to practise blending and segmenting onsets and rimes as a group. Use magnetic letters to make the onsets and rimes. Brainstorm other words ending with -ash to write up on the board. Read them together. (*rash, mash, dash, clash*) Students make an -ash word web.

## **Word Study**

- Talk about the words *into, jump, little, thank, their, they, went, your*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *little* is the opposite of big.
- Students find and say words with one and two syllables, e.g. 1 = *tom, cat, cheese, holes, books*; 2 = *child/ren, Tues/day, want/ed*.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model reading of the text with expression, noting the sound words, punctuation and repetitive parts. Students repeat after you. Use page 3 as an example.

## **Writing**

- Students make a time line matching Tom’s mischief with the days of the week. They label and illustrate this to share with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



## Two Trevors

### GOALS

#### Comprehension

**Making predictions:** Help students use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of the humour.

#### Vocabulary

**High-frequency Words:** ate, away, new, old, play, ran, red, two

**Content Words:** biscuits, collar, fish, home, hungry, morning, photo, storm, together, welcome

#### Phonemic Awareness

Recognise and produce words that end with the same sound: /ate/

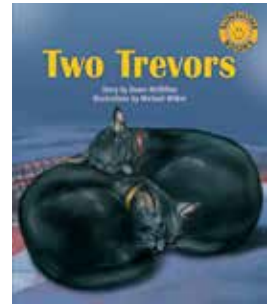
#### Phonics

**Letters and Sounds:** -ate

**Words to Blend and Segment:** date, gate, late, mate, rate

#### Fluency

Model reading of text with expression, noting the punctuation and change of characters. Students repeat.



When Trevor, the cat, runs away during a storm, the children are pleased when he comes back. But is this the same Trevor?

### Before Reading

- Read the title and the name of the author and illustrator to students. Together discuss the cover picture. Ask: What might the title refer to? What do you know about cats?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening to the cat/s and the family on each page or what they are doing. Bring words like *biscuits, collar, fish, home, hungry, morning, photo, storm, together, welcome* into the conversation. Notice that there is only one cat with the family to start with.
- On page 2, ask: What happened? Find the word starting with /st/. Read the word. (*storm*) The picture will help. The cat called Trevor was missing. Why do you think he ran away?
- On pages 4–5, ask: What are the children doing? How are they feeling? What are their names? (*Josh, Amy*)
- On pages 6–7, ask: How are the children feeling now? How is the cat feeling? What happened on page 10? (real Trevor arrived) Follow the pictures to see what happened next.
- On page 14, have students predict the ending.

### Reading the Text

- Read the title together. On pages 2–3, ask: What is happening? What noise did the storm make? (*roar*). Read the words together.
- On pages 4–5, ask: Where did the children look for Trevor? Why would it be difficult to find a black cat at night? How do they look? Read the words, showing sadness in your voice.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Students discuss the illustration and read the text. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the sequence of events and the humorous ending. Use the back cover to retell the story using the four pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the children do on each page? What surprises were there? Who was surprised on page 7? How do you know? (Amy's words have exclamation marks.) Were there any other surprises? (page 10, Trevor arrived) What did Mum think of this? (She laughed.) The family ended up keeping both cats.
- Why did they think the first cat was the missing one? (It looked the same but had no collar).
- How did they know that the second cat was really their missing cat? (red collar) How will they tell New Trevor from Old Trevor? (Collars are different colours.)
- On pages 2 and 12, there is the word *missing*. Discuss the different meanings.

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /ate/ Students listen for the -ate rime as you read the words, e.g. *date, gate, late, mate, rate*. They repeat the words, emphasising the rime. They think of more words with the same ending sound.
- Play a guessing game. "I am thinking of a word that starts with /d/ and ends with -ate (*date*). I am thinking of something in a fence. (*gate*). I am thinking of the opposite to early. (*late*)"

## **Phonics**

- Discuss the sound of the rime: -ate Write the words *date, gate, late, mate, rate* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Remember that the e is silent. Brainstorm other words ending with -ate. Read them together. (*state, crate, plate*)

## **Word Study**

- Talk about the words *ate, away, new, old, play, ran, red, two*. Read them together. Have students locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *ate* is the past tense of eat.
- Find compound words in the story and discuss their meaning. (*online, someone, another*)

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat after you. Use page 5 as a model.

## **Writing**

- Students make a two-column problem/solution chart. They write the problems on one side with their matching solutions on the other side. They illustrate the chart and share with the class. The chart could also be used as an aid for retelling the story.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Nutty Knitting

## GOALS

### Comprehension

**Connect to prior knowledge:** “Have you seen knitting?” Is this book fiction or nonfiction? How do you know? (photos) What is the difference?

### Vocabulary

**High-frequency Words:** be, funny, how, made, make, more, some, when

**Content Words:** colours, different, knitting, needles, patterns, stitches, twist, wool, yarn, years

### Phonemic Awareness

Identify syllables in words (especially with double consonants) and clap as they are spoken

### Phonics

**Letters and Sounds:** /oo/

**Words to Blend and Segment:** book, cook, hook, took, wool

### Fluency

Choral reading with students pointing to the words as they are read – sharing information.



People have been knitting for a very long time to make things to keep us warm.

## Before Reading

- Ask students what they know about knitting. Ask: Have you seen knitting? Read the title to them and then read it together. Discuss the silent k and the sound /n/. Discuss what they see in the picture. Ask: What has been knitted? Why do you think the book is called *Nutty Knitting*? Does it have anything to do with nuts? Or is *nutty* another word for funny?
- Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Fiction is not true.) Ask: What is in the picture on the title page? Make predictions about the text from the cover and title page illustrations.
- Read the title page and contents to get an overview of what is going to be in the text.
- Talk/walk through the pictures. Discuss what has been knitted on each page and what you need for knitting. Bring words like *colours, different, knitting, needles, patterns, stitches, twist, wool, yarn, years* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On page 2, ask: What do you see in the picture? What is needed for knitting? Read the text together, pointing to the words as they are read.
- On page 3, discuss the picture. Ask: Is this an example of *nutty* (funny) knitting? Locate the words *funny* and *useful*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different kinds of knitting are before reading each page.
- On page 16, look at the Index and find the page with information about socks. Students ask a partner questions about the index, e.g. what page has information about toys?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- What genre is this text? (instructional)
- Discuss the ending. Was it a nutty (funny) ending? Ask students to discuss what knitted clothes they or their family wear. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Retell the text using pictures on each page as a guide. Discuss the knitting and how it is used.
- Look at the back cover and discuss the different things yarn can be made from.

## **Phonemic Awareness**

- Identify syllables in words (especially with double consonants) and clap as they are spoken, e.g. *nut/ty, knit/ting*.
- Students listen carefully to words read by you as they identify the syllables, e.g. *knit, knit/ting, nut/ty, pat/terns, stit/ches*. They repeat the word, emphasising the syllables. They listen to more words from the text and break them into syllables. (*rab/bits, blan/kets, scarves, cot/ton, nee/dles*)

## **Phonics**

- Recognise words that have the same vowel sound: /oo/ Write words *book, cook, hook, took, wool* on the board to practise blending and segmenting the sounds together as a group. Students think of more words with the /oo/ sound to blend the onsets and rimes, e.g. *sh/ook, l/ook, t/ool, p/ool*. Students record their own lists.

## **Word Study**

- Talk about the words *be, funny, how, made, make, more, some, when*. Photocopy the flash cards to play a memory game in pairs. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Have students make a knitting word web with examples of different knitted things branching out from the web. They label, illustrate and share their web with the class.
- Write words on the board for students to identify syllables in them and clap as they are spoken, e.g. *el/e/phants, man/y, rab/bits*. Discuss the rule for double consonants, e.g. *rab/bits, nut/ty, knit/ing*.
- Students find one-syllable words in the book to clap and say, e.g. *yarn, clothes*. They clap two-syllable words, e.g. *blan/kets, need/les*.

## **Fluency**

- Choral reading with students pointing to the words as they are read and sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. There are many different funny things we can knit. They illustrate their sentence and share with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# What's Your Fur For?

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference?  
Make predictions about the text from the cover and title page photographs.

### Vocabulary

**High-frequency Words:** black, for, live, other, some, what, with, your

**Content Words:** cool, different, fur, hide, keep, reasons, scare, use, useful, warm

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /i/

### Phonics

**Letters and Sounds:** short /i/

**Words to Blend and Segment:** in, is, live, thick, with

### Fluency

Model fluent reading of a section of the text using expression to differentiate between opposites and questions and answers for students to repeat.



Animals use their fur for different reasons.

## Before Reading

- Ask students what they know about fur. Ask: What animals have fur?
- Read the title to them and then read it together. Discuss what students see in the pictures on the cover and title page. Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Students make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what the text will be about.
- Talk/walk through the pictures. Discuss what animals are on each page and what their fur might be for. Bring words like *cool, different, fur, hide, keep, reasons, scare, use, useful, warm* into the conversation.
- Notice how there is a pattern in the text of a question followed by the answer.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different types of fur? Look for tricky words like *animals, fluffy, short, straight, stripes*. Break the words into chunks (*sh/ort*), or syllables (*fluf/fy*). Then read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *polar bear* in the text. Talk about what their fur might be for. Find the word *warm*. Read the words together.
- Follow this pattern for each page discussing the pictures and what the different fur is for before reading each page.
- Predict the ending before turning to page 16.
- Students look at the Index and find the page with information about a polar bear. They ask a partner questions about the index, e.g. What page is the dingo on?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss what each animal's fur is used for.
- Discuss the ending. What did you notice about the last word? What do you think the author's purpose was for writing the book? What have you learnt from this book? Which use for fur do you think is the most important?
- Look at the back cover to discuss the uses of fur for more animals.

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /i/ Students listen carefully to words you read to identify the short i sound, e.g. *in, is, live, thick, with*. They repeat after you, emphasising the /i/ sound. They think of more words with /i/. (*it, pin, sit*)

## **Phonics**

- Recognise words that have the same vowel sound: short i Write words *in, is, live, thick, with* on the board to practise blending and segmenting the sounds together as a group. Students brainstorm more words with a short /i/ to add to the list. (*tin, pit, hid*)

## **Word Study**

- Talk about the words *black, for, live, other, some, what, with, your*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game in pairs.
- On a piece of paper, students draw a picture of one of the animals in the book. They write the matching sentence from the text.
- Discuss the words that are opposites in the text. Record these on a chart, e.g. *short/long; warm/cool*. They can add other opposites to the chart.
- On page 3, have students locate the words *straight* and *stripes*. Discuss the three letters they start with. Think of more words starting with str-. (*string, stream, strong, street*)
- Have students make a fur web with examples of different animals branching out from the web. They label and illustrate and share their web with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *ti/ger*. Together find one-syllable words in the book to clap and say, e.g. *cat, fur*. Repeat with two syllable words, e.g. *ot/ter, din/go*.

## **Fluency**

- Model fluent reading of a section of the text using expression to differentiate between opposites and questions and answers for students to repeat.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Some fur is black and silky. They illustrate the animal and share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Sounds Like Music

## GOALS

### Comprehension

**Reading Strategies:** Ask students “What are some of the things good readers do?”

Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** are, be, from, on, our, some, their, this

**Content Words:** across, heard, music, people, shell, sounds, these, use, whistle, wind

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: long /e/

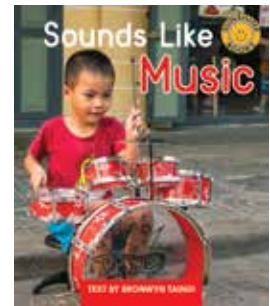
### Phonics

**Letters and Sounds:** long /e/

**Words to Blend and Segment:** be, beat, me, see, we

### Fluency

Practise rereading the story with a partner (orally) – sharing information.



We like to make music and we can make music with lots of different things.

## Before Reading

- Look at the front cover. Read the title to students and then read it together. Discuss what they see in the picture and what sounds the boy would be making. Look at the back cover and discuss what the instrument is and what kind of sound it might make. Ask: Where can you hear music? How can you make music?
- Read the title page together. Talk about the picture and discuss what it is. Ask: What sound would wind chimes make? Do they sound like music? Make predictions about the story from the cover and title page illustrations.
- Read the contents to give a summary of what the text might be about.
- Talk/walk through the pictures. Discuss what sounds or music are on each page. Bring words like *across, heard, music, people, shell, sounds, these, use, whistle, wind* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page. Model how to use picture, print and contextual cues.
- On pages 2–3, ask: What can you see in the picture? Elicit that it looks like grass. Find a word in the text starting with /gr/. Does it look right for *grass*? What makes the grass bend over? Could it be wind? Look for a word starting with /w/. Does it look right for *wind*? They read the sentence. Does it make sense?
- Discuss other sounds people heard long ago. Ask: What other ways could wind make sound or music? (whistling through a shell) Find the words starting with /wh/ and /sh/ in the next sentence. Then read the sentence together. Does it make sense?
- On pages 4–5, discuss the picture. Ask: What are the children using to make music? Find the word *voices*. How would it start? /v/. Read the words together.
- Follow this pattern for each page discussing the pictures, the different ways of making music and locating key words to decode before reading each page.
- On page 16, look at the Index and find the page numbers for drums.



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how music is made.
- Discuss the ending. Ask students to discuss what sounds they can hear right now. (Are any of the sounds music?)
- What sounds do they hear during the day in the classroom and around the school that can be called music? Find different ways to make music, e.g. with two sticks clacking.
- What was the author's purpose for writing the book? What have you learnt from this book?

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: long /e/. Students listen carefully to you read words for them to identify the long /e/ sound, e.g. *be, beat, me, see, we*. They repeat the words, emphasising the long /e/ sound. They think of more words with the long /e/ sound to break into individual sounds.
- Have students play a game of chain words containing long /e/. The first student says *be*, next says *we*, next says *key*, and so on, changing the beginning or end of the word each time.

## **Phonics**

- Recognise words that have the same long vowel sound: /e/. Write words *be, beat, me, see, we* on the board to practise blending and segmenting the sounds together as a group. Together think of more words with the long /e/ sound. Read these together, emphasising the long /e/ sound. (*key, tea, seat, meat, lean, keen, seen*) Students make a long /e/ word web.

## **Word Study**

- Talk about the words *are, be, from, on, our, some, their, this*. Photocopy the flash cards from the inside front cover to play memory, matching and spelling games. Play one of the games with a partner, e.g. test each other reading and writing the words or matching pairs of words.
- Have students make a three-column chart with the headings *Blow, Hit, Rattle*. List examples of things to make music in this way under the headings. Students label and illustrate and share with the class.
- Students make a glossary showing pictures and meaning of some of the instruments in the book. Help them with writing the meaning if necessary.
- Students listen and identify syllables in words and clap as they are read, e.g. *didg/er/ri/doo*. Together identify one-syllable words in the book to clap. (*gourd, wind, sticks*) Then have students identify and clap two syllable words. (*rat/tle, drum/mer, mus/ic, whist/le*)

## **Fluency**

- Students practise rereading the story with a partner (orally) and sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. We can make music on a piano. They illustrate their sentence and share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Eco Superheroes

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** big, is, much, now, of, put, so, the

**Content Words:** compost, healthy, love, pollution, puppets, recycle, superheroes, waste, water, world

### Phonemic Awareness

Identify and make rhyming words, e.g. plan/can

### Phonics

**Letters and Sounds:** long /o/

**Words to Blend and Segment:** eco, go, grow, show, so

### Fluency

Choral reading with students pointing to the words as they are read, sharing information and noticing the rhythm and rhyme.



We can all do our best to make sure we have a plan to keep our Earth clean.

## Before Reading

- Ask students what they know about heroes and superheroes. Ask: What is a hero? What could an Eco Superhero be?
- Read the title to them and then read it together. Ask: Do the children on the front cover look like superheroes? What are they doing? Discuss what the title means and where you might find eco superheroes.
- Look at the back cover and read the sign together. Discuss what it means and where you might find a sign like this. Ask: Is this book fiction or nonfiction? How do you know?
- Look at the title page picture. Ask: What are the children doing? Read the title and the table of contents together to get an overview of the text. Make predictions about the text from the cover and title page illustrations.
- Talk/walk through the pictures. Discuss what people are doing to look after our planet and to be eco superheroes. Bring words like *compost*, *healthy*, *love*, *pollution*, *puppets*, *recycle*, *superheroes*, *waste*, *water*, *world* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the signs on the bins for? Locate tricky words and break them down into chunks or syllables if needed, e.g. *e/co su/per/he/roes* (syllables), */pl/an* (chunks), *plan/et*. Read the text together pointing to the words.
- On pages 4–5, discuss the pictures. Ask: What are the children doing? Locate words like *waste* and *recycle*. Read the text together.
- Follow this pattern for each page discussing the pictures, what the different eco heroes are and where you would find them before reading each page.
- Predict the ending before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Talk about the ending. Ask students to discuss what it means that the world is in our hands? What superheroes can you see right now? What do they think the author's purpose was for writing the book? What have you learnt from this book?
- Retell the text using the pictures on each page as a guide.
- Reread the text together noticing the punctuation and emphasising the words that rhyme, e.g. *solution/pollution, cheap/heap*. Make a chart of the rhyming words to read together.

## **Phonemic Awareness**

- Identify and make rhyming words, e.g. *plan/can*. Students listen carefully as you read the story and identify rhyming words, e.g. *plan/can, cheap/heap, pollution/solution, clothes/shows, plans/hands*. They repeat the rhyming words, emphasising the rhymes, and think of more words that rhyme. (*fan, ran*)

## **Phonics**

- Recognise words that have the same long vowel sound: /o/ Write words *eco, go, grow, show, so* on the board for students to practise blending and segmenting the sounds together as a group. They think of more to add to the list and to blend and segment. (*know, blow, sow, toe*)

## **Word Study**

- Talk about the words *big, is, much, now, of, put, so, the*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context, e.g. *now* is the opposite of later. Play a matching memory game with the cards.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Students make a planet plan with examples of different things they could do to be an eco superhero branching out from the web. They label, illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *poll/u/tion*. They identify one-syllable words to clap, e.g. *plan* and two syllable words, e.g. *plan/et*.

## **Fluency**

- Choral read the text with students pointing to the words as they are read. They share information and notice the rhythm and rhyme.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. I walk to school to make no pollution. They draw a picture of themselves walking to school. They label the picture and share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Bridges

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask students what they know about bridges.

### Vocabulary

**High-frequency Words:** go, has, let, like, made, off, on, up

**Content Words:** beautiful, bridge, cross, cycling, harbour, log, plane, river, road, valley

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /o/

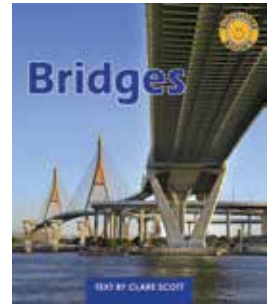
### Phonics

**Letters and Sounds:** short /o/

**Words to Blend and Segment:** dog, log, of, off, on

### Fluency

Choral reading with students pointing to the words as they are read – sharing information.



Not all bridges are the same but they all provide a way to go over or under something.

## Before Reading

- Ask students what they know about bridges. Ask: Where do you see them?
- Read the title together. Discuss the picture of the bridge on the cover. Ask: Do all bridges look like this? What is different about this bridge? What are bridges for? Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Students make predictions about the story from the cover and title page illustrations..
- Read the title page together. Talk about what is happening in the picture. Ask: What bridge is this? (a very old famous bridge in Italy) How would you describe it? Who would use it? Read the contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the bridges on each page, why they are different and where you would find them. Bring words like *beautiful, bridge, cross, cycling, harbour, log, plane, river, road, valley* into the conversation.
- Before turning to page 16, ask students how they think the book might end

## Reading the Text

- Read the cover and the contents page together.
- On page 2, ask: What do bridges help us with? What would go on this bridge? Look for the key words. (*cross, water, roads, valleys*) Read the text together with students pointing to the words as they are read.
- On page 3, discuss the picture. Ask: How does this bridge help? Who or what would go on it? Read the words together.
- Follow this pattern for each page discussing the pictures, what the different bridges are for and how they help before reading each page.
- Students predict the ending before turning to page 16. Have them look at the Index and find the page that is about planes. They ask a partner questions about the index, e.g. what page is there information about logs?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text from the pictures. Discuss how each bridge is different or how it is used.
- Discuss the ending. Do they agree with the author?
- Ask students to discuss bridges they have seen. Are there any near where you live or on your way school? What do you think the author's purpose was for writing the book. What have you learnt from this book?
- Students look at the back cover and discuss the different bridges. They choose which bridge they like best and say why.

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: short /o/ Have students listen carefully to words you read to identify the /o/ vowel sound, e.g. *dog, log, of, off, on*. They repeat the word and then the sounds, e.g. /d/ /o/ /g/, *dog*. They think of more words with the short /o/ to break into individual sounds. (*hot, cot, pot, bog, drop, shop*)

## **Phonics**

- Recognise words that have the same short vowel sound: short /o/ Write the words *dog, log, of, off, on* on the board to practise blending and segmenting the sounds together as a group. Students think of more words with /o/ to add to the list. (*hot, cot, pot, bog, drop, shop*)

## **Word Study**

- Talk about the words *go, has, let, like, made, off, on, up*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. In pairs, one student says the sounds; the other guesses the word.
- Say the word *bridge*. Brainstorm and say other words that end like bridge. (*hedge, fridge, sledge*) Write these on the board to practise reading them.
- Have students make a Bridges web with examples of different types branching out from the web. They label and illustrate and share their web with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *bridg/es, an/i/mals, cross*. They identify one-syllable words in the book to clap, e.g. *road* and then two-syllable words, e.g. *peo/ple, walk/ing*.

## **Fluency**

- Choral read with students pointing to the words as they are read.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. This bridge is a walking bridge. They illustrate the bridge with themselves walking on it. They label it and share this with a partner.
- Make a glossary illustrating and writing the meaning (with help if needed) for a few interesting words, e.g. *arches, decks, canals*.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Listen! Here Comes Night

## GOALS

### Comprehension

Retell the text using the pictures as a guide. What can we see or hear at night?

### Vocabulary

**High-frequency Words:** come, fly, going, good, here, she, that, you

**Content Words:** garden, hear, laugh, listen, night, owl, puppy, sing, tomorrow, yell

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /th/

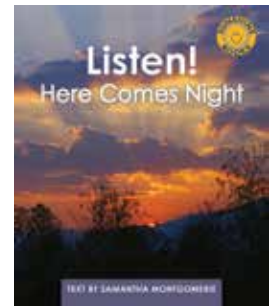
### Phonics

**Letters and Sounds:** th (voiced)

**Words to Blend and Segment:** that, them, then, they, this

### Fluency

Model fluent reading of a section of the text (emphasising the sound words – onomatopoeia, alliteration and attending to punctuation) for students to repeat.



Here is what happens at the end of the day, when night falls.

## Before Reading

- Students look at the front cover and discuss what they see. Elicit that it is getting dark in the evening and the sun is going down or setting. Ask: Have you seen a sunset? About what time of the day do you see one?
- Read the title to students and then read it together. Ask: What would you be listening for before night time? What might you hear or see?
- Have students look at the back cover and discuss what they see. It looks like night time with lots of moths gathering around a light. Ask: Have you seen moths attracted to light at night?
- Read the title page together. Talk about what is happening in the picture. (The moon is there but it's not quite dark yet.) Is this evening time? Make predictions about the story from the cover and title page illustrations.
- Read the table of contents together to give a summary of what might be in the text.
- Talk/walk through the pictures. Discuss the clues that it is nearly night time. Bring words like *garden, hear, laugh, listen, night, owl, puppy, sing, tomorrow* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: Is it night time? What are the children doing? (running home at the end of the day) Read the text together with students pointing to the words as they are read.
- On pages 6–7, discuss the picture. Ask: What are the birds doing? Find the /fl/ words to sound out. Read the text together, pointing to the words as they are read. (NB: It is not always necessary to decode words or break into chunks if a child already knows the word.)
- Follow this pattern for each page discussing the pictures, what the different signs of night are and decoding tricky words before reading each page together.
- Predict the ending before turning to page 16. Students look at the Index and find the page with information about birds.



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Was it what students predicted? (Night is here. The moon is there and it is dark.) Ask students to discuss what they see or hear before they go to bed at night. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Retell the text using the pictures on each page as a guide. What can we see or hear at night?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /th/ (voiced) Students listen carefully to words you read to identify the /th/ sound, e.g. *that, them, then, they, this*.
- Ask them to repeat the word, emphasising the /th/ sound. Together think of more words starting with /th/ to say. (*their, those, there*)

## **Phonics**

- Recognise words that have the same digraph: /th/ (voiced) These two letters together make one sound. Write words *that, them, then, they, this* on the board to practise blending and segmenting the sounds together as a group, e.g. *th/at, th/em*. Students think of more words starting with /th/ to add to the board. Read them together. (*their, those, there*) Make a /th/ word web. (voiced /th/)

## **Word Study**

- Talk about the words *come, fly, going, good, here, she, that, you*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Cut up the cards and use them to create a game.
- Have students make a Night web with examples of different things that happen as night falls branching out from the web. They label and illustrate and share their web with the class.
- Students listen and identify onomatopoeia and alliteration in the text. (sound words and words nearby that start the same) *Flapping, flap, fly* (page 7); *hoots, hoos, good night to you* (page 8); *whistles, whispers* (page 10); *whimpers, wriggles* (page 12); *kitten pitter-patter, purr-fect she purrs* (page 14). They practise reading the words in an interesting way, changing their voices on the pages. Take one of the examples to illustrate with a shape for the sound.

## **Fluency**

- Model fluent reading of a section of the text, emphasising the sound words – onomatopoeia, alliteration and attending to punctuation, for students to repeat. Change your voice for the different characters speaking or singing. (in speech marks) Use your voice for emphasis or excitement when you see an exclamation mark.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. I saw a sign in the playground. They illustrate and label the sign and draw a picture of themselves.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Can You See Me?

## GOALS

### Comprehension

Retell the text using the photos on each page as a guide. Where were the creatures hiding?

### Vocabulary

**High-frequency Words:** back, call, help, live, over, round, take, there

**Content Words:** coral, crab, crawl, creatures, diver, hermit, hide, reef, sea, star

### Phonemic Awareness

Recognise and produce words that have the same ending sound: /k/

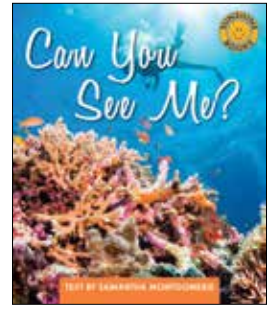
### Phonics

**Letters and Sounds:** ck (k)

**Words to Blend and Segment:** back, black, kick, pack, pick

### Fluency

Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.



The coral reef is like a garden where there are many creatures and plants.

## Before Reading

- Look at the cover together. Read the title to students and then read it together. Discuss what they see in the pictures on the cover and title page. Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Have students make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the sea creatures on each page and how easy or tricky they are to see. Bring words like *coral*, *crab*, *crawl*, *creatures*, *diver*, *hermit*, *hide*, *reef*, *sea* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together including the table of contents. Ask: What does the reference to *beautiful garden* mean? Do you know that there is a garden in the sea?
- On pages 2–3, ask: What is the garden made of? Look for tricky words like *different*, *creatures*, *coral*, *beautiful*. Break the words into chunks or syllables, e.g. *diff/er/ent*. They read the text, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *hermit crab*. Talk about what makes the crab tricky to see. Find the word *home* on page 4. Ask: What is the hermit crab's home? Read the words together.
- On page 5, look for words starting with /sc/. Have students try to decode these. *Sc/ut/tle*, *sc/am/per*. The author has used interesting words to describe how the crab moves across the sand. Ask: Have you ever seen a crab move? Say *scuttle* and *scamper* quickly. Notice the sounds of the language with the /sc/ sound repeated. (alliteration)
- Follow this pattern discussing the pictures, what the different creatures are and how they keep safe before reading the words.
- On page 16, confirm their predictions. Use the Index to find information about a giant clam.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the photos on each page as a guide. Where were the creatures hiding?
- Discuss the ending and why the sea garden is a beautiful place. How do sea creatures hide there? (camouflage)
- What do they think the author's purpose was for writing the book? What have you learnt from this book? What can you do to help take care of the coral reef?
- Look at the back cover to read and discuss the glossary.

## **Phonemic Awareness**

- Recognise and produce words that have the same ending sound: /k/ Have students listen carefully to words you read. They identify the /k/, e.g. *back, black, kick, pack, pick*. They repeat, emphasising the /k/ sound and think of more words ending with /k/. (*tick, sack, rack*)
- Students listen and identify syllables in words and clap as they are spoken, e.g. *cor/al*.
- Read words from the book for students to identify one or two syllables. They say and clap them, e.g. *reef (1), crea/tures (2), sea (1), gar/den (2), down (1), fish (1), her/mit (2)*.

## **Phonics**

- Recognise words that have the ending sound: /ck/ Write words *back, black, kick, pack, pick* on the board to practise blending and segmenting the onsets and rimes together as a group. Brainstorm more words with /ck/ to add to the list. (*tick, sack, rack, tack*)

## **Word Study**

- Talk about the words *back, call, help, live, over, round, take, there*. Photocopy sets of the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Cut out the words to play a matching game.
- Discuss the words that make the text interesting such as *creep* and *crawl*. Notice they both start with /cr/. This is called alliteration and is a way the authors make the text more exciting. Have students find more examples in the text. Record these on a chart.
- On page 7, find the words *glisten* and *glow*. Discuss the blend they start with. Students think of more words starting with the /gl/. (page 15, *glide*) They make a gl- web.
- Notice the starfish shapes on the page numbers. Why do you think the designer did this?
- Have students make a coral reef web with examples of different creatures that live there branching out from the web. They label and illustrate their web and share with the class.

## **Fluency**

- Model reading the text for students to repeat. Remind them to differentiate their voices for the questions and answers.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Can you see me? I am a coral reef. Please look after me. They illustrate the text and share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Colour Magic

## GOALS

### Comprehension

Ask questions as you read. What do I do to make a new colour, e.g. purple.

### Vocabulary

**High-frequency Words:** black, blue, call, one, or, then, they, yellow

**Content Words:** blob, happen, mix, need, paint, paintbrushes, plate, print, stroke, words

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /ow/

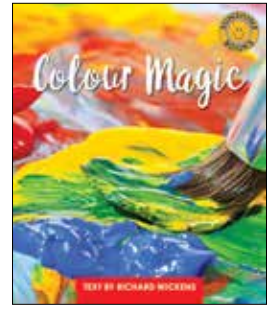
### Phonics

**Letters and Sounds:** ow (how)

**Words to Blend and Segment:** cow, how, now, vow, wow

### Fluency

Choral read the instructions with students pointing to the words as they are read – sharing information.



Learn about primary colours and how they make secondary colours.

## Before Reading

- What do students know about colours? Ask: What is your favourite colour? What do you think of when you see red? (stop sign? sunset? blood?) What does green mean to you?
- Read the title to students and then read it together. Ask: What could the title mean? Are colours magic? Discuss what they see in the pictures on the cover and title page.
- Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what colours are on each page and what they might be used for. Bring words like *blob*, *happen*, *mix*, *need*, *paint*, *paintbrushes*, *plate*, *print*, *stroke*, *words*, *warm* into the conversation.
- Notice the decorative page numbers. Ask: What has the designer used as a feature?

## Reading the Text

- Read the cover and the title page together. Ask: What do I do to make a new colour, e.g. purple. Sequence the steps.
- On page 2–3, look at all the different shades of colour. Ask: How many shades of pink/purple can you see?
- Read the text together, pointing to the words as they are read.
- On pages 4-5, discuss the picture. Look for tricky words like *primary*, *together*. Break the words into chunks or syllables, e.g. *prim/a/ry*. (y on the end of a word sounds like e) Ask: What are primary colours? Talk about what colour they might get if they mix red and yellow.
- Follow this pattern for each page discussing the pictures, what the different colours are before reading each page.
- On page 16, students look at the Index and find more information about secondary colours. They ask a partner questions about the index, e.g. What page is orange on?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss what each colour is used for or how to make it.
- Discuss the ending and the use of black. What do you know about the magic of colour now? What do you think the author's purpose was for writing the book? What have you learnt from this book? What use for colour do you think is the most important?
- Talk about the colours on the back cover and how to mix them.

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /ow/ Students listen carefully as you read the words, e.g. *cow, how, now, vow, wow*. They identify the /ow/ sound. They repeat, emphasising the /ow/ sound and think of more words. (*brown, town, clown, down*)

## **Phonics**

- Recognise words that have the same vowel sound: /ow/ Write words *cow, how, now, vow, wow* on the board to practise blending and segmenting the onsets and rimes together as a group. Brainstorm more words with /ow/ to add to the list. (*brown, town, clown, down*) Students record these on an /ow/ word web.

## **Word Study**

- Talk about the words *black, blue, call, one, or, then, they, yellow*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Cut the words out and have students sort them according to the number of sounds, e.g. b/l/a/c/k/.
- On a piece of paper, students draw a picture of one of the colours in the book. They write the matching sentence from the text.
- Discuss the words that are instructions in the text. Talk about the order of doing things and how this is important for the end result. (how it affects the colour)
- Students make a colour web with an example of different colours branching out from the web. They label and illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken. They identify and clap one-syllable words, e.g. *paint, green* and two-syllable words, e.g. *yel/low, mak/ing, col/our*.

## **Fluency**

- Choral read the instructions with students pointing to the words as they are read.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. We can mix two colours together to make a new colour like magic. They illustrate their text and share with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# How Much Rain?

## GOALS

### Comprehension

Discuss strategies (steps) for making a rain gauge. What is needed and in what order?

### Vocabulary

**High-frequency Words:** any, ask, be, every, may, much, take, where

**Content Words:** chart, gauge, graph, measure, rain, rainfall, start, stick, stones, weather

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: long /a/

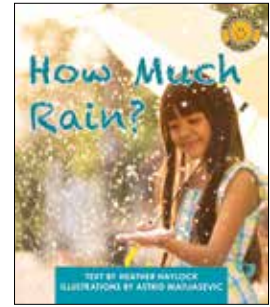
### Phonics

**Letters and Sounds:** long a

**Words to Blend and Segment:** away, late, make, rain, take

### Fluency

Practise reading the text with a partner (orally) – sharing information.



A rain gauge can tell how much rain has fallen in a place over days and weeks. You can make your own rain gauge.

## Before Reading

- Students look at the picture on the cover and tell what they think is happening.
- Read the title to them and then read it together. Ask: What do you see in the picture on the title page and on the back cover. Discuss why people might need to measure rain.
- Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the front and back covers and title page.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *chart, gauge, graph, measure, rainfall, start, stick, stones, weather* into the conversation.
- Before turning to page 16, ask students how they think the book might end. Notice the page numbers with the raindrops. Ask: Is this a clever idea? How does it add to the book?

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different types of land? What is the difference between these two pages? Look for tricky words like *hardly*. Break the words into chunks or syllables, e.g. *hard/ly*. Discuss its meaning. Students read the text, pointing to words as they are read.
- On pages 4–5, discuss the pictures. Find the word *measure* in the text. Discuss why people would want to measure rain. Talk about what is used to measure rainfall. Find the words *rain gauge*. Read the words together.
- Follow this pattern for each page discussing the pictures and what the different idea is before reading each page. You will find out how to make a rain gauge and a chart.
- Students predict the ending before turning to page 16. They look at the Index and find the page where there is information about a chart. They ask a partner questions about the index, e.g. what page is rainfall on?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the instructions (steps) for making a rain gauge. What is needed and in what order?
- Discuss the ending. How could you find out how much rain falls where you live? What do you think the author's purpose was for writing the book? What have they learnt from this book? Why do they think it is important to measure rainfall?

## **Phonemic Awareness**

- Recognise and produce words with the same vowel sound: long /a/ Students listen to words you read to identify the long /a/ sound, e.g. *away, late, make, rain, take*. They repeat after you, emphasising the sound. They think of more words with a long /a/. (*cake, came, mate, gauge*)

## **Phonics**

- Recognise words that have the same vowel sound: long a Write the words *away, late, make, rain, take* on the board to practise blending and segmenting the onsets and rimes. Together brainstorm more words to make a long /a/ web, e.g. *cake, came, mate, pain*.

## **Word Study**

- Talk about the words *any, ask, be, every, may, much, take, where*. Photocopy the flash cards from the inside front cover, read them together and ask students to locate them in the book. Discuss their meaning in context. Students play a spelling game with a partner.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Discuss compound words in the text. Have students record these on a chart, e.g. *rainfall, inside, outside*. Together add others to the chart and discuss the meaning of the two words that are joined to make the compound word.
- Have students find all the words in the text that have the base word *measure*. Discuss their meaning, e.g. *measuring, measurement, tape measure*. What other things can be measured besides rain? (height, weight, ingredients for cooking)
- Students make a measurement web with examples of different things and ways of measuring them branching out from the web. They label and illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *meas/ure*. Together identify and clap one-syllable words in the book, e.g. *rain, tape, trees*. Have students identify and clap two-syllable words, e.g. *bot/tle, weath/er, ad/ult*.

## **Fluency**

- Students practise reading the text with a partner (orally) and sharing information.

## **Writing**

- Have students summarise the steps together for making a rain gauge. They write this on a chart and illustrate the process. If possible they can make a rain gauge at school or at home and measure rain for a week and transfer the chart results to a graph.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Write On!

## GOALS

### Comprehension

**Making connections:** Ask students to predict what good writers do. Are they good writers?

### Vocabulary

**High-frequency Words:** have, let, more, say, see, think, up, which

**Content Words:** everywhere, own, poem, read, rhyme, share, story, true, words, write

### Phonemic Awareness

Recognise and produce words that have the same ending sound: -ite

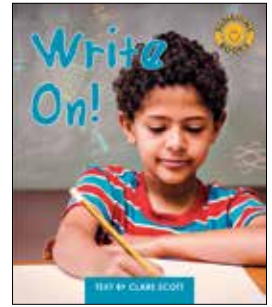
### Phonics

**Letters and Sounds:** -ite

**Words to Blend and Segment:** bite, kite, site, quite, write

### Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



Writing lets your words last. There are so many ways that we can write.

## Before Reading

- Ask students what good writers do. Link to what they do. Ask: Are you good writers?
- Read the title to students and discuss its meaning. Discuss what they see in the pictures on the cover and title page. Ask: Is this the position you sit in when you write?
- Read the name of the author. Ask: Have they read other books by Clare Scott? (*Bridges, Boing*) Is this book fiction or nonfiction? How do you know? What is the difference?
- Students make predictions about the text from the cover and title page photographs.
- Have students look at and discuss the fact on the back cover. Ask: What could have been used to write on stone? Why did they use stone? Can you read the writing? Why not?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the different types of writing on each page and what they might be for. Bring words like *everywhere, own, poem, read, rhyme, share, story, true, words, write, warm* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. Have students notice the exclamation mark.
- On pages 2–3, ask: What kind of writing do you see? Look for tricky words like *writing, everywhere, kinds* and *words*. Break the words into chunks or syllables, e.g. *writ/ing*. Read the text together, with students pointing to the words as they are read. Let them try to read the words in magnetic letters.
- On page 4, discuss the pictures. Find the words *stories* and *true* in the text. Read the sentences together. Talk about what the writing might be for. (A true story about bridges).
- On page 5, find the words *made* and *beginning*. What kind of writing is this? (fiction) Read the sentences together.
- Follow this pattern for each page, discussing the pictures and what the different writing is for before reading each page.



## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Check on the accuracy of students' predictions made at the beginning.
- Read page 15 and ask students if they are good writers. Do you do the things on the list? What does the *handy hint* mean?
- Retell the text using the pictures as a guide. Discuss what each writing is for.
- Discuss the ending and the humour. What did you notice about the last two words and the title? Talk about "Right on" and "Write on" and the exclamation mark. Was the author being funny?
- What do you think the author's purpose was for writing the book. What have you learnt from this book? What writing do you think is the most important?

## **Phonemic Awareness**

- Recognise and produce words that have the same ending sound: -ite Students listen to words you read to identify the -ite ending, e.g. *bite, kite, site, quite, write*. They repeat after you, emphasising the /ite/ sound. They think of more words ending with /ite/. (*right, night, light*)

## **Phonics**

- Recognise words that have the ending: -ite Write words *bite, kite, site, quite, write* on the board to practise blending and segmenting onsets and rimes together as a group. Brainstorm more words with -ite ending to add to the list. (*right, night, light*) Note how words that have the same ending sound can have a different spelling. Make the words in magnetic letters.

## **Word Study**

- Talk about the words *have, let, more, say, see, think, up, which*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. In pairs, make them in magnetic letters, then read them to each other.
- On a piece of paper, students draw a picture of one of the writings in the book. They write the matching sentence from the text.
- Have students make a words web with all the things we do with words branching out from the centre. Use page 2 to help you.
- Make a venn diagram showing different types of writing, e.g. online/print and the ones that do both will be written in the middle.
- Make a writing web with examples of different writings branching out from the web. Students label and illustrate it and share their web with the class.

## **Fluency**

- Model reading a section of the text using expression and emphasis to convey information.

## **Writing**

- Help students to create a text of their own. It can be a poem, song, ad or any of the ones they have read about. They plan and write it, then share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Light Show Under the Sea

## GOALS

### Comprehension

**Making predictions:** Help students use the title of the book and cover illustration to make predictions. After reading, check on the accuracy of their predictions.

### Vocabulary

**High-frequency Words:** away, by, has, like, little, look, two, under

**Content Words:** dragon, fish, jellyfish, light, sea, show, squid, star, wink

### Phonemic Awareness

Recognise and produce words that have the same ending sound: -ight

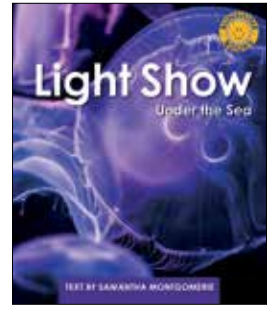
### Phonics

**Letters and Sounds:** -ight

**Words to Blend and Segment:** light, might, night, right, tight

### Fluency

Model fluent reading of the text (emphasising the alliteration and attending to punctuation) for students to repeat.



Here are some ways that nature makes light in the ocean.

## Before Reading

- Ask students what they know about creatures in the sea. Read the title and then read it together. Ask: What could *light show under the sea* mean? Discuss what is in the pictures on the cover and title page. Notice the pretty colours and lights.
- Look at the back cover. Ask: What do you know about jellyfish? Is this book fiction or nonfiction? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the text.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the beautiful colours and lights. Discuss what sea creatures make the light show on each page. Bring words like *dragon, fish, jellyfish, light, sea, show, squid, star, wink, warm* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, look at the lights in the picture, then look for tricky words like *flicker, float, glimmer, glide* to describe the lights. Break the words into chunks or syllables, e.g. *fl/ick/er*. Read the text together with students pointing to the words as they are read.
- On pages 4–5, ask: What is the creature that shows its light under the sea? Find the words *dancer* and *brittle* in the text. Talk about the meaning of *lights that flicker* and *brittle star*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different creatures are before reading each page.
- On page 16, students look at the Index and find the page where there is information about a jellyfish. They ask a partner questions about the index, e.g. What page is the squid on?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Check on the accuracy of students' predictions made at the beginning.
- Retell the text using the pictures on each page as a guide. Discuss creatures in the light show.
- Discuss the ending and what a light show under the sea means. What do you think the author's purpose was for writing the book? What have you learnt from this book? How can there be a light show under the sea?

## **Phonemic Awareness**

- Recognise and produce words that have the same ending sound: -ight Students listen carefully to words you read and identify the ending sound -ight, e.g. *light, might, night, right, tight*. They repeat after you, emphasising the -ight ending, e.g. /l/ /ight/. Students think of more words with the same ending sound. (*kite, fight, bite, sight*)

## **Phonics**

- Recognise words that have the same ending sound: -ight Write words *light, might, night, right, tight* on the board to practise blending and segmenting the onsets and rimes together as a group. Brainstorm more words with -ight to add to the list. (*fight, sight, bite, kite*) Note how words that have the same ending sound can have a different spelling.

## **Word Study**

- Talk about the words *away, by, has, like, little, look, two, under*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Discuss what a simile is (a comparison using like or as). On page 10, read the words, *They flash like an alarm*. This sentence compares the jellyfish's lights to an alarm.
- Have students locate words that start with fl-. (*flickering, flashlight, flicker, floats, floating, flash*) Discuss the two letters they start with (/f/ /l/). List more words starting with fl-. (*flame, flow, flip, fling*)
- Talk about alliteration and why the author uses this technique to make the text more interesting, imaginative and real. They find examples in the text, e.g. *flicker and float; glimmer and glide; wiggle and wink; twist and twirl*.
- Have students make a light show web with examples of different sea creatures branching out from the web. They label and illustrate their light show web and share with the class.

## **Fluency**

- Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat after you.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Here come some dancers. They shimmer and shake. They illustrate their text and share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Robots Can Help Us

## GOALS

### Comprehension

**Reading strategies:** Ask students “What are some of the things good readers do?” Model how to use picture, print and contextual cues. Ask yourself does it sound right, look right and make sense? Discuss and summarise the uses of robots.

### Vocabulary

**High-frequency Words:** again, been, can, help, play, stop, too, where

**Content Words:** cold, computers, hot, moon, robots, send, space, use, win, work

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /ar/

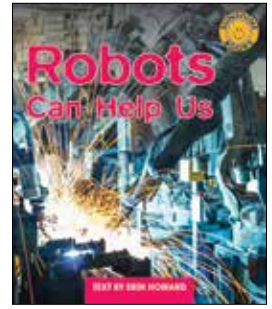
### Phonics

**Letters and Sounds:** ar

**Words to Blend and Segment:** car, dark, farm, hard, park

### Fluency

Practise rereading the story with a partner (orally) – sharing information.



Robots are all around us as they help us in our everyday lives.

## Before Reading

- Ask students what they know about robots and how they help us.
- Read the title to students and then read it together. Discuss what is in the pictures on the cover and title page. Together look at the robot on the back cover and discuss what it is doing. Ask: Is this book fiction or nonfiction? How do you know? What is the difference?
- Make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the robots on each page and what their use might be. Bring words like *cold*, *computers*, *hot*, *moon*, *robots*, *send*, *space*, *use*, *win* into the conversation. Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. Model how to use picture, print and contextual cues. Ask: Does it sound right, look right and make sense?
- On pages 2–3, ask: What are the different types of robot in the pictures? Look for tricky words like *machines*, *computers*, *dangerous*. Break the words into chunks or syllables, e.g. *mach/ines*, *com/pu/ters*, *dan/ger/ous*. Model reading the first sentence, checking the picture and that the word *machine* looks right and makes sense. Then read the text together, with students pointing to the words as they are read.
- On pages 4–5, discuss the picture. Ask: Where could this robot be? What might it be doing? Find the word *space*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different robot is for before reading each page.
- Students predict the ending before turning to page 16. They look at the Index and find the page with information about farms. Students ask a partner questions about the index, e.g. what page has information about space?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss and summarise the uses of robots.
- Retell the text using the pictures on each page as a guide. Discuss what each robot is used for and how it helps us. Summarise this information in a two-column chart with the headings: Place, Use, e.g. *Factory/Don't stop*.
- Ask students what they think the author's purpose was for writing the book. What have you learnt from this book? What use of robots do you think is the most important?
- Look at the design on the page numbers. What is it? What does this feature add to the book?
- Make a flow diagram with arrows to show how a robot works for us using pages 2–3, e.g. person → computer → robot (machine) → dangerous work. Illustrate the flow chart.

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /ar/ Students listen to words read aloud and indicate when they hear the /ar/ sound, e.g. *car, dark, farm, hard, park*. They repeat, emphasising the /ar/ sound. They think of more words with /ar/. (*far, card, bark*)

## **Phonics**

- Recognise words that have the same vowel sound: /ar/ Write the words *car, dark, farm, hard, park* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *c/ /ar/, d/ /ark/*. Brainstorm more words with /ar/ to add to the list. (*far, card*)

## **Word Study**

- Talk about the words *again, been, can, help, play, stop, too, where*. Photocopy the flash cards. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game in pairs with the cards.
- On a piece of paper, students draw a picture of one of the robots in the book. They write the matching sentence from the text.
- On page 14, find the word *don't*. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (*do not*). Students think of more examples of contractions and expand them. (*can't, isn't*)
- Have students make a robot web with examples of different robots branching out from the web. They label and illustrate their robot web and share with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *ro/bot*. Together identify one-syllable words in the book to clap (*farm*) and two-syllable words (*wat/er*).

## **Fluency**

- Students practise rereading the story with a partner (orally) and sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. We use robots to do our homework. They illustrate their robot and share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Boo and Brutus

## GOALS

### Comprehension

Identify the sequence of events. Use the pictures to confirm.

### Vocabulary

**High-frequency Words:** but, find, he, him, me, new, not, ran

**Content Words:** best, chickens, ditch, friend, gate, goats, grass, headbutt, snorted, tractor

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: long /u/

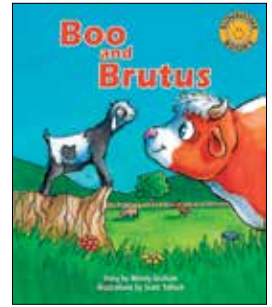
### Phonics

**Letters and Sounds:** long /u/

**Words to Blend and Segment:** blue, boo, cute, new, you

### Fluency

Model fluent reading of text with expression, noting the punctuation and change of characters. Students repeat after you.



Boo is a brave little goat who isn't scared of Brutus, the bull.

## Before Reading

- Read the title and the name of the author and illustrator. Together look at the cover picture. Discuss what they see. Ask: Which animal do you think is Boo and which one is Brutus in the picture? What kinds of animal are they? Can you see more animals in the picture? What do you know about goats and bulls?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different in this picture compared to the cover? (the fence between Boo and Brutus) What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the animals on each page or what they are doing. Bring words like *best, chickens, ditch, friend, gate, goats, grass, headbutt, snorted, tractor* into the conversation.
- On page 15, have students predict the ending. Ask: Is this a fiction or nonfiction book? How do you know? Look at the back cover and talk about things goats like to do.

## Reading the Text

- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues. On pages 2–3, look at the picture. Ask: What are the animals? (*goats*) Locate the word *goats* to confirm. What are the goats' names? Find some clues in the initial letters: /m/ *Max*, /f/ *Fergus* and /b/ *Boo*. Do these make sense? Read the sentences together.
- Students look at the picture and tell what Max liked to do. (Max is eating grass.) Locate *grass* in the text. Ask: What does Fergus do to the gate? (*headbutt*) Find *headbutt* in the text. Read the sentence.
- On pages 4–5, ask: What are the goats doing now? (*looking at the bull*) Look for the word in the text to confirm this. What does Boo want to do to the bull? (*tease him*) Find the word *tease*. Read the sentence to check it makes sense.
- Follow this pattern, using the illustration, text and contextual cues to read the words.
- Review students' predictions for the ending made earlier. Turn to page 16 to reveal the ending.



## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Ask students if they liked the ending. Did it make you laugh? Identify the sequence of events. Use the pictures to confirm. What happened first, next and so on? Reread the story together.
- Discuss what pronouns are and model using them. Relate the pronouns to the illustrations in the book, e.g. *she* is used instead of *Boo* on page 4. Students find other pronouns in the book and explain what they relate to. (*he/Brutus*, page 5; *you/Brutus*, page 7)
- Reread page 4, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, exclamation marks, apostrophe and speech marks. Why is there an apostrophe in *let's*? (contraction for let us)

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: long /u/ Have students indicate when they hear words with the long /u/ vowel sound, e.g. *blue*, *boo*, *cute*, *new*, *you*. They repeat the words, emphasising the long /u/ sound.

## **Phonics**

- Discuss the long /u/ vowel sound. Write the words *blue*, *boo*, *cute*, *new*, *you* on the board to practise blending and segmenting the onsets and rimes together as a group. Use magnetic letters to make the onsets and rimes. Brainstorm other words ending with the long /u/ vowel sound to write on the board. Read them together. (*knew*, *too*, *few*, *queue*) Students record their own lists.

## **Word Study**

- Talk about the words *but*, *find*, *he*, *him*, *me*, *new*, *not*, *ran*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *him* is a pronoun in place of the bull. (page 11)
- Students find contractions in the story and discuss their meaning, e.g. *I'm*, *Let's*, *can't*, *I'll*, *couldn't*. They make a list and match to their expanded form.
- Have students locate verbs in the text and write their matching base verb, e.g. *snorted/snort*; *poked/poke*; *scared/scare*; *smiled/smile*; *tried/try*.

## **Fluency**

- Model fluent reading of the text with expression, noting the punctuation and change of characters. Students repeat after you.

## **Writing**

- Students make a time line of the events in the story. They illustrate and label their time line, then use it to retell the story to the class.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share it with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Mark and the Dinosaurs

## GOALS

### Comprehension

Identify the main idea of the story and the two characters in it.

Discuss what the dinosaurs they drew are doing.

### Vocabulary

**High-frequency Words:** again, ask, ate, had, his, them, there, were

**Content Words:** chalk, concrete, dinosaurs, draw, friend, green, reptiles, swimming, tramping, wading

### Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them. (ask /a/ /s/ /k/)

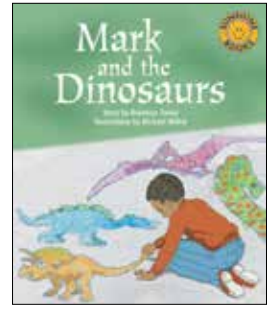
### Phonics

**Letters and Sounds:** /sw/

**Words to Blend and Segment:** swan, sweep, sweet, swim, swing

### Fluency

Practise re-reading the story with a partner (orally), making sure to change their voice for different characters.



Mark has dinosaurs in his room and on the concrete outside.

## Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you read any stories by Bronwyn Tainui? (*Where Is Mike?*) Did you like reading them?
- Together look at the cover picture. Discuss what they see. Ask: What is Mark doing in the picture? Where is he sitting? What do you know about dinosaurs? Is this a fiction or nonfiction book? How do you know?
- Help students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Mark drawing now?
- Talk/walk through the pictures. Discuss what is happening on each page and what the boys are doing. Bring words like *chalk, concrete, dinosaurs, draw, friend, green, reptiles, swimming, tramping, wading* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- On pages 2–3, look at the picture. Ask: What do you think Mark is talking about? (*dinosaurs*) Locate the word *dinosaurs* to confirm. Where is he pointing? Read the sign on the door. (A clue in the last line of page 2 – *bedroom*.) Does this make sense? Read the sentence together.
- On page 4, ask: What can you see in the picture? (*dinosaurs everywhere*) Look for the words in the text to confirm this. Read the sentence to check *dinosaurs everywhere* makes sense. Discuss the use of apostrophes. Model reading the direct speech, changing your voice for the different characters.
- Follow this pattern to page 14, using the illustration, text and contextual cues.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Did it match your predictions? How did you read the last sentence?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Identify the main idea of the story and the two characters in it. Discuss what the dinosaurs they drew are doing.
- On the back cover, students discuss their favourite dinosaur. They practise saying the names.
- Retell the text using the pictures on each page as a guide. What did the boys do on each page? How did they both feel at the end of the story? What do you think would happen next if there were more pages in the book?
- Discuss the meaning of the verb *draw*. (make a picture) Find other words from the base word draw (*draws* – page 2; *drew* – page 8). Note that we don't say *drawed*; *drew* is the past tense. Discuss other verbs that have a different past tense, e.g. *eat/ate*, *give/gave*, *has/had*.

## **Phonemic Awareness**

- Recognise that words can be broken into individual sounds and produce them: *ask* /a/ /s/ /k/ Students listen for individual sounds as you read words and break them into sounds. They repeat after you, e.g. /w//e//n/ /t/, *went*; /h/ /a/ /d/, *had*; /th/ /e/ /m/, *them*. Students think of more words to break up, e.g. *can*, *this*, *big*.

## **Phonics**

- Discuss the sound of the blend: /sw/ Write the words *swan*, *sweep*, *sweet*, *swim*, *swing* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and have students touch them as the sounds are made for the word. They brainstorm other words starting with /sw/ and read them together. (*swat*, *sweat*)

## **Word Study**

- Talk about the words *again*, *ask*, *ate*, *had*, *his*, *them*, *there*, *were*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *again* means to repeat something (page 16).
- Locate the verbs on page 14 and write their matching base verb, e.g. *running/run*; *swimming/swim*; *wading/wade*; *tramping/tramp*; *flying/fly*; *washed/wash*. Students think of other examples to add to the list and read them.

## **Fluency**

- Students practise rereading the story with a partner (orally), making sure to change their voice for different characters.

## **Writing**

- Students write an extra page to the story. What might happen on the next day?
- Students make a time line noting the events in the story. They illustrate and label the time line, then use it to retell the story to the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Mr Crocodile Goes to the Beach

## GOALS

### Comprehension

**Making predictions:** Help students to use the title of the book and cover illustration to make predictions about the story. After reading, check on accuracy of their predictions.

### Vocabulary

**High-frequency Words:** down, help, like, not, over, run, that, want

**Content Words:** beach, children, climb, everyone, long, packs, sandcastle, tail, waves, whisper

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: short /u/

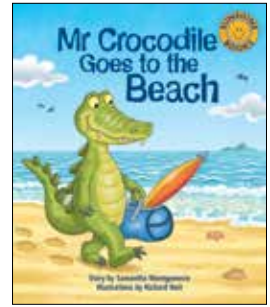
### Phonics

**Letters and Sounds:** short /u/

**Words to Blend and Segment:** bus, but, cut, up, us

### Fluency

Model reading of text with expression, noting the punctuation and emphasising repetitive parts. Students repeat after you.



Mr Crocodile is going to the beach but he annoys everyone.

## Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you read any other stories by Samantha Montgomerie? (*Famingoes Everywhere*) Did you like reading them?
- Together look at the cover picture. Ask: What is the crocodile doing in the picture? What is he taking to the beach? How would you describe the crocodile?
- Look at the title page illustration. Ask: Where is Mr Crocodile now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mr Crocodile on each page or what the children are doing. Bring words like *beach, children, climb, everyone, long, packs, sandcastle, tail, waves, whisper* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Mr Crocodile doing? Locate the word *packs* to confirm. What is he packing? (*goggles, umbrella, sandwiches, drink*) Read the sentences together.
- On pages 4–5, ask: Where is the Mr Crocodile now? Look for the word *bus* in the text to confirm this. Read the first sentence to check *bus* makes sense. Ask: How is Mr Crocodile feeling? (happy) How are the people on the bus feeling and why? (annoyed, he takes up two seats) Find words in the text to confirm this. Read the words together. Repeat the last sentence. Do you think Mr Crocodile has some things to learn?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Discuss how the repetitive parts help with reading the story. Ask: How do you use your voice for these parts?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures as a guide. What did Mr Crocodile and/or the children do on each page? Why do you think Mr Crocodile scared people to start with? Did he know what he was doing? How did they all feel at the end of the story? Did you like the ending? Why?
- Reread the story together. Feel the rhythm as you read repetitive parts.
- Discuss what pronouns are and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 4, *he* is used instead of Mr Crocodile, and *everyone* is used in place of the children. Students find other pronouns in the book and explain their meaning. (*it*, page 8)
- Reread page 8, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas and exclamation marks.

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: short /u/. Students listen for the /u/ sound as you read the words slowly, *bus, but, cut, up, us*. Students repeat the words, emphasising the /u/ sound. They think of more words with the /u/ sound. (*nut, hut, just, dust*) Students make a short /u/ word web.

## **Phonics**

- Discuss the sound of short /u/. Write the words *bus, but, cut, up, us* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word, with students touching them as the sounds are made. Brainstorm other words ending with /u/ to write on the board. Read them together. (*nut, hut, just, dust, bust*)

## **Word Study**

- Talk about the words *down, help, like, not, over, run, that, want*. Read them together. Photocopy the flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *down* is the opposite of up (page 6).
- Students find the present tense to match the base verb, e.g. *go/goes; pack/packs; want/wants; take/takes; put/puts*. Make these into a two-column chart to read.
- Locate the adjectives (describing words) in the text, e.g. *long, spiky* describes the tail and *warm* describes the sand on page 4. Students think of other examples to add to the list. Make a two-column chart for the adjectives and the nouns they describe.

## **Fluency**

- Model reading the text with expression, noting punctuation and emphasising repetitive parts.

## **Writing**

- Students make a timeline noting the events in the story. They illustrate and label the time line, then use it to retell the story to the class.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# The Famous Writer

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide. What things did the writer try to help her write?

### Vocabulary

**High-frequency Words:** came, had, her, off, once, said, then, well

**Content Words:** famous, letter, nothing, paper, pencil, poems, stories, words, write, writer

### Phonemic Awareness

Identify and make rhyming words.

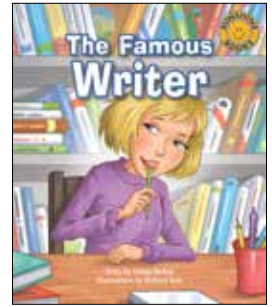
### Phonics

**Letters and Sounds:** wr /r/

**Words to Blend and Segment:** wrap, wrist, write, wrong, wrote

### Fluency

Model fluent reading of a section of the text (emphasising the rhyming words) for students to repeat.



The writer can't think of any stories so she does other things to find inspiration.

## Before Reading

- Read the title and the names of the author and illustrator. Ask: What does famous mean? Do you know the name of a famous writer? Would they like to be a famous writer?
- Students look at the cover picture. Discuss what they see. Ask: What is the writer doing in the picture? Where is she sitting? How many books do you think she has?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is the writer still thinking? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the writer is doing on each page. Bring words like *famous, letter, nothing, paper, pencil, poems, stories, words, write, writer* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the first word? It looks tricky. It starts like the number one. How do fairytales often start? (*once*) Read the first sentence together. Break other tricky words into chunks or syllables, e.g. *dr/ag/ons, wr/ote*. Read the sentences together, noting the rhyming words *boo* and *true*. Ask: How would you read BOO! How do you know?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. Break tricky words into chunks or syllables. Check the picture for clues. Discuss how the rhyme and repetitive parts help with reading the story. Ask: How do you use your voice for these parts?
- Review the predictions for the ending made earlier, then turn to page 16 to reveal the ending. Have students discuss what they see in the illustration. Read the text together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Retell the story using the pictures as a guide. What things did the writer do to help her write? Were they good ideas? How did the writer feel at the end of the story?
- Discuss the back cover. Talk about things the author did to help her think of a story. What do you do when you can't think what to write?
- Reread the story together. Feel the rhythm as you read the rhymes and repetitive parts.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. *she* on page 2 is used instead of *a famous writer*. If the writer was a man, what pronoun would we use? (*he*) Find other pronouns and explain their meaning.
- Why is *BOO* in capital letters on page 2? How would you read that sentence?
- On page 4, look at the three dots (ellipsis). What does this mean? (to be continued or there is more to come) How do you read the first line? Reread the page together. Remember to pause at the ellipsis. Find another ellipsis in the book. (page 14) Read the page together.

## **Phonemic Awareness**

- Students indicate when they hear rhyming words as you read the story. (*true/boo; may/day/say; throat/goat; chores/floors; shoe/do*) They repeat and emphasise the rhyming words.

## **Phonics**

- Write the words *wrap, wrist, write, wrong, wrote* on the board to practise blending and segmenting the onsets and rimes together as a group. Note that *wr* is a digraph with one sound /r/. Illustrate using alphabet letters for each word with students touching them as the sounds are made for the word. Brainstorm other words starting with /wr/ to write up on the board. Read them together. (*written, wreck*)

## **Word Study**

- Talk about the words *came, had, her, off, once, said, then, well*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *came* is the past tense of *come*. (page 16)
- Have students locate verbs (doing words) ending in -ed (past tense) on page 6 and write their matching base verb, e.g. *shuffled/shuffle; blinked/blink; cleared/clear; sucked/suck; tied/tie*. Look for more verbs in the text to list and read. Students think of other examples to add. Discuss the meaning of the words on the list.

## **Fluency**

- Model fluent reading of the text (emphasising the rhyming words) for students to repeat.

## **Writing**

- Students pretend they are a famous writer and write a piece to share. It can be a poem, story, letter or some facts. They illustrate and label their writing and share it with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Where Is Mike?

## GOALS

### Comprehension

Identify the problem and solution in the story. Use the pictures to confirm.

### Vocabulary

**High-frequency Words:** came, find, from, must, now, open, saw, under

**Content Words:** bedroom, cage, cheese, kitchen, library, mouse, nowhere, pizza, socks, whiskers

### Phonemic Awareness

Recognise and produce words that have the same sound: long /i/

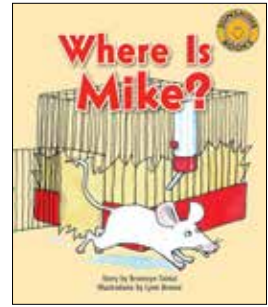
### Phonics

**Letters and Sounds:** long /i/

**Words to Blend and Segment:** find, like, line, mine, time

### Fluency

Model fluent reading of text with expression, noting the punctuation and change of characters. Students repeat after you.



Mike is Harry's pet white mouse. But where is he?

## Before Reading

- Read the title and the names of the author and illustrator. Have students notice that the title is a question. Ask: How do we read a question? Model how to use your voice. Together look at the cover picture. Discuss what they see. Ask: What is Mike the mouse doing in the picture?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different in this picture compared to the cover? Where is Mike now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. The characters are Harry, his mouse, Mike, Mum and her cat, Jack. Bring words like *bedroom, cage, cheese, kitchen, library, mouse, nowhere, pizza, socks, whiskers* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Ask students to name the things that good readers do. Model how to use picture, print and contextual cues, e.g. Look at the picture on page 2. Ask: What is Harry doing? How does he look? Break tricky words into chunks or sounds, e.g. *bed/room*. Read the page together.
- On page 3, ask: What do you see? (*cat*) Look for the word to confirm this. What is the cat doing? (lying on the bed) Read the sentence to check that *lying* makes sense. How does Jack look? (happy) Cats look happy after a meal. The author hasn't used the word happy. Find the other word in the text that means the same? He looked /pl/? (*pleased*) Does it look right and make sense? Read the page together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review predictions for the ending, then turn the page to reveal the ending. Read the text together. Ask: Did you like the ending? How do you read when you come to the dash? (pause)



## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Identify the problem and solution in the story. Use the pictures to confirm.
- Retell the text using the pictures as a guide. What did Harry do on each page? Where did he look for Mike? Were they good ideas? How did he feel at the end of the story?
- Talk about what Jack is doing in the pictures on the back cover.
- Reread the story together, using expression and changing your voice for different characters.
- Discuss the meaning of adjectives (describing words). Model using them. Relate the adjectives to nouns (things), e.g. use page 15 to describe the mouse.
- Reread pages 2–3, focusing on the punctuation. Notice the apostrophes. What are they for? (Cat belongs to Mum; bed belongs to Harry; cage belongs to Mike.)

## **Phonemic Awareness**

- Recognise and produce words that have the same sound: long /i/. Students identify when they hear the long /i/ sound in words read by you, *find, like, line, mine, time*. They repeat the words after you, slowly emphasising the /i/ sound. They think of more words with the long /i/ sound to repeat. (*fine, kind, Mike*)

## **Phonics**

- Write the words *find, like, line, mine, time* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word with students touching them as the sounds are made for the word. (Note the silent e on the end.) Brainstorm words with the long /i/ to write on the board. Read them together. (*fine, kind, Mike*)

## **Word Study**

- Talk about the words *came, find, from, must, now, open, saw, under*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *open* is the opposite to shut or closed (page 2).
- Find contractions in the story and discuss their meaning, e.g. *couldn't, I'll, I'm*. Make a list and match to their expanded form.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model fluent reading of the text with expression, noting the punctuation and change of characters. Students repeat after you.

## **Writing**

- Students draw, label and write about their favourite pizza.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# The Magician's Hat

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask students what they know about magic, magicians and the magic word *Abacadabra!* Practise saying it.

### Vocabulary

**High-frequency Words:** about, black, his, if, jump, off, out, white

**Content Words:** flowers, hat, homework, magic, rabbit, scarf, teacher, tricks, uncle, wand

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. mag/ic

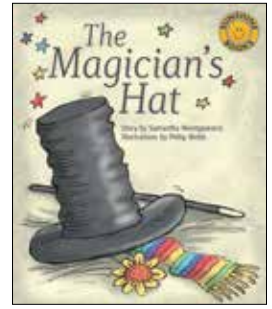
### Phonics

**Letters and Sounds:** -ump

**Words to Blend and Segment:** bump, dump, jump, lump, pump

### Fluency

Model reading of text with expression, noting the punctuation and repetition of *Abacadabra*. Students repeat after you.



Uncle Syd is a magician. But Ali thinks he can be a magician, too. He just needs the hat.

## Before Reading

- Ask students what they know about magic, magicians and the magic word *Abacadabra!*
- Read the title and the name of the author and illustrator. Ask: Have you read any other stories illustrated by Philip Webb? (*A Letter to Grandma*)
- Together look at the cover picture. Ask: What do you notice about the hat? What are the other things in the picture? What could each be used for? Are these things a magician needs to make magic? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is happening to the hat? What is the hat doing?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *flowers, hat, homework, magic, rabbit, scarf, teacher, tricks, uncle, wand* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, look at the three pictures showing magic tricks. Look for the words *rabbis, flowers, scarves* in the text.
- On page 3, ask: Who is the boy? What is he doing? Who do you think the man is? Locate the word *Syd* to confirm. What is Uncle Syd doing? What does he usually do? (magic) How do you know? (poster on the wall) Together look for key words in the text. Read the page together.
- On page 4, ask: Where is Ali now? Look for the word to confirm he is at school. Read the sentence to check *school* makes sense. What is the magic word Ali says? Say it together. Break it into syllables to make it easier to say. *Ab/ra/ca/dab/ra*
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Discuss how the repetitive parts help with reading the story.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- What genre is this story? (fantasy, humorous)
- Retell the text using the pictures as a guide. What does Ali do on each page?
- Retell the story to a partner using the pictures on the back cover. Compare the shortened retelling to the one above. Notice the difference: less detail, quicker summary of events.
- Reread the story together. Feel the rhythm as you read the repetitive parts. How do these help the reader? Did you like the ending? Why? Where are the scarf, rabbits and flowers now? What do you think would happen if Ali took the wand?
- Reread the title and page 2 focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, question marks, apostrophes and speech marks. Why is there an apostrophe in *Magician's* and *Syd's*? (The hat belongs to the magician and Uncle Syd.) Write other examples using students' names with the apostrophe, e.g. Mary's pen.

## **Phonemic Awareness**

- Identify syllables in words and clap as they are spoken, e.g. *mag/ic*. Students identify the syllables as you read one- or two-syllable words from the text. They repeat and clap the syllables as they say them, e.g. *black* (1), *home/work* (2), *hat* (1), *a/sleep* (2), *rab/bits* (2), *scarf* (1).

## **Phonics**

- Discuss the sound of the rime: -ump Write the words *bump*, *dump*, *jump*, *lump*, *pump* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word with students touching them as the sounds are made for the word. Brainstorm other words ending with -ump. (*hump*, *rump*, *stump*, *slump*, *grump*)

## **Word Study**

- Talk about the words *about*, *black*, *his*, *if*, *jump*, *off*, *out*, *white*. Ask students to locate the words in the text and read them in context. Photocopy and cut out the words to sort according to the number of sounds, e.g. *h/i/s/* (3), *ou/t* (2).
- Have students find plural words in the book. They match with their singular form, e.g. *tricks/trick*; *flowers/flower*; *scarves/scarf*; *rabbits/rabbit*. Find other examples in the text and brainstorm more to add to the list. Read the list together. Write them on a chart for students to illustrate and display.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and repetition of *Abracadabra*. Students repeat after you.

## **Writing**

- Students make a time line of the magic tricks Ali did. They illustrate and label the time line, then use it to retell the story to the class.
- Students make a cartoon similar to that on page 2 to show the stages of a trick Ali did.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Beaks

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask students what they know about birds and their beaks. What are they used for?

### Vocabulary

**Focus High-frequency Words:** for, from, has, like, this, what, which, who

**Focus Content Words:** beak, bird, ducklings, fish, flowers, food, fruit, trees, seeds, water

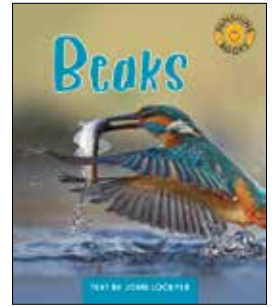
### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: /wh/

**Words to Blend and Segment:** what, when, where, which, why

### Fluency

Model fluent reading of a section of the text differentiating between questions and answers for students to repeat. Notice the repetitive parts.



Find out what birds' beaks are for and how they are shaped to get the food they like.

## Before Reading

- Ask students what they know about birds and their beaks. Ask: What are they used for?
- Guess the title and read it together. Discuss what students see in the pictures on the cover and title page. Ask: What are these beaks being used for? On the back cover, which food would go with these beaks?
- Help students use the title of the book and cover illustration to make predictions about the text. Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Ask: Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.)
- Have students notice the beautiful colours of the birds and what they eat. Discuss what the beaks are used for on each page. Bring words like *beak, bird, ducklings, fish, flowers, food, fruit, trees, seeds, water* into the conversation.
- Before turning to page 16, ask students what the answer might be.

## Reading the Text

- Read the cover and the title page together. On page 2, ask: Which beak do you think is best and why? Look for the tricky word. (*different, shoebill*) Break the words into chunks or syllables.
- Read the text together, with students pointing to the words as they are read.
- On page 3, discuss the picture. Read the question together.
- Got to page 4 for the answer. Find the tricky word in the text. (*hummingbird*) Break the word into chunks or syllables. Ask: What is a hum? Make a humming sound. Why do you think this bird is called a hummingbird? (The beating of their wings makes a humming sound when they hover.) What is the bird eating? Why does it need a sharp pointy beak?
- Follow this pattern for each page, discussing the pictures, what the different birds/beaks are like and locating the tricky words before reading each page. Notice that every second page is the same (repetition).

## **After Reading**

Check on the accuracy of students' predictions. Invite them to discuss the information.

Prompt if needed.

- Look at the back cover and match the birds to their food. Were earlier guesses correct?
- Notice the question words in the text. (*who, what, which*) How do we read questions? Model then practise reading the questions on pages 2–3. How does reading the answers differ?
- Ask how repetition adds to the text. It adds to the flow and predictability of the text. You know what might be coming next.
- Students re-tell the text using the pictures on each page as a guide. Discuss the beaks and their uses.
- Discuss the ending and how useful beaks are. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- How do you think a bird knows which food would suit its beak? Does it try out lots of different food first, copy its mother or is it born with the knowledge? Will its beak be the same shape when it is a baby bird versus an adult?
- Look at the design on the page numbers. What is it? What does this feature add to the book?
- Summarise the information in a two-column chart with the headings: Beak and bird; use of beak for food. Use this chart to re-tell the story, e.g. a pelican's beak/used to catch fish.
- Have students look at the index and find the page where there is information about a toucan. They ask a partner questions about the index. e.g. What page is the spoonbill on?

## **Phonics:**

- Write words *what, when, where, which, why* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /wh/-at, what. Brainstorm more words starting with wh- to add to the list. e.g. white, whale, while, whisk.

## **Word Study**

- Talk about the words *for, from, has, like, this, what, which, who*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Find words that start with fr-. (*fruit, from*) Discuss the two letters they start with. /f/ /r/ fr. Think of more words starting with fr, e.g. fridge, frost, frame, free, fry.
- Listen for the long e in these words: *beak, seeds, trees*. Write the words on the board. Students notice the different spellings for long e. Think of other examples (baby, leak, me, receive).
- Students listen and identify syllables in words and clap as they are spoken, e.g. pel/i/can. They listen for one-syllable words in the book to clap, e.g. *beak, fish*. Have students clap two syllable words, e.g. *cross/bill, duck/lings*. Discuss the rule for words with double letters, e.g. *hum/ning, puff/fin*.

## **Fluency**

- Model a fluent reading of a section of the text, differentiating between questions and answers.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Who has a beak like this and what is it for? This is the beak of a blackbird. It uses it to catch worms. They illustrate it. This idea could be expanded into a four-page illustrated booklet. Students share with a partner.

# Getting Around

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference?

### Vocabulary

**Focus High-frequency Words:** around, by, get, ride, run, so, their, up

**Focus Content Words:** bike, boat, bus, car, plane, scooter, skates, track, train, tram

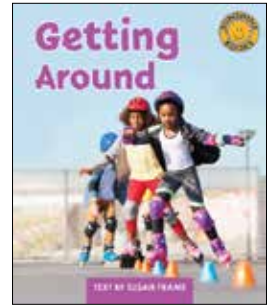
### Phonics

**Letters and Sounds:** Identify and make rhyming words

**Words to Blend and Segment:** track, train, tram, trip, truck

### Fluency

Model reading of text with expression, noting the punctuation, rhythm and rhyme. Students repeat.



There are many ways to get around – in the air, on the ground and on the sea.

## Before Reading

- Read the title together. Discuss how the children are getting around on the cover. Ask: Has anyone ever got around like this? (on rollerblades). What other ways do you get around?
- Read the author's name together. Ask: Have you read any other books by Susan Frame? Share the titles and their impressions. What do they notice about Susan's books? (They often rhyme.) Maybe this text will rhyme, too.
- Have students talk about whether this book is fiction or non-fiction. Ask: How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the title and front cover illustration.
- On the title page, discuss what they see in the picture. Read the title and the table of contents to give an idea of what is in the text.
- Talk/walk through the pictures. Notice the different ways of getting around and how they relate to the contents page headings and page numbers. Bring words like *bike, boat, bus, car, plane, scooter, skates, track, train, tram* into the conversation.
- Before turning to page 16 ask students what they think the last picture might be.

## Reading the Text

- Read the cover and the table of contents together. On pages 2–3, ask: What are the different ways of getting around in the photos? Look for tricky words like *ground*. Break the word into chunks or syllables, e.g. gr-ou-nd. Students read the text together pointing to the words as they are read. Ask: Are there any rhyming words? (*around/ground*)
- On pages 4–5, discuss the picture. Find the words *train* and *tram* in the text. Ask: How do they both start? (tr) Is the photo of a train or a tram? How do you know? Is there another word starting with tr? (*track*) Read the words together. Do any words rhyme? (*light/night*) Follow this pattern for each page discussing the pictures, what the different ways of getting around are and solving the tricky words before reading each page. Look for the rhyming words. Talk about the ending on page 16. Read the text.
- Look at the index and find the page where there is more information about a plane. Ask a partner questions about the index. e.g. What page is the scooter on?



## **After Reading**

Check on the accuracy of students' predictions. Invite them to discuss the information.

Prompt if needed.

- What do you think the author's purpose was for writing the book? What have you learnt from this book? What genre is this text? (poetry/non-fiction)
- Re-tell the text using the pictures on each page as a guide. Discuss the ways to travel.
- Look at the back cover. Have students discuss what they would use and why. If they said scooter, where would they ride it? What safety precautions would they take?
- Model summarising the text by choosing a contents page heading. They read the related page and summarise it in their own words. They share with the class.

## **Phonics**

- Have students list the rhyming words in the text. They make up more to rhyme with them, e.g. plane, train, rain, crane, pain.
- Write *track, train, tram, trip, truck* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /tr/-ack, track. Discuss the two letters the words start with. /t /r/ tr. Find words in the text that start with tr-. (*train, tram, track*) Brainstorm more words with tr- to add to the list. e.g. trick, trap.

## **Word Study**

- Talk about the words *around, by, get, ride, run, so, their, up*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Students draw a picture of one of the ways to get around in the book. They write the matching sentence from the text, e.g. page 14, *One day you might like to go on a sea trip*.
- Students find the word *it's* on page 4. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (letter i; it is) Have students find more contractions in the text to expand. (*don't, you're, tram's*) They think of more examples of contractions, e.g. can't, isn't and expand them. Discuss how contractions make reading the text sound more like the way we talk and make it flow better.
- Students make a web of ways to get around. They illustrate and label and share with the class.
- Students make a three-column chart about the text under the headings: air, sea, ground. They sort the ways to get around into the three columns. They use the chart to re-tell the text.

## **Fluency**

- Model reading the text using expression, noting the punctuation, rhythm and rhyme. Students repeat after you. On page 2, demonstrate what it would be like to read without punctuation, then with. Emphasise the rhyming words. Have students practise a page at a time.

## **Writing**

- Students write a new text about their favourite ways to get around. They illustrate and share with a partner.
- Some ways to get around involve exercise. Discuss the challenges, e.g. if you have a long way to go. Together discuss and summarise the ways of getting around that involve using some energy, e.g. walking, hiking, paddling. Students present a summary of the challenges (if any) on an illustrated poster.



# Lots of Feathers

## GOALS

### Comprehension

Discuss possible reasons for the author writing this text, e.g. passion for birds; to share information; to stimulate interest.

### Vocabulary

**Focus High-frequency Words:** and, fly, have, help, off, or, they, when

**Focus Content Words:** birds, dry, feathers, fluffy, keep, oily, tail, warm, ways, wings

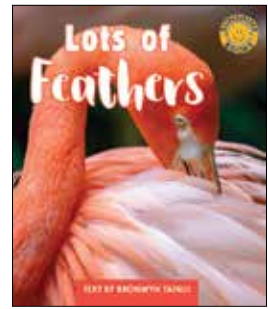
### Phonics

**Letters and Sounds:** Recognise and produce words that end with -ing (present tense)

**Words to Blend and Segment:** flying, hiding, keeping, showing, using

### Fluency

Choral reading with students pointing to the words as they are read.



Birds use their feathers in different ways.

## Before Reading

- Have students look at the cover. Explain that this is a flamingo. Ask: What is the flamingo doing? Notice the different shades of pink. What do you know about feathers?
- Start a Before and After chart. On the left side students make a web about what they already know about feathers.
- Read the title together. Discuss what students notice in the pictures on the cover and title page. (colours of the feathers, many layers)
- Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Help students use the title of the book and cover illustration to make predictions about what the text will be about. Read the table of contents to give an idea.
- Talk/walk through the pictures. Notice the different uses for feathers. Discuss what birds are associated with the uses on each page. Bring words like *birds*, *dry*, *feathers*, *fluffy*, *keep*, *oily*, *tail*, *warm*, *ways*, *wings* into the conversation.

## Reading the Text

- Read the cover and the title page together. On pages 2–3, ask: What are the different ways that feathers are used? Look for tricky words like *showing*, *keeping*, *flying*. Break the words into chunks or syllables. e.g. keep/ing Read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *fluffy* and *down* in the text. Talk about the meaning of *down feathers*. Read the words together.
- Follow this pattern for each page discussing the pictures, what the different uses are before reading each page. On page 16, look at the index and find the page where there is more information about down feathers.
- Students ask a partner questions about the index, e.g. what page is hunting on?

## **After Reading**

Check on the accuracy of students' predictions. Invite them to discuss the information.

Prompt if needed.

- Re-tell the text using the pictures on each page as a guide. Discuss the different types of feathers and what they are used for and how they help the birds.
- Discuss possible reasons for the author writing this text, e.g. passion for birds; to share information; to stimulate interest.
- What have you learnt from this book? Summarise the information in a two-column chart with the headings: Type of feather; Use (e.g. oily/slide on ice).
- Ask students how feathers can help us. (Keep us warm.) How are they used for people today? (pillows, sleeping bags, jackets) Would there be down or oily feathers in them?
- Look at the design on the page numbers. What is it? What does this feature add to the book?
- Look at the back cover? What do you think the bird is using its feathers for? (showing off)

## **Phonics**

- Write the words *flying, hiding, keeping, showing, using* on the board to practise blending and segmenting the onsets and rimes, e.g. /fly/- ing, flying. Brainstorm verbs with -ing to add to the list. Remind students of the rule when the verb ends in e, drop the e before adding -ing.

## **Word Study**

- Talk about the words *and, fly, have, help, off, or, they, when* from the inside front cover. Read them together. Ask students to read these words and discuss their meaning in context.
- Students draw a picture of one of the birds in the book. They write the matching sentence from the text, e.g. page 14, *Some birds use feathers to hide.*
- Find the word *bird's* on page 10. Notice the apostrophe. What does it mean? (the wing and tail feathers belong to the bird) Students practise using the possessive apostrophe and explaining its meaning with a partner. e.g. Here is Sam's pen. (the pen belongs to Sam)
- Students find words in the text that start with fl. (*flying, fly, fluffy*) Discuss the two letters they start with. /f/ /l/ fl Think of more words starting with fl (flame, flow, flip, flash, flick).
- Make a timeline showing fluffy at one end and oily at the other. Find words to go in between. e.g. sticky, slimy, rough.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *beaut/i/ful*. Together listen for one-syllable words in the book to clap, e.g. *wing, tail*. Have students clap two syllable words, e.g. *us/ing, feath/ers*.

## **Fluency**

- Choral reading with students pointing to the words as they are read. Use intonation to make the words sound interesting and meaningful.
- In pairs, have students choose a spread and read to each other, making sure the words make sense when read.

## **Writing**

- Students make a web "What I learnt about Feathers" with the page numbers for reference. Finish the After part on the right side of the Before and After chart to share with the class.
- Have students make a poster with a partner showing the uses of feathers. They illustrate and write captions. e.g. down feathers – keep warm, line nests. They share this with the class.

# Salt of the Earth

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference? Make predictions about the story from the title and front cover illustration.

### Vocabulary

**Focus High-frequency Words:** can, good, make, not, out, put, some, when  
**Focus Content Words:** animals, body, eggs, farmers, meat, popcorn, salt, sweat, taste, water

### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: /sw/

**Words to Blend and Segment:** sweat, sweep, sweet, swing, swim

### Fluency

Choral reading with students pointing to the words as they are read.



Salt is important for how our bodies work.

## Before Reading

- Ask: What do you see on the cover picture? What do you know about salt? Discuss the different types of salt on the cover. (sea salt flakes, rock salt, table salt)
- Read the title to students and then read it together. Predict what the text might be about. Ask: Is this a fiction or non-fiction book? How do you know? What is the difference? (Fiction is not true and non-fiction may have photos.) Flick through the pages to check.
- Students read the title and the table of contents to give an idea of what is in the text.
- Talk/walk through the pictures. Discuss the ways salt is used or what is happening to the salt on each page. Bring words like *animals, body, eggs, farmers, meat, popcorn, salt, sweat, taste, water* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. Ask: What is happening to the salt in the photo on the Contents page? On pages 2–3, what are the different foods that have salt on them? Students look for tricky words like *better, popcorn*. Break the words into chunks or syllables, e.g. bet-ter. Students read the text together pointing to the words as they are read.
- On page 5, discuss the pictures and whether students can see the salt or not. Find the words *can* and *can't* in the text. Talk about their meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures, what the different foods or uses of salt are before reading each page.
- On page 16, have students look at the index and find where there is more information about meat. They ask a partner questions about the index. e.g. What page is popcorn on?

## **After Reading**

Check on the accuracy of students' predictions made at the beginning. Invite them to discuss the information. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. Discuss the ending. Is salt good for us or not? Why do we need some salt?
- Why do you think the author wrote the book? What have you learnt? How much salt is enough for us? How much is too much?
- Read the fact on the back cover. Link it to the text and pictures on pages 10–11. Have a discussion on preserving fish and meat using salt.

## **Phonics**

- Write words *sweat, sweep, sweet, swing, swim* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sw-eat, sweat*. Brainstorm more words with *sw* to add to the list. e.g. *swan, swamp*. Find *sweat* and *sweet* in the book and discuss their meaning in the context of the story.

## **Word Study**

- Talk about the words *can, good, make, not, out, put, some, when*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture showing a way to use salt in the book. They write the matching sentence from the text.
- Brainstorm words that end in *-lt* e.g. *salt, melt, knelt, felt, fault, vault, malt, halt*. Students discuss their meaning.
- On page 13, find *melt* and discuss how it is used in the text.
- Find the words with the */or/* vowel sound, e.g. *for, popcorn, horses*. Talk about the role of *r* in this vowel sound. Together *o* and *r* make */or/*, an *r*-controlled vowel sound.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *pop/corn*. Together listen for one-syllable words in the book to clap, e.g. *salt, fish*. Have students clap two syllable words, e.g. *a/go; sail/ors*.

## **Fluency**

- Choral reading with students pointing to the words as they are read.
- Students choose a page to reread to a partner. They use intonation to make the meaning clear. Their partner summarises what they have read in their own words. Then they swap over.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. *Animals need salt, too. Farmers put out salt blocks for goats. Students share this with a partner.*
- Discuss why avoiding too much salt is a challenge for people. Bring some empty food packaging to school to look at the amount of hidden salt in them. e.g. *crackers, muesli bars, potato chips, biscuits.*
- Make a poster saying *too much salt is not good, some salt is OK.*
- Have students draw and label things they like that are salty. Include some items that have hidden salt that we need to be aware of.

# What Animals Can Do

## GOALS

### Comprehension

**Reading Strategies:** Ask students, “What are some of the things good readers do?”  
Model how to use picture, print and contextual cues.

### Vocabulary

**Focus High-frequency Words:** do, into, know, our, see, they, what, who

**Focus Content Words:** blind, dog, everyone, herd, llama, police, sheep, wool, worm, work

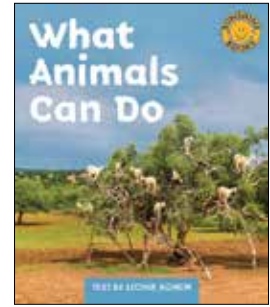
### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: kn /n/

**Words to Blend and Segment:** knee, knew, knit, knot, know

### Fluency

Model reading of text with expression noting the punctuation, rhyme, questions and repetitive parts.  
Students repeat.



Animals have skills.  
You can see some in  
the pages of this book.

## Before Reading

- Ask: What animals do you see on the front cover? What are they doing? (eating and watching for predators)
- Read the title together. Discuss the picture on the title page. Ask: What are these animals doing? (The dog is herding sheep.) Look at the back cover and talk about other things dogs do.
- Read the title and the table of contents to see what is in the text.
- Talk/walk through the pictures. Notice how animals can do many things. Discuss what animals do on each page. Bring words like *blind*, *dog*, *everyone*, *herd*, *llama*, *police*, *sheep*, *wool*, *worm*, *work* into the conversation.
- Before turning to page 12, ask students what they think a cat can do.
- Is this book fiction or non-fiction? How do you know? What is the difference?

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the cover and the title page together.
- On pages 2–3, what are the two animals in the pictures? (sheep and llama) Look in the text for the first sound of *sheep* /sh/. Find the word. Find the word *llama* on page 3.
- Look for the tricky words *know* and *knew*. Talk about the silent k. Then read the text together pointing to the words as they are read. Notice the questions and answers.
- On pages 4–5, discuss the pictures. Talk about the fact that some dogs work. Find the words *police*, *herd*, *blind* in the text. Check they look right and sound right. Read the text together to make sure it makes sense. Ask: Do you notice that some of the text is familiar? Which parts are repeated from the previous two pages? How do the repetitive parts help the text? (flow and predictability)
- Follow this pattern for each page discussing the pictures, what the different animals are and what they do before reading each page. Use the index to find more information about a llama.
- Students ask a partner questions about the index, e.g. what page is the guide dog on?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the information.

Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. They discuss the animals and what they do.
- Discuss the ending and how useful cats can be. What do you think the author's purpose was for writing the book? What have you learnt?
- Discuss whether it is good for people to own or be close to animals. Why? What can animals teach people? What are the benefits or disadvantages? Prepare a class poster summarising and illustrating the points discussed.

## **Phonics**

- Write the words *knee, knew, knit, knot, know* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /kn/-ee, *knee*. Brainstorm more words with /kn/ to add to the list. e.g. *knack, knob, knife*
- Discuss the relationship between *know* and *knew* (present and past tense).

## **Word Study**

- Talk about the words *do, into, know, our, see, they, what, who* on the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the animals in the book. They write the matching sentence from the text, e.g. page 4, *What can a dog do? A dog can work for the police, everyone knows.*
- Find the words that start with fl. (*flickering, flashlight, flicker, float/s, floating, flash*) Discuss the two letters they start with, /f/ /l/ fl. Students think of more words starting with fl. (*flame, flow, flip, fling*)
- Talk about repetition and why the author uses this technique to give the text better flow and predictability.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *eve/ry/one*. Together listen for one-syllable words in the book to clap, e.g. *herd, blind*. Have students clap two-syllable words, e.g. *rid/ing; hors/es*.

## **Fluency**

- Model reading the text with expression noting the punctuation, rhyme, questions and repetitive parts. Students repeat after you.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. *What can horses do? A horse is for show jumping, everyone knows. They share this with a partner.*
- Have students write about a pet animal they know. Include how to look after it, train it and what it can do. They illustrate and share with the group.



# Where Is the Sun?

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss where the sun is on each page.

### Vocabulary

**Focus High-frequency Words:** away, from, if, other, there, we, where, your

**Focus Content Words:** clouds, daytime, Earth, moon, night, star, summer, sun, winter, world

### Phonics

**Letters and Sounds:** Recognise and produce words that have the same vowel sound: short u

**Words to Blend and Segment:** bus, but, dust, must, sun

### Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



The sun is always in our sky but we can't always see it. Find out where it is.

## Before Reading

- Ask students what they know about the sun. Read the title together. Ask: What does it mean? Can you see the sun in the picture on the cover? Is this sunset or sunrise? Are there ever times when we can't see the sun? Discuss what students see in the picture on the title page. Notice the colours and shades of light from the sun. Look at the back cover. Notice how big the sun is in comparison to our Earth.
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Help students use the title of the book and cover illustration to make predictions about the text. Read the title and the table of contents to see how the text is organised.
- Talk/walk through the pictures. Notice the colours and sunlight. Discuss where the sun is on each page. Bring words like *clouds, daytime, Earth, moon, night, star, summer, sun, winter, world* into the conversation.
- Before turning to page 16, ask students how they think the text might end.

## Reading the Text

- Read the cover and the title page together. Read page 2 together.
- On pages 4–5, ask: What are the different planets and where is the sun? Look for tricky words like *special, closest*. Break the words into chunks or syllables, e.g. *clos-est*. Students read the text together pointing to the words as they are read.
- Talk about the meaning of *special* and *closest*. Read the words together.
- Follow this pattern for each page, discussing the pictures and where the sun is before reading each page.
- Predict the ending before turning to page 16. Look at the index and find the page where there is information about winter. Ask a partner questions about the index. e.g. What page is summer on?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the information. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. Discuss where the sun is on each page.
- Discuss the ending and what it means. What do you think the author's purpose was for writing the book? What have you learnt from this book? How can the sun always be there even if we can't see it?
- Look at the design on the page numbers. What is it? What does this feature add to the book?

## **Phonics**

- Write words *bus, but, dust, must, sun* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/- us, bus. Brainstorm more words with /u/ to add to the list. (rust, bust, fun, tummy)
- Have students find the word *Earth's* on page 4. Notice the apostrophe. What does it mean? (The sun is the star of the Earth so the apostrophe goes after Earth before the s.) Find more examples in the text: *summer's day* and *sun's light* on page 6. Practise using the possessive apostrophe and explaining its meaning with a partner.

## **Word Study**

- Talk about the words *away, from, if, other, there, we, where, your* on the inside front cover. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Students draw a picture of something in the book. They write the matching sentence from the text, e.g. page 14, *Sometimes the moon hides the sun in the daytime. The sun is still there.*
- Have students find the words that tell where the sun is, e.g. *behind, closest, there, further away, other side*. Discuss the meaning of these words. Draw a web with the sun in the middle. Place the location words around the sun showing the closest to the furthest away by the position in relation to the sun. They can add more location words of their own.
- Ask: Why is the sun Earth's special star? Does it look like a star? Make a seasons chart showing what you might see in each season. Include the sun even if it is covered by clouds.
- Have students think of opposites. e.g. day/night. They find the opposites to these words in the text: furthest, summer, cool, night time, dark. They read the sentences they are in. (*closest, winter, warm, daytime, light*)
- Students listen and identify syllables in words and clap as they are spoken, e.g. Ju/pi/ter. They listen for one-syllable words in the book to clap, e.g. *clouds, world*. Have students clap two syllable words, e.g. *al/ways, fur/ther*.

## **Fluency**

- Model reading a section of the text using expression and emphasis to convey information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. But where is the sun in autumn? It is hiding behind the clouds. They illustrate their story and share with a partner.
- Reread page 6. Have students tell or write about why sun is good for us and why too much sun is not good for our skin. What can you do to protect ourselves from too much sun?

# Five Foolish Friends

## GOALS

### Comprehension

**Discuss strategies for reading a play:** What is a narrator? Which parts do the characters read? Predict what the play might be about.

### Vocabulary

**Focus High-frequency Words:** back, five, four, give, must, one, two, walk

**Focus Content Words:** bridge, count, fishing, friend, home, idea, lost, someone, water, yell

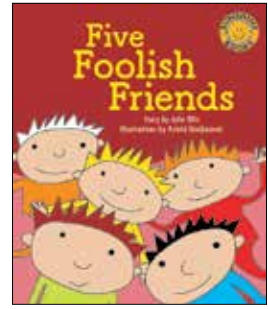
### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: /st/

**Words to Blend and Segment:** stand, stash, stick, still, sting

### Fluency

Choral reading with students pointing to the words as they are read.



This play shows how important it is to be able to count properly.

## Before Reading

- Ask: What is a narrator? Which parts do the characters read? Listen to the title and the names of the author and illustrator. What do you notice about the title? (alliteration) Why would the author use this technique in the title? (Makes the text more interesting, imaginative and real.) Have they read other stories by Julie Ellis? What can they remember about them?
- Students discuss what they see on the cover. Ask: How many characters are there? Could they be the five foolish friends? What does *foolish* mean? How do they look? (happy? friendly?) What could they be doing?
- Help students to use the title and cover page illustration to make predictions about the play.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where are the five friends now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening with the five friends on each page. Bring words like *bridge, count, fishing, friend, home, idea, lost, someone, water, yell* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- On the title page, read the title together and the names of the characters including the narrator. Ask: What are the characters doing? What clues in the picture tell you what might happen in the play? (fishing rods, hats, a bag)
- On pages 2–3, look at the picture. Ask: What are the five friends doing? Find the word *plan* in the narrator's lines to confirm. What idea did they have? (fishing) Find the words *idea* and *fishing*. Where and when do they plan to meet? Read the parts together.
- On pages 4–5, ask: Where are the five friends now? (fishing on the red bridge) Look for the word *fishing* in the text to confirm this. Read the narrator's part to check that *fishing* makes sense. How are the five friends feeling? (happy with all their fish) Read what Friend 4 says. What does *missing* mean? Do you think one of the friends is missing?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Change voices for the different characters.
- Review the predictions made earlier, then turn the page to reveal the ending.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the play. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. What did the five friends and Alex do on each page?
- Reread the play together, then divide the class into seven characters including the narrator to read the parts together. If possible add actions. Did students like the ending? Why? Why is *Foolish* in the title? What made the friends seem foolish?
- Discuss the back cover. Re-tell the play using those pictures.

## **Phonics**

- Write the words *stand, stash, stick, still, sting* on the board to practise blending and segmenting the sounds together as a group, e.g. /st/ /a/ /nd/. Illustrate by touching the alphabet letters for each word as the sounds are made for the word.
- Students think of more words starting with st to add to the list. Play a guessing game. e.g. I am thinking of something that is the opposite of go. (stop)

## **Word Study**

- Talk about the words *back, five, four, give, must, one, two, walk* on the inside front cover of the book. Read them together. Ask students to find the words in the text.
- Photocopy and print multiple sets of these flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word, e.g. *back* means "not lost" on page 14.
- Find the word *let's* on page 2. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (let us). Students find more examples of contractions in the book (*let's, I'll, isn't, don't, that's*) and expand them.
- Discuss words that end in -ing. Record these on a chart, e.g. walk/walking; point/pointing; miss/missing. Add other verbs to the chart. (hug, fish, yell, shake) Remind students about the rule when the verb ends in e, drop the e before adding -ing.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Choral reading with students pointing to the words as they are read. Read the play as a readers' theatre, taking character parts in groups of six or seven.

## **Writing**

- Students summarise the events on a story map showing the setting (where), characters (who), actions (what) and reasons (why). They illustrate and share with a partner.
- Students make a problem/events/solution three-column chart about the play. They illustrate and share with the class. Use the chart to re-tell the play as a story.

# Hungry Harry

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference?  
Make predictions about the story from the title and front cover illustration.

### Vocabulary

**Focus High-frequency Words:** ate, for, green, have, here, no, said, yes

**Focus Content Words:** beans, cereal, cheese, face, hungry, next, nothing, nuts, plum, sausage

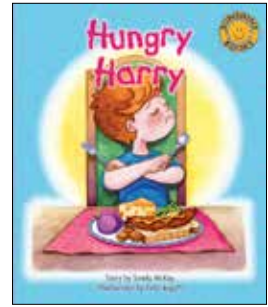
### Phonics

**Letters and Sounds:** Identify and make rhyming words with long e, e.g. cheese/please;  
beans/green

**Words to Blend and Segment:** beans, cheese, eat, green, please

### Fluency

Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.  
Notice the repetitive parts.



Harry is hungry but nothing his mother offers interests him. So he will be very hungry.

## Before Reading

- Read the title. Have students notice the alliteration. Listen to the names of the author and illustrator. Ask: Have they read any other stories by Sandy McKay? Did you like reading them? (*The Famous Writer*) Together look at the cover picture. Students discuss what they see. Ask: What is Harry doing in the picture? (looking away from his food) Why? How would you describe Harry? Is this a fiction or non-fiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Harry now? How is he feeling? What do you think might happen?
- Talk/walk through the pictures. Discuss what Harry or his Mum are doing on each page. Bring words like *beans, cereal, cheese, face, hungry, next, nothing, nuts, plum, sausage* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together.
- On pages 2–3, look at the picture. Ask: Why does Harry look unhappy? What is he doing? Find the word *screwed* to confirm that he is screwing up his face. (Can you screw up your face?)
- Find the words *nothing, hungry* and *plum/s*. Read the sentences together. Ask: Do these words look right and make sense?
- On pages 4–5, ask: Where is Harry now? Notice the first sentence is repeated from page 2. How is Harry feeling? Why? (He doesn't want sausages.) Find words in the text to confirm this. Read the words together. Repeat the last sentence. Ask: Is Harry really hungry? Why?
- Follow this pattern to page 14, using illustration, text and contextual cues to read the words together. Discuss how the repetitive parts help with reading the story. Ask: How do you use your voice for these parts? How do you read the questions? e.g. *Not even a plum?* on page 10.
- Review predictions. Turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Have students suggest the genre of this story. They re-tell the text using the pictures on each page as a guide. What did Harry and his Mum do on each page? Why do you think Harry wouldn't eat to start with? On page 8, do you think there was nothing else to eat in the house? Did Harry eat at the end? Who saved the day? (Gran) How did they all feel at the end of the story? Did you like the ending? Why? Write another page for what happened next?
- How do you think Mum was feeling when Harry didn't like any of the food she offered? How do you think Harry felt when there was no food he wanted?
- If you were Harry, is there anything in the story you would have done differently? Write a sentence to explain and then share with the class.
- Discuss the different kinds of food on the back cover. Which food do you like and why?
- Reread the story together, emphasising the repetitive parts.
- Make a two-column chart with the food and the reasons Harry didn't want them, e.g. cereal/for breakfast; nuts/for monkeys.
- Reread page 10, focusing on the punctuation. Review the purpose of the capital letters, full stops, commas, exclamation marks, question marks and dash. Read a line with and without punctuation marks to compare.

## **Phonics**

- Have students look for words in the text to make rhymes, e.g. *Mum/plum; No/Oh*.
- Have students recognise words that have the same long e vowel sound. Write words *beans, cheese, eat, green, please* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/- eans, beans.
- Students brainstorm more words with long e to add to the list. (peas, knee, seen, green)

## **Word Study**

- Talk about the words *ate, for, green, have, here, no, said, yes*. Read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Discuss the meaning or use of each word in the book. e.g. *yes* is the opposite of *no* on page 2.
- Have students tell what *faint* means on page 14. What would happen to Harry if he really fainted? What does "Yoo! Hoo!" mean on page 14. How would you say it? Discuss what other words could be used instead? e.g. Hi there! Hellooooo! Anyone home?
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text differentiating between questions and answers for students to repeat. They notice the repetitive parts.

## **Writing**

- Students make a timeline noting the events in the order of the story. They illustrate and label their timeline and use it to re-tell the story to the class.
- Students write and illustrate a page for the story about what happened after Gran arrived.



# Miss Twinkle, You Are a Star

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss how the teacher is different on each page.

### Vocabulary

**Focus High-frequency Words:** around, came, off, our, she, walk, well, went

**Focus Content Words:** cartwheels, circus, different, flips, spell, splits, star, stilts, teacher, toes

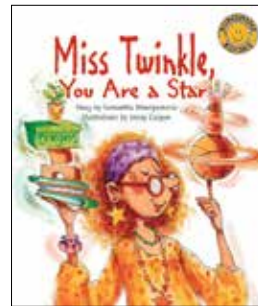
### Phonics

**Letters and Sounds:** Recognise and produce words that end with -ell

**Words to Blend and Segment:** bell, fell, spell, tell, well

### Fluency

Model fluent reading of a section of the text, emphasising the alliteration and descriptive words, for students to repeat. (e.g. stilts with stars)



Miss Twinkle is not at all like a normal teacher. Find out why.

## Before Reading

- Listen to the title and the names of the author and illustrator. Ask: Have they read any other stories by Samantha Montgomerie? Did you like reading them?
- Together look at the cover picture. Students discuss what they see? Ask: What is Miss Twinkle doing in the picture? Why are her eyes closed? How would you describe Miss Twinkle? (stylish, colourful, interesting, clever) Is this a fiction or non-fiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What is Miss Twinkle doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Miss Twinkle or the children are doing on each page. Ask: Is Miss Twinkle a good name for her? Why? Bring words like *cartwheels*, *circus*, *different*, *flips*, *spell*, *splits*, *star*, *stilts*, *teacher*, *toes* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture. Ask: What is Miss Twinkle doing? (spinning) What are the children thinking? (Their teacher is different.) Find the word *different*. How does it start? Will it be a long or short word? Read the sentences together.
- On pages 4–5, ask: What is the child doing now? (spelling) Look for the word *spell* in the text to confirm this. Read the first sentence to check that *spell* makes sense. Ask: How is Miss Twinkle feeling? (happy) Find words in the text to confirm this. What words are in the speech bubble? How would she say them? Read the words together. Repeat the last sentence. Is this what other teachers usually say if you spell words correctly?
- Follow this pattern for each page. Discuss how the alliteration and descriptive parts help with reading the story. How do you use your voice for these parts? Have students discuss the illustration on page 16.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Read the text together. Ask: What type of genre is this story? Did you like the ending? Why? How would you read the sentence on page 16? What does the exclamation mark mean? Would you like Miss Twinkle to be your teacher? How would you describe her?
- Students re-tell the text using the pictures on each page as a guide. Discuss how the teacher is different on each page. How did they feel at the end of the story? Did they like the ending?
- Discuss the back cover. Students practise re-telling the story to someone using these pictures.
- Reread the story together. Use interesting voices as you read the descriptive words.
- Talk about the meaning of “*Ta-da!*” Find interesting words in the story that are associated with a circus and with Miss Twinkle, e.g. *flips, stilts, splits, spins, glittery, tip-toe*. Have students listen to the sounds of the language as you say these words.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. e.g. on page 2 *our* is used instead of “the children’s”; *she* is used instead of “Miss Twinkle”; *other* is used instead of saying the teachers’ names; *you* is used instead of the child’s name. Students find other pronouns and explain their meaning.
- Reread page 4, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, exclamation marks and speech marks.

## **Phonics**

- Discuss the sounds of the -ell word ending. Write the words *bell, fell, spell, tell, well* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b /ell/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -ell to write up on the board. Read them together. (sell, dell, yell)
- Students test each other with “what am I” questions, e.g. I like to ring out. What am I? (bell)

## **Word Study**

- Talk about the words *around, came, off, our, she, walk, well, went*. Read them together. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs. e.g. What word is the opposite of *he* or *on*? Discuss the meaning or use of each word.
- Find the present tense to match the base verb. e.g. leap/leaps; spin/spins; walk/walks; cry/cries; smile/smiles; shout/shouts; point/points. Make these into a two-column chart to read.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.
- Have students make a st- web with words from the story, e.g. star, stilts, stand, starts.

## **Fluency**

- Model fluent reading of a section of the text, emphasising the alliteration and descriptive words, for students to repeat.

## **Writing**

- Have students develop a character web for Miss Twinkle. They can use descriptive words to describe how she looks, acts and teaches. They draw her, too.
- Students make a two-column comparison chart of their teacher and Miss Twinkle.

# Monkey Finds a Phone

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning.

### Vocabulary

**Focus High-frequency Words:** all, ate, had, made, saw, went, with, yellow

**Focus Content Words:** bananas, castle, children, gold, idea, king, message, monkey, phone, slide

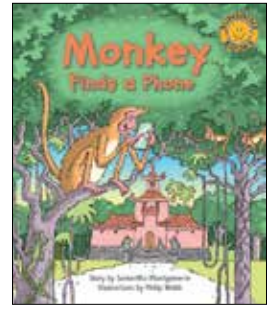
### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: wr /r/

**Words to Blend and Segment:** wrap, wreck, write, wrong, wrote

### Fluency

Choral reading with students pointing to the words as they are read.



Monkey gets up to mischief when he finds the king's phone.

## Before Reading

- Together look at the cover picture. Discuss what students see. Ask: What is Monkey doing in the picture? What is he holding? How would you describe the monkey? (happy? friendly?) What do you see in the background? (A castle) Who do you think lives there?
- Read the title together. h
- Have students notice how /ph/ makes the /f/ sound. Read the names of the author and illustrator. Ask: Have they read any other stories by Samantha Montgomerie? Did you like reading them? Is this a fiction or non-fiction book? How do you know?
- Help students use the title and cover illustration to make predictions about the story. Ask: What is the same or different in the title page picture compared to the cover? What is Monkey doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Monkey, the king or the children on each page. Bring words like *bananas, castle, children, gold, idea, king, message, monkey, phone, slide* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture and ask: What is Monkey doing? Find the word *phone* to confirm. Have students find the words *king* and *grabbed*. Do these make sense?
- On pages 4–5, ask: What is Monkey's idea? Look for the word *message* in the text to confirm that he is writing a message. Read the first two sentences to check that the word *message* makes sense. What does the message on the phone say? Read it together. How is Monkey feeling and why? On the last line what is the word in bold? How do you read it? (with emphasis) Read the last sentence together. Ask: Do you think Monkey should be sending texts on the king's phone?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions for the ending, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentence?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- What type of genre is this story? Why might the author write this story? Why could it be a problem if monkeys take things in the real world? What sort of things might monkeys like the look of? (shiny things)
- Students re-tell the text using the pictures on each page as a guide. What did Monkey and/or the king do on each page? Why do you think Monkey grabbed the phone to start with? Did he know what he was doing? How did everyone feel at the end? Did you like the ending? Why?
- Discuss the back cover. Students order the pictures.
- Reread the story together. Discuss how the repetitive parts help with reading the story. How do you use your voice for these parts? Feel the rhythm as you read repetitive parts.
- Discuss the simile (a comparison using like or as) on page 7. *They swung like monkeys all day.* (comparing the children to monkeys) Find more similes in the text. (pages 11, 15)
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. e.g. *he* on page 2 used instead of "Monkey". Have students find other pronouns in the book and explain their meaning. Discuss how the pronoun *they* changes in meaning on different pages. They refers to the monkey bars on page 6 and children on page 7.
- Reread page 4, focusing on the punctuation. Discuss the purpose of the apostrophe, bold print and italics.

## **Phonics**

- Write the words *wrap, wreck, write, wrong, wrote* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /wr/- ap, *wrap*. Students notice the silent w. Brainstorm more words starting with /wr/ to add to the list.
- Talk about ph for phone. Ph is another way of writing the /f/ sound. Brainstorm other words with ph to write on the board and blend, e.g. telephone, photo, pharmacy.

## **Word Study**

- Read the words *all, ate, had, made, saw, went, with, yellow* together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book. e.g. *all* is used in *all the way to the top* meaning the pile of bananas went as high as the castle (page 10).
- Look at the word *castle*. Notice it has a silent t. Students think of other words like this. (thistle, listen, Christmas, whistle, fasten)
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Choral reading with students pointing to the words as they are read.

## **Writing**

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.

# Mouse-deer and Tiger

## GOALS

### Comprehension

**Summarise:** Tell someone the main events from the story.

### Vocabulary

**Focus High-frequency Words:** after, am, around, came, come, going, just, let

**Focus Content Words:** day, drink, hungry, lunch, mouse-deer, mouth, paw, river, thirsty, tiger

### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound:

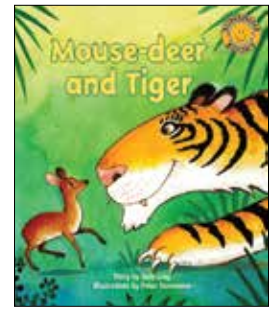
th voiced

**Words to Blend and Segment:** that, them, then, there, they

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.

What can be learnt from this story?



This is a re-telling of a traditional story, showing that size and strength isn't everything.

## Before Reading

- Read the title and the names of the author and illustrator. Together look at the cover picture. Students discuss what they see. Ask: What are Tiger and Mouse-deer doing in the picture? How would you describe Mouse-deer? Why is it called Mouse-deer? (A mouse-deer is a small deer that is only as big as a mouse.) How would you describe Tiger?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What is Mouse-deer doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Students discuss what is happening to Mouse-deer and Tiger on each page. Bring words like *day, drink, hungry, lunch, mouse-deer, mouth, paw, river, thirsty, tiger* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Mouse-deer doing? Why do we drink? Find the words *river, drink, thirsty* to confirm. Where does Mouse-deer live? (Find the word *forest*.) Read the sentences together. Do these make sense? Who is watching Mouse-deer?
- On pages 4–5, ask: Where are they now? Look for the word *trees* in the text to confirm this. Read the first sentence to check that *trees* makes sense. How is Tiger feeling? How do you know he is thirsty and hungry? How is Mouse-deer feeling and why? How do you know he is scared? (He might be eaten.) How do you know? (Look at the picture.) Students find words in the text to confirm this. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. How do you use your voice for these parts?
- Review the predictions, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Do you think Tiger has some things to learn?



## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- What type of genre is this story? (traditional story/fiction)
- Students re-tell the main events of the text using the pictures on each page as a guide. What did Mouse-deer and Tiger do on each page? Why do you think Tiger scared Mouse-deer to start with? How did Mouse-deer change Tiger's mind about eating him for lunch? How did they all feel at the end of the story? Did you like the ending? Why?
- Often traditional stories have a moral. What can you learn from this one?
- Discuss the back cover. Match the describing words to the characters.
- Reread the story together. Change your voice for the different characters taking note of the speech marks, question marks, ellipsis and bold print. Talk about the meaning of the ellipsis on page 7 (a pause for effect) and why some words are in bold. (emphasis on pages 7 and 14.
- Find the word *can't* on page 12. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (can not). Students find more examples of contractions and expand them.

## **Phonics**

- Write the words *that, them, then, there, they* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /th/- at, that. Students notice that in these words the /th/ is voiced. Note that in the words such as *think, thank* and *third* the /th/ is not voiced.

## **Word Study**

- Talk about the words *after, am, around, came, come, going, just, let*. Read them together. Photocopy multiple sets and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Find the past tense to match the base verb. e.g. run/ran; push/pushed; cry/cried; growl/growled; look/looked. Make these into a two-column chart to read.
- Find the adjectives in the text, e.g. on page 2, *cool* describes the water; on page 6, *big* describes Tiger's paw and mouth. Have students think of other examples to add to the list. They make a two-column chart for the adjectives and the nouns that are described.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat after you. Ask: What can be learnt from this story?

## **Writing**

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Students make a Problem/Events/Solution three-column chart about the story. They illustrate and share with the class.



# Red's Kennel

## GOALS

### Comprehension

**Identify the sequence of events:** What happened first, next etc.

### Vocabulary

**Focus High-frequency Words:** did, could, help, little, only, please, that, well

**Focus Content Words:** door, fur, garden, house, idea, kennel, nail, possum, wave, window

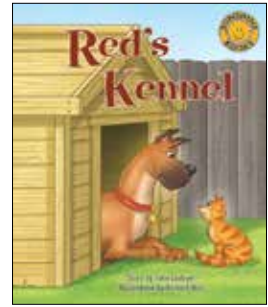
### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. ken-nel

**Words to Blend and Segment:** cannot, kennel, outside, possum, window

### Fluency

Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?



Red is AJ's dog and he needs a new kennel as he grows bigger.

## Before Reading

- Read the title. Have students notice the apostrophe in *Red's*. The kennel belongs to the dog called Red. Read the names of the author and illustrator. Have students think of other stories by John Lockyer. Ask for their opinion of them.
- Look at the cover picture. Discuss what they see. Ask: Why do you think the dog was called Red? What is Red doing in the picture? How would you describe the dog? Is this a fiction or non-fiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story. Ask: What will the story be about?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *door, fur, garden, house, idea, kennel, nail, possum, wave, window* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: Who are the characters in the illustration? Find the names *AJ, Dad* and *Red* to confirm. What are they looking at? Find the word *kennel* to confirm. How are they feeling about the kennel? (Look at their faces.) Who made the kennel? Read the sentences together. Ask: Why do you think the boy is called *AJ*? What could it stand for? What are your initials?
- On pages 4–5, ask: Who is in the kennel now? Look for the words in the text to confirm this. How is Red feeling? Look at his eyes. Does he want to chase a bird? What are Dad and AJ discussing? Read the words together. What is their good idea? (Make a door that only Red can open and not the other animals.)
- Follow this pattern for each page up to page 15. Review the predictions for the ending made earlier, then turn to page 16 to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. (Show how you would read in a laughing voice.)

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Students re-tell the story using the pictures on each page as a guide. What did Red, Dad and AJ do on each page? Why did all the animals come into the kennel to start with? How did Dad stop them? What happened to Dad? Why are they laughing at the end? How could Dad have changed the outcome or done things differently?
- Have students identify the sequence of events: What happened first, next etc.
- Look at the back cover. Tell the story from Red's point of view. Use the illustrations to help you.
- Reread the story together.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 5, *he* used instead of "Red"; on page 14, *they* instead of "the boys". Students find other pronouns in the book and explain their meaning.
- What can you say about the characters in the story? Make a Venn diagram to show similarities and differences between two of the characters.
- Reread page 13, focusing on the punctuation. Show students the purpose of the question marks and model how your voice changes for a question.

## **Phonics**

- Write the words *cannot*, *kennel*, *outside*, *possum*, *window* on the board. Blend and segment the words by saying and clapping the syllables as they are spoken, e.g. *ken-nel*. Find more words in the text to divide into syllables.
- Look at the words *laugh*, *laughing*, *laughed*. Write them on the board. Students notice the letters gh sound like /f/. (Enough is another similar gh example to note.)

## **Word Study**

- Talk about the words *did*, *could*, *help*, *little*, *only*, *please*, *that*, *well* and read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Find the adjective *bigger* in the text on page 2. Explain that this is a comparative of big. Students think of other comparatives that can be used to describe something.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

## **Writing**

- Have students draw and write about a place for a cat, bird or possum to stay in.
- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Students make a Problem/Events/Solution three-column chart about the story. They illustrate and share with the class.

# How Does Your Snack Grow?

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss how each snack is grown.

### Vocabulary

**Focus High-frequency Words:** come, from, has, how, like, where, yellow, your

**Focus Content Words:** apple, banana, carrot, chickpeas, grapes, hummus, popcorn, raisins, snack, sunflower

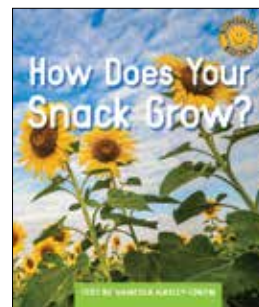
### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. hum-mus

**Words to Blend and Segment:** apples, bananas, chickpeas, popcorn, raisins

### Fluency

Model fluent reading of a section of the text, including how to read questions, for students to repeat.



See how children eat different snacks and find out how their snacks are grown.

## Before Reading

- Talk about what snacks students like to eat. Read the title and author to them and then read the title together. Ask: What snack did you eat today? Do you know how your snack grows? Discuss what students see in the pictures on the cover and title page. Look at the back cover.
- Ask: Which are your favourite snacks and why? Do you know how any of these grow? Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true)
- Students read the title and table of contents and the illustrations to give an idea of what the text is going to be about.
- Talk/walk through the pictures. Notice the colours of the different snacks. Discuss what the snack is on each page and how it is grown. Bring words like *apple, banana, carrot, chickpeas, grapes, hummus, popcorn, raisins, snack, sunflower* into the conversation.
- Before turning to page 16, ask students how they think the text might end.

## Reading the Text

- Read the cover and title page together. On pages 2–3, ask: what are the two snacks? Look for tricky words like *hummus* and *carrot*. Break the words into chunks or syllables, e.g. *hum-mus*. Talk about where carrots grow. Read the text together, pointing to the words as they are read.
- On pages 4-5, discuss the pictures. Find the words *chickpeas* and *humus* in the text. Talk about where chickpeas grow and what they are used for. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different snacks are before reading each page.
- On page 16, have students look at the index and find the page where there is more information about raisins. They ask a partner questions about the index, e.g. What page is popcorn on?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. They discuss how each snack is grown.
- Discuss the ending and what a snack is. Who is the author? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Have students look at the design on the page numbers. What is it? What does this feature add to the book?
- Students make a chart summarising the snacks in the text and where they come from or grow. They label, illustrate and share with the class.

## **Phonics**

- Write the words *apples, bananas, chickpeas, popcorn, raisins* on the board to practise blending and segmenting the syllables as a group, e.g. *ap-ple, apple*. Together find more words in the text to break into syllables, e.g. *carrots, sunflower, chickpeas*.

## **Word Study**

- Talk about the words *come, from, has, how, like, where, yellow, your*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book. Discuss their meaning in context. Photocopy multiple sets of the flash cards and play a spelling game with students.
- On a piece of paper, students draw a picture of one of the snacks in the book. They write the matching sentence from the text.
- Discuss words that are a simile (a comparison using like or as) on page 10, *The corn plants grow tall like grass*. This sentence compares the corn plants to tall grass. Students make up their own similes, e.g. My snack is as tasty as ice cream.
- Have students find words in the book that end with ck /k/ (*snack, chick*). They think of more words ending with ck, e.g. back, crack, track, kick. They make a /ck/ web and say the words and illustrate where possible.
- Have students make the life cycle of one of the snacks. Use the apple (page 15) or carrot (page 3) for a model or to copy.

## **Fluency**

- Model fluent reading of a section of the text, including how to read questions, for students to repeat.

## **Writing**

- Have students discuss the benefits of growing their own snacks. Who benefits from this? What could our families grow or prepare? They write their thoughts, then illustrate them before sharing with a partner.
- Have students write a new text using the pattern of the text, e.g. *I like grapes. Grapes grow on vines*. They illustrate and share this with a partner.
- Students grow some snacks at school, e.g. carrots, corn. They track the progress from garden to plate. They keep a diary with photos or illustrations each week.

# A Berry Big Family

## GOALS

### Comprehension

**Making predictions:** Help students to use the title of the book and the cover illustration to make predictions about the story.

### Vocabulary

**Focus High-frequency Words:** blue, but, eat, like, look, red, will, you

**Focus Content Words:** berries, fruit, jam, pie, sauce, sick, small, smoothie, sour, stone

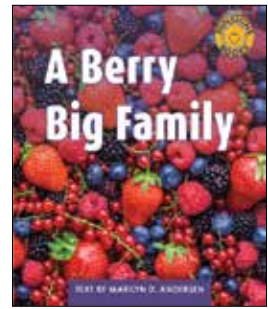
### Phonics

**Letters and Sounds:** Plurals – recognise and produce words that end with the same sound: /s/

**Words to Blend and Segment:** berries, jams, leaves, pies, sauces

### Fluency

Practise rereading the story with a partner (orally) - sharing information.



Berries grow over most of the world and there are favourite ones in different countries.

## Before Reading

- Help students to use the title of the book and cover illustration to make predictions about the text. Notice the use of *Berry* in the title.
- Read the title and then read it together. Ask: What could *berry big* mean? (a play on words for very big) There are many different berries. Which berries do you like to eat? Discuss what students see in the pictures on the cover and title page. Notice the variety of berries. Who wrote the text?
- Students tell if this is fiction or non-fiction and explain how they know.
- Help students use the title and cover illustration to make predictions about the text. They read the title and the table of contents to get an idea of what the text will be about.
- Talk/walk through the pictures. Have students notice the colours of the berries. Discuss what they see on each page. Bring words like *berries, fruit, jam, pie, sauce, sick, small, smoothie, sour, stone* into the conversation.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What berries are in the picture? Do you like these? Look for tricky words, e.g. *everywhere, Antarctica, world, centre, fruit*. Break the words into chunks or syllables, e.g. *An-tar-tic-a*. Then read the text together pointing to the words as they are spoken. Ask: Have you eaten *raspberries* or *cranberries*? Notice that they both end in the word *berries*.
- On pages 4–5, discuss the pictures. Ask: Which do you like best? Find the words *yummy, sauces* and *delicious* in the text. Talk about the meaning of these words and the chunks that make them up, e.g. *de-lic-ious*. Note the pronunciation is different to how the word looks. Note the *c* in *sauc* sounds like /s/. Read the words together.
- Follow this pattern for each page discussing the pictures, what the different berries are, where they come from or what they are made into before reading each page.

- Students use the index to find information about raspberries.

### **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. They discuss the ending and what berries taste like.
- What do you think the author's purpose was for writing the book? What have you learnt from this book? How many countries do berries grow in?
- Students look at design of the page numbers and discuss what effect this has on the book.
- On the back cover, students match the berries to their names. They say the name of the berry, then look for beginning letters to match. They are all compound words and all end in *berries*.

### **Phonics**

- Write the words *berries, jams, leaves, pies, sauces* on the board to practise blending and segmenting together as a group, e.g. *berr-ies, berries*. Brainstorm more plural words to add to the list. (stones, places) Have students notice that words that end in y change to ies for the plural.
- Students identify syllables in words and clap as they are spoken, e.g. *smooth/ie*. They find one-syllable words in the book to clap, e.g. *small, fruit*. Have students clap two-syllable words, e.g. *Swe/den, peo/ple*.

### **Word Study**

- Talk about the words *blue, but, eat, like, look, red, will, you*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context. Play a spelling game with them.
- Students make a berry web showing the different kinds of berries. They illustrate and label them.
- Organise for students to survey members of the class to see what berries they like best. They turn the results into a graph to share.
- In pairs, students copy or trace a map of the world and indicate where the different berries grow. They write the words and illustrate to share with the class.
- Have students make a flow chart summarising the different steps needed to make a berry smoothie. They illustrate and label the process.

### **Fluency**

- Practise rereading the story with a partner (orally) - sharing information.

### **Writing**

- Students draw a picture of one of the berries in the book. They write the matching sentence from the text and share this with a partner.
- In pairs, students make up a recipe using berries, e.g. berry ice cream, sauce or jam. They list and illustrate the ingredients and the step-by-step method.



# How to Grow a T-Shirt

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. What is the sequence for making a T-shirt? Look at the back cover to help you.

### Vocabulary

**Focus High-frequency Words:** back, be, from, it, long, pretty, then, too

**Focus Content Words:** boll, bush, cotton, knitted, ripe, seed, spinning, stretch, T-shirt, woven

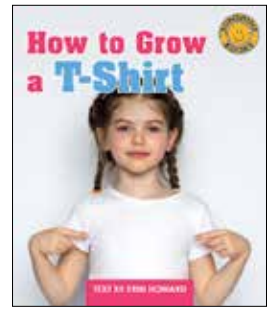
### Phonics

**Letters and Sounds:** Recognise and produce words that end with the same ending: -ed (past tense)

**Words to Blend and Segment:** cleaned, knitted, printed, pulled, twisted

### Fluency

Chose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.



Many of us wear T-shirts but where do they come from?

## Before Reading

- Ask students if they have any T-shirts. Read the title and the name of the author to them and then read the title together. Ask: What do you know about T-shirts? How do you think a T-shirt is made? Discuss what students see in the pictures on the cover and title page. Notice the different colours.
- Help students use the title of the book and cover illustration to make predictions about the text. Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the machinery. Discuss what is used to make different stages of the T-shirt on each page. Bring words like *boll*, *bush*, *cotton*, *knitted*, *ripe*, *seed*, *spinning*, *stretch*, *T-shirt*, *woven* into the conversation.
- Before turning to page 16, ask students how they think the text might end.

## Reading the Text

- Read the cover and the contents page together. On pages 2–3, look at cotton growing in the pictures. Ask: How would you describe the cotton? What are the different stages of growing cotton? Look for tricky words like *cotton*, *bush*, *bolts*. Break the words into chunks or syllables, e.g. *cot-ton*.
- Together read the text on page 2, pointing to the words as they are read.
- On page 3, look at the machines harvesting the cotton. Find the words *machines*, *pick*, *pack* in the text. Read page 3 together. Ask: How was cotton picked before machines were invented?
- On pages 4-5, discuss the picture. Find the words *factory*, *stretched*, *cleaned*. Talk about the meaning of these words. Read the words together.
- Follow this pattern for each page discussing the pictures and what the different stages are before reading each page. Talk about the ending on page 16.
- Look at the index and have students tell where there is information about a loom. They ask a partner questions about the index, e.g. What page is the spinning on?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Discuss the ending and whether the T-shirt looks great. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Look at the back cover. Students order the pictures in the sequence of making a T-shirt. They note that picture E shows hand picking cotton, the original way of harvesting cotton.
- Students re-tell the text using the pictures on each page as a guide. What is the sequence for making a T-shirt? Look at the back cover to help you.
- Students comment on the design of the page numbers. What is it? What does this feature add to the book?
- Have students draw a T-shirt and decorate it. They make it look individual with collage, painting or coloured pencils/pens. They label it with a description of how they did it.

## **Phonics**

- Write the words *cleaned, knitted, printed, pulled, twisted* on the board to practise blending and segmenting the words together as a group, e.g. *clean-ed, cleaned*. Brainstorm more words with -ed to add to the list, e.g. stretched, called, picked, packed. Students notice that some past tense words have a different spelling, e.g. make/made; grow/grew.
- Have students look for verbs (action words) in the text ending in -ing, e.g. *growing, cleaning, spinning, making, decorating, printing, sewing*. Together find the base verb for each and list them in a table. Notice how some base words change before adding -ing, e.g. spin/spinning; make/making.
- Have students find words in the story with sh-, e.g. *shirt, sheet, bush*. Brainstorm more to list and say, e.g. she, shine, bash, crash.
- Students identify syllables in words and clap as they are spoken, e.g. *dec/or/at/ing*. Together find and read one-syllable words in the book to clap, e.g. *seed, boll*. Have students clap two-syllable words, e.g. *cot/ton, ma/chine*.

## **Word Study**

- Talk about the words *back, be, from, it, long, pretty, then, too*. Photocopy the flash cards from the inside front cover for students to play a spelling or memory game. Read the high-frequency words together. Ask students to find and read these words in the book. They discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the stages in the book. They write the matching sentence from the text.
- Students choose a fact from the index and write a fact file, e.g. What is screen printing? (page 14) They write a fact and illustrate and share with a partner.

## **Fluency**

- Chose an item from the index and find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.

## **Writing**

- Students make a flow chart showing the sequence of making a T-shirt. They illustrate and label their artwork and use this to re-tell the text to a group.

# Making Bubbles

## GOALS

### Comprehension

**Connect to prior knowledge:** Have you ever played with bubbles? Where can you find bubbles? Is this book fiction or non-fiction?

### Vocabulary

**Focus High-frequency Words:** are, around, if, little, make, see, will, with

**Focus Content Words:** air, bath, beach, boils, bubbles, diver, fizzy, soup, water, waves

### Phonics

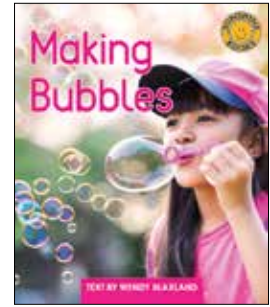
**Letters and Sounds:** Recognise and produce words that have the same vowel sound:

oa long o

**Words to Blend and Segment:** boat, float, foam, soap, soapy

### Fluency

Choral reading with students pointing to the words as they are read, sharing information.



Find out what bubbles are and what they are used for.

## Before Reading

- Ask students what they know about bubbles. Read the title and the name of author. Ask: What could *making bubbles* mean? Discuss what they see in the pictures on the cover and title page. Notice the colours and lights in the bubbles. Is this book fiction or non-fiction? How do you know? (photos) What is the difference?
- Ask: Have you ever played with bubbles? Where can you find bubbles? Help students use the title of the book and contents page to tell what the text might be about.
- Talk/walk through the pictures. Notice the different places bubbles occur. Discuss what makes bubbles on each page. Bring words like *air, bath, beach, boils, bubbles, diver, fizzy, soup, water, waves* into the conversation.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What are bubbles? Look for tricky words like *layer, soapy, water*. Break the words into chunks or syllables, e.g. *lay-er*. Read the text together pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Read the heading. Find the words *boils, fizzy drink, vinegar* and *baking soda* in the text. Talk about the meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures about bubbles before reading each page. Predict how the text might end before turning to page 16.
- Students use the index and find the page with information about a diver. Ask a partner questions about the index, e.g. What page is there information about foam?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Students re-tell the text, using the pictures on each page as a guide.
- Look at the back cover. Together talk about what this very big bubble could do.
- What do you think the author's purpose was for writing the book? What have you learnt from this book? What sea creature plays with bubbles? How can you make bubbles? What ingredients would you need?
- Look at the design on the page numbers. What is it? How does this feature add to the book?

## **Phonics**

- Write the words *boat, float, foam, soap, soapy* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/-oat, boat. Brainstorm more words with -oa to add to the list, e.g. coat, moat, goat. Notice that words like note and vote have the same long /o/ vowel sound but with a different spelling.

## **Word Study**

- Talk about the words *are, around, if, little, make, see, will, with*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Photocopy the flash cards from the inside front cover so students can play a spelling or memory game with the cards.
- On a piece of paper, students draw a picture of bubbles from the book. They write the matching sentence from the text.
- Have students find words that end with -le in the text, e.g. *bubble, marble*. They think of more words ending with -le. (little, kettle, bottle) They read the words, make an -le web, illustrate it and write the words.

## **Fluency**

- Choral reading with students pointing to the words as they are read, sharing information.

## **Writing**

- Have students make a web showing some uses for bubbles. They label and illustrate their web and share with the class.
- Students make a flow chart with arrows showing how to make bubbles. They can illustrate and share.
- Have students write a poem or story saying why bubbles are amazing.
- Students follow the guide in the book on page 14 to make a frame to make their own bubbles. Gather the things needed first and find an outdoor area to proceed. The steps could be photographed or videoed and shared on the school website with comments from students.

# We Need to Read

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the text.

### Vocabulary

**Focus High-frequency Words:** about, any, away, be, help, make, there, very

**Focus Content Words:** blind, braille, code, family, friends, glasses, letters, pets, toys, words

### Phonics

**Letters and Sounds:** Recognise and produce words that have the same vowel sound:

ou out

**Words to Blend and Segment:** about, cloud, loud, out, shout

### Fluency

Practise re-reading the story with a partner (orally), sharing information.



We read every day,  
for all sorts of  
reasons. We need  
to read!

## Before Reading

- Ask students to talk about what they know about reading and why we need to read.
- Read the title together. Read the name of the author to them. Discuss what students see in the pictures on the cover and title page. Ask: Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.)
- Help students use the title of the book and cover illustration to make predictions about what might be in the text.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice how books make people feel happy or focused. Students discuss what books they see on each page and who is reading them. Bring words like *blind, braille, code, family, friends, glasses, letters, pets, toys, words* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different reasons we read? What can you say about the children in the picture? Do you recognise any of the books? Which ones have you read?
- Look for tricky words like *learn, enjoy, find out about* in the text. Break the words into chunks or syllables, e.g. *en-joy*. Students read the text, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Ask: What places can we read? Find the words *home, school, work* in the text. Read the words together.
- Follow this pattern for each page, discussing the pictures before reading each page. Discuss the ending after turning to page 16.
- Students use the index and find information about school. They ask a partner questions about the index, e.g. What page are glasses on?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Ask students about people who can not see. How can they read books? (Braille) How does braille work? What do people use if they can't see very well, but are not blind? (glasses)
- Discuss and model how to identify the main idea of the text.
- Discuss page 16 and what it means. How does reading feed the mind? How does reading make leaders? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Look at the back cover. Have students finish this sentence to show how they feel. *A day without reading is like...* If they aren't sure, could they try some time without reading? Are they able to do it? How does it feel?
- Look at the design on the page numbers. What is it? What does this feature add to the book?

## **Phonics**

- Write the words *about, cloud, loud, out, shout* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /cl/-oud, cloud. Brainstorm more words with -ou to add to the list, e.g. doubt, couch, pouch.

## **Word Study**

- Talk about the words *about, any, away, be, help, make, there, very*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture from the book. They write the matching sentence from the text.
- Discuss words that are metaphors (a comparison without like or as) on page 16. Reading is feeding the mind. Readers are leaders.
- Have students find compound words in the story, e.g. *anyone, newspapers, ourselves, without, yourself*. They say their meaning and then break them apart into two words.
- Have students describe what you find in a library. Use page 6 to help you. Who benefits from libraries? Have you ever been to a school or a public library? They share their experiences.

## **Fluency**

- Practise rereading the story with a partner (orally), sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Reading can help us to make things. They illustrate the thing to make and share this with a partner.
- *Reading can...* (page 8) How can it help us be friends when we are far away?
- Have students make a reading web with a picture of a book in the middle and all the things that reading can do for us coming out from the web. They label and draw the things. They share with a partner as a re-tell of the text.
- Students make a survey of all the different things that can be read in the classroom. Who can find the most? They report the findings to the class.



# Zodiac Animals

## GOALS

### Comprehension

**Making text to self connections:** Ask students if they know what year they were born in. Refer to page 16 to see the zodiac signs.

### Vocabulary

**Focus High-frequency Words:** after, are, ask, call, every, has, new, would

**Focus Content Words:** dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year

### Phonics

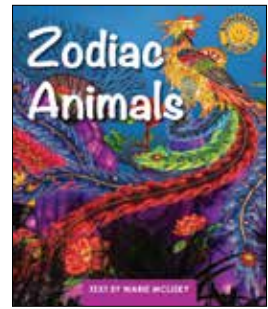
**Letters and Sounds:** Recognise and produce words that end with the same sound:

long e

**Words to Blend and Segment:** cheeky, funny, happy, lucky, nosy

### Fluency

Practise re-reading the story with a partner (orally).



The Chinese New Year is named one of the 12 zodiac animals. Which one are you?

## Before Reading

- Ask: What do you know about zodiac animals? Talk about Chinese New Year and the lantern festival. Share experiences the students have had. Ask students if they know what year they were born. Refer to page 16 to see the zodiac signs.
- Read the title to students and then read it together. Ask: What could *zodiac animals* mean? Discuss the images on the cover and title page. Read the name of the author to them.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the colours and the designs of animal lanterns. Discuss what animals make the zodiac animals on each page. Bring words like *dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year* into the conversation.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What animals can you see in the picture? Look for tricky words like *Chinese, zodiac, lantern, festival* and *lanterns*. Break the words into chunks or syllables, e.g. *lan-tern*. Then read the text together, pointing to the words as they are read.
- Students refer to page 16 to find their animal. They will need to know the year of their birth.
- On pages 4–5, discuss the pictures. Ask: What is the first animal? Find the words *year, dragon, strong, lucky*. Talk about the meaning of *strong* and *lucky*. Read the text together.
- On page 5, ask: What is the next animal? Find the words *snake, smart, wise* in the text. Read the text together. This means if you are born in any of the years of the snake, you may have these qualities.
- Follow this pattern for each page, discussing the pictures, what the different animals and their qualities are before reading each page.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Students find their animal on page 16, then match up to their qualities in the text, e.g. if they are born in the year of the rabbit, do they feel shy and/or happy? How does knowing your zodiac animal make you feel?
- Students re-tell the text using the pictures on each page as a guide. Discuss the animals of the zodiac signs and their qualities.
- Discuss what a zodiac animal means. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Chinese New Year is when the lantern festival is held. It is also when special food is eaten. Look at the back cover to learn a fact about a sweet food. (These are dumplings made from rice flour with a sweet filling.) Have students research other food people like to eat at Chinese New Year. They make a booklet showing these.

## **Phonics**

- Write the words *cheeky, funny, happy, lucky, nosy* on the board to practise blending the words together, e.g. *cheek-y, cheeky*. Brainstorm more words ending with -y to add to the list, e.g. family, monkey, loudly, friendly, memory.

## **Word Study**

- Talk about the words *after, are, ask, call, every, has, new, would*. Read them together. Ask students to find these words and discuss their meaning in context, e.g. on page 2, *after* is used in the context of "named after" an animal which means uses the name of an animal.
- On a piece of paper, students draw a picture of one of the animals in the book. They write the matching sentence from the text.
- Have students find the words that start with fr-. (*friends, friendly*) Discuss the two letters they start with, /f/ /r/ fr. Students think of more words starting with fr, e.g. from, frame, fresh, frost. They label a fr- web and illustrate where possible.
- Students identify syllables in words and clap as they are spoken, e.g. *zo/di/ac*. Together identify one-syllable words in the book to clap, e.g. *goat, born*. Have students clap two-syllable words, e.g. *lan/tern, car/ry*.
- Students make a two-column chart and list the adjectives beside the 12 animals to describe them. They draw the animal beside its name.

## **Fluency**

- Practise re-reading the story with a partner (orally). Notice how you change your voice when you ask the questions.

## **Writing**

- Students write about their zodiac animal and its qualities. They illustrate the animal and share this with a partner.
- Have a quiz about the years of the zodiac animals. Use page 16 and in pairs find animals that match the years, e.g. What animal is 2013? Answer: snake.
- Design an animal lantern for the current Chinese New Year. Use some ideas from the art styles in the text. Students explain why the design and colours were chosen.

# Frank's Big Day

## GOALS

### Comprehension

**Reading Strategies:** Ask students “What are some of the things good readers do?”

Model how to use picture, print and contextual cues.

### Vocabulary

**Focus High-frequency Words:** after, big, by, over, sleep, under, walk, was

**Focus Content Words:** couch, day, family, goldfish, hedge, spot, thought, tired, warm, window

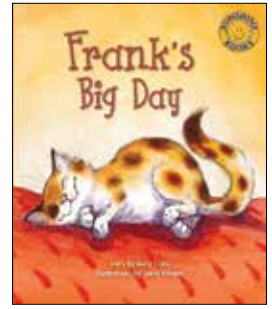
### Phonics

**Letters and Sounds:** Recognise and produce words that end with -ent

**Words to Blend and Segment:** bent, dent, sent, tent, went

### Fluency

Choral reading with students pointing to the words as they are read. (Model emphasising the repetitive parts and using intonation.)



Frank has a very tiring day but makes sure he goes to sleep every now and then.

## Before Reading

- Together look at the cover picture. Students discuss what they see. Ask: Do you recognise the cat? What is his name? Read the title and the names of the author and illustrator. Notice something in the title. (apostrophe) What is it for? What is Frank doing? Have they read other stories by Gary Cross. (*Frank, the Flea Cat*) Did you enjoy it?
- Help students to use the title and cover illustration to make predictions about the story. Ask: What might Frank do on his big day? Discuss the outside back cover pictures to get some ideas of what cats like to do.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the front cover? What is Frank doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Frank is doing on each page. Bring words like *couch, day, family, goldfish, hedge, spot, thought, tired, warm, window* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues.
- On pages 2–3, ask: What are the Fuller family doing? Find the word *out* in the first line. What is Frank doing? Find the word that starts like thinking (*thought*) to confirm. Look for /th/. What is he thinking about? (a plan) Look for pl. Find the word *planned*. Read the sentences together. Do these words make sense in the sentences?
- On page 4, ask: How is Frank feeling? Why? Find words in the text to confirm this. (*tired, thinking*) Read the first sentence. Where is the Frank? Students look for the word *by* to confirm that Frank is by the window. Read the second sentence to check it makes sense.
- On page 5, ask: What is happening here? Where is Frank? Who is he teasing? What is the dog doing? Read the words together. Notice the repetition of *yapped and jumped*.
- Follow this pattern to page 15. Review the predictions for the ending, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Discuss how the repetitive parts help with reading the story. How do you use your voice for these parts? What did Frank like to do most? What are the repetitive parts? *Frank felt tired after... He found a warm spot .... and went to sleep.*
- What things made Frank tired and what warm spots did he find to sleep in? Record these on a story map, e.g. thinking/sleeping by the window and so on. Illustrate and label with arrows to show the direction Frank went on the map. Retell the story using the story map.
- Revisit the outside back cover. Did Frank do any of the things the cats are doing? Discuss.
- Reread the story. Students feel the rhythm and familiarity as they read the repetitive parts.
- What might Frank do next time the Fullers go out? What about other cats when home alone?

## **Phonics**

- Write the words *bent, dent, sent, tent, went* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b /ent/. Brainstorm other words ending with -ent to write up on the board. Read them together, e.g. vent, spent, rent, gent.
- Students identify syllables and clap as they are spoken, e.g. *but/ter/flies*. Together find one-syllable words in the book to clap, e.g. *chase, woke, Frank*. Have students clap two-syllable words, e.g. *hung/ry, kitch/en, teas/ing*.
- Notice the apostrophe in *Frank's* on the cover. Where else can you see one in the book? (pages 7, 9 and 16) What does it mean? Students practise using the possessive apostrophe and explaining its meaning with a partner, e.g. Here is Sam's pen. (the pen belongs to Sam)

## **Word Study**

- Talk about the words *after, big, by, over, sleep, under, walk, was*. Read them together. Ask students to find the words in the text.
- Find the verbs ending in -ing and match another form of the verb, e.g. thinking/thought; teasing/teased; stare/stared; hissing/hissed; eating/ate; chase/chasing. Make a three-column chart of the verb families (base, present, past), e.g. think, thinking, thought.
- Find compound words in the story, e.g. *himself, goldfish*. Break the words into two and then join them and say the meaning of the compound word. Record and illustrate these on a chart.

## **Fluency**

- Choral reading with students pointing to the words as they are read. Model emphasising the repetitive parts and using intonation.
- Find words that are repeated and have students listen to their sounds while you say them. e.g. *yapped and jumped and jumped and yapped*. Listen for the /p/ sounds. Notice how *yapped* sounds a little like a dog yapping. They are action and sound words that suit a dog. The author has chosen these words carefully to help paint a picture in your mind. Do the same with other examples, e.g. *hissed and puffed and puffed and hissed*. Talk about alliteration and assonance and why the author uses these techniques.

## **Writing**

- Students use the repetitive part *Frank felt tired after... He found a warm spot .... and went to sleep*. They make up a new activity for Frank and a place to sleep and illustrate the new page.

# Juliet's Scarf

## GOALS

### Comprehension

Re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to?

### Vocabulary

**Focus High-frequency Words:** ask, before, big, first, get, going, now, very

**Focus Content Words:** elephant, giraffe, idea, knitting, monkey, neck, scarf, throat, trunk, warm

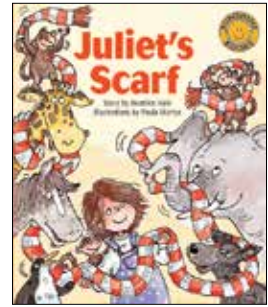
### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: sc

**Words to Blend and Segment:** scab, scale, scarf, scone, scoop

### Fluency

Practise re-reading the story with a partner (orally).



Juliet loves to knit but she can't find anyone to wear the scarf she has knitted.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the apostrophe in the title. Ask: What is it for? (the scarf belongs to Juliet) Look at the cover picture. Ask: What do you see? What can you say about the scarf? What is Juliet doing in the picture? How would you describe Juliet? Have students relate any knowledge of scarves.
- Help students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What is it showing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Juliet on each page or the animals. Bring words like *elephant*, *giraffe*, *idea*, *knitting*, *monkey*, *neck*, *scarf*, *throat*, *trunk*, *warm* into the conversation.
- On page 14, have students predict what might happen.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: What is Juliet doing? Find the word *knitting* with a silent k to confirm. What is she knitting? Find the word *scarf*. Notice what is happening on page 3. Find the word *longer*. Read the sentences together.
- On pages 4–5, ask: What is Juliet doing now? Look for the words *father* and *dog* in the text to confirm this. Read the sentences together. What do you think Juliet will try next?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Students discuss what they see in the illustration. Read the text together. Ask: What is Juliet going to knit next? Did you like the ending? Why? How would you read the sentence? What did you think of the way the long scarf was used in the end? How would you have used it?



## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Is this a fiction or nonfiction book? How do you know?
- Students re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to? How did they all feel at the end of the story?
- Reread the story together, varying voices for the different characters.

## **Phonics**

- Write the words *scab*, *scale*, *scarf*, *scone*, *scoop* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /sc /ab/. Demonstrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with /sc/ to write up on the board. Read them together, e.g. scan, scare, scalp, scar.
- Talk about words where gh sounds like /f/, e.g. *coughing* on page 11. Students say the word and think of more, e.g. laugh, tough, rough, trough, enough. Students make a gh /f/ web.

## **Word Study**

- Talk about the words *ask*, *before*, *big*, *first*, *get*, *going*, *now*, *very*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *before* is the opposite of *after* on page 2.
- Find words with possessive apostrophes, e.g. *Juliet's scarf*, *Jane's horse*, *giraffe's throat/neck*; *elephant's trunk*, *horse's neck*. Students practise using these with a partner.
- Find the words *first* and *second* on pages 11 and 12. How many zookeepers were in the story? How many monkeys were in the story. What did they do?
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Practise re-reading the story with a partner (orally). Remember to use a variety of intonation and expression to make the characters sound interesting.

## **Writing**

- Discuss the back cover and have students re-tell the story using these pictures.
- Students make a summary chart of the story answering the question words: Who? What? When? Where? Why? How? They label and illustrate, then share with the group.
- Demonstrate how to knit so that students could knit a square each to be made into a rug or for animals in shelters.



# Mutter, the Parrot

## GOALS

### Comprehension

Analyse the characters of Mum, Dad, Jan and the parrot. What can you say about each character?

### Vocabulary

**Focus High-frequency Words:** him, his, on, over, some, them, want, with

**Focus Content Words:** butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast

### Phonics

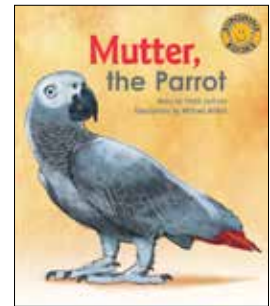
**Letters and Sounds:** Recognise and produce words that have the same vowel sound:

-er /uh/ schwa

**Words to Blend and Segment:** butter, father, flutter, mother, mutter

### Fluency

Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?



Mutter thinks he is a member of the family and shouldn't be kept in a cage. But he is a parrot!

## Before Reading

- Together look at the cover picture and discuss what you see. Ask: What do you know about parrots? Read the fact on the back cover. Discuss words they may have heard parrots saying.
- Ask: What is the parrot doing on the cover? What is his name? Why might he be called Mutter? Describe him. What do you notice about his feathers? Read the title together.
- Read the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Mutter now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mutter on each page or what the family is doing. Bring words like *butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are Jan and her Mum doing? Why was the parrot called *Mutter*? Find the words *talked a lot* to confirm. What is Mutter doing? Why? Find the words *locked* and *spoon*. Do these make sense? Read the sentences together.
- On page 4, ask: Where is Mutter now? Look for the words *lock, fuss, off* in the story. Read the page to check *fuss* makes sense. How is Mutter feeling?
- On page 5, ask: What is happening here? Find the words *feathers* and *cut*. Why do you think this is happening? Read the words together. Do you think Mutter will be happy now?
- Follow this pattern for each page up to page 14. Discuss how the speaking parts help with making the story interesting. Ask: How would you use your voice for these parts?
- On page 16, read the text. Ask: Did you like the ending? Why? How would you read the sentence? Is he really saying he likes toast with butter?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. What did Mutter and the family do on each page? Why do you think Mutter didn't like his cage? Did he like it when he could be free? How did they all feel at the end of the story? Did you like the ending? Why? Do you think Mutter thought he was a person?
- Analyse the characters of Mum, Dad, Jan and Mutter. What can you say about each character?
- Reread the story together, changing voices for the different characters.
- Find words with two letters the same in them, e.g. *mutter*, *butter*, *wobbled*, *parrot*, *cutting*, *fluttered*. Together clap and say the syllables, e.g. *par/rot*. The syllables divide between the double letters. Notice *hopped* and *tapped* are different and have only one syllable.
- Look at the word *toast*. Listen to the middle sound. It is a long /o/ sound. Brainstorm and list words that rhyme with *toast* and have the same spelling, e.g. *coast*, *roast*, *boast*.
- Reread pages 8–9, focusing on the punctuation – the purpose of capital letters, speech marks and exclamation marks. Try to say the words as though you are the character, showing their feelings with your voice, e.g. How would Dad say "Aaagh!"? Why do you think Mutter tugged on Dad's moustache?

## **Phonics**

- Write the words *butter*, *father*, *flutter*, *mother*, *mutter* on the board to practise blending the chunks or syllables as a group, e.g. *but/ter* (*but//tuh/*). Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -er /uh/ to write up on the board. Read them together, e.g. *sister*, *brother*, *daughter*.

## **Word Study**

- Talk about the words *him*, *his*, *on*, *over*, *some*, *them*, *want*, *with*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book, e.g. *him* is the opposite of *her* on page 2.
- Have students find the past tense to match the base verb and make these into a two-column chart to read together, e.g. *talk/talked*; *flutter/fluttered*; *wobble/wobbled*; *climb/climbed*; *lock/locked*.
- Students find contractions in the story and write the matching expanded forms, e.g. *that's/that is*; *he's/he is*; *couldn't/could not*; *doesn't/does not*.

## **Fluency**

- Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

## **Writing**

- Students make a beginning, middle and end chart about the story. They label and illustrate and use it to re-tell the story to a partner.
- Have students research a bird project and present it in poster format to share with the class. Topics could be: Domestic birds, Caged birds, What to feed birds, How to trim wing feathers, How to teach a bird to talk.

# Smile!

## GOALS

### Comprehension

**Making predictions:** Help students to use the title of book and cover illustration to make predictions about the story.

### Vocabulary

**Focus High-frequency Words:** blue, don't, green, good, no, other, our, where

**Focus Content Words:** camera, class, children, front, middle, photo, short, smile, tall, teacher

### Phonics

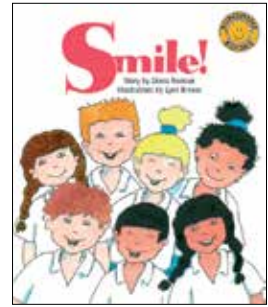
**Letters and Sounds:** Recognise and produce words that begin with the same sound:

ph /f/

**Words to Blend and Segment:** phew, phone, photo, photocopy, photograph

### Fluency

Choral reading with students pointing to the words as they are read.



It is time for the class photo but the photographer has never taken one before.

## Before Reading

- Together look at the cover picture. Students discuss what they see. Ask: What are the children doing in the picture? Try to work out the title. Read the title together. Why are they smiling? Do you smile for photos? Have you had a class photo taken? Share experiences. Where did you sit or stand in the picture?
- Read the names of the author and illustrator. Have students read any other stories by Diana Noonan? (*So Many Seeds, Forts, Arches*) Did they enjoy them?
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mr Man, Miss Snap and the children on each page. Bring words like *camera, class, children, front, middle, photo, short, smile, tall, teacher* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Miss Snap doing? Find the words *taking* and *photo* to confirm. What is she taking a photo of? Why does she look worried? Read the sentences together.
- On pages 4–5, ask: What are Mr Man and Miss Snap doing? Look for the words *fair, dark, back, middle, front* in the text to confirm this. Read page 4 to check the words make sense.
- On page 5, ask: How is Miss Snap feeling? What is she doing? Find words in the text to confirm this, e.g. *smile, camera, click*. Read the words together. Repeat the last sentence.
- On page 7 look at the illustration, ask: Do you think Miss Snap has some things to learn?
- Follow this pattern for each page up to page 14. Discuss how the speaking parts should be read. How do you use your voice for these parts?
- On page 16, have students discuss what they see in the illustration. Ask: How would you read the sentences? (Use emphasis for the exclamation mark.)

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Why do you think the author wrote this story? Is this a fiction or non-fiction book? How do you know? What is the main idea or theme of the story? What can you say about class photographers? What do they need to know?
- Students re-tell the story using the pictures on each page as a guide. What did Miss Snap, Mr Man and/or the children do on each page? Why do you think Miss Snap sorted children that way to start with? Did she know what she was doing? How did everyone feel at the end of the story? Did you like the ending? Why?
- Discuss the back cover. How would you order the pictures?
- Reread the story together. Focus on the punctuation and show intonation and expression for the different characters.

## **Phonics**

- Write the words *phew*, *phone*, *photo*, *photocopy*, *photograph* on the board to practise saying the words together as a group, e.g. /ph/ew/.
- Brainstorm other words with /f/ ph to write on the board. Read them together, e.g. phonics, phase, physics, pharmacy.

## **Word Study**

- Talk about the words *blue*, *don't*, *green*, *good*, *no*, *other*, *our*, *where*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *don't* is short for do not on page 12.
- Students find words in the story that are opposites and explain their meanings, e.g. *back/front*; *tall/short*; *fair/dark*. Fill in a two-column chart to read. Think of more to add to the list.
- Discuss the words *back row*, *middle row* and *front row*. Miss Snap and Mr Man tried three ways of sorting the children. Summarise the information by matching the describing words showing hair colour, eye colour and height with back, middle and front, e.g. Back row – black hair; blue eyes; tall children and so on.

## **Fluency**

- Choral reading with students pointing to the words as they are read. Take notice of the punctuation to make it more meaningful.

## **Writing**

- Students make a problem/events/solution three-column chart noting the events in the story. They illustrate and label the chart, then use it to re-tell the story to the class.
- Help students to use a school digital camera to create photos of groups in the class for a school album. They learn how to handle a camera with care, how to line up the subjects, how to check the photos and print them. Create a digital and/or printed photo album. Share the album with the class.

# Someone for Bear

## GOALS

### Comprehension

**Reading Strategies:** Ask students, “What are some of the things good readers do?”  
Model how to use picture, print and contextual cues.

### Vocabulary

**Focus High-frequency Words:** as, ask, came, my, old, so, think, two

**Focus Content Words:** bear, bring, class, clean, fair, fresh, Friday, kiss, sell, toys

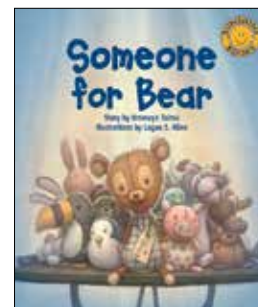
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same vowel sound:  
-air fair

**Words to Blend and Segment:** chair, fair, hair, pair, stair

### Fluency

Students practise reading the book on their own and then to the teacher (orally).



Levi has grown out having soft toys and decides to put his bear in the box for the school fair.

## Before Reading

- Look at the front cover together and discuss the illustration. Ask: What is the biggest toy in the middle? How does it look? Why is there a price tag on the bear and not the other toys? Have you any toys similar to the ones on the cover? Read the title together. What do you think it means?
- Read the names of the author and illustrator. Ask: Have you read any other stories by Bronwyn Tainui? (*Mark and the Dinosaurs, Where Is Mike?*) Did you like reading them?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Bear now? What do you think might happen in the story? Is this a fiction or non-fiction book? How do you know?
- Talk/walk through the pictures. Discuss what is happening to the characters on each page. Bring words like *bear, bring, class, clean, fair, fresh, Friday, kiss, sell, toys* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the teacher doing? Find the word *toys* to confirm. Why is she showing the toys? Find the words *school fair* to confirm. Read the sentences together. Do these words make sense?
- On pages 4–5, ask: Who is in the illustration? Look for the words *bear* and *Mum* to confirm. Read the first sentence to check that *toys* makes sense. How is the boy feeling? How is Bear looking? Find words in the text to confirm this, e.g. *old, one eye*. Read the words together. Repeat the last sentence. Ask: How would he say “That’s Bear!”?
- Follow this pattern up to page 14. Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the last sentence? Do you think \$2 is a good price for Bear? Why did Levi give it to the girl? What would you have done?



## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Have students ever been to a school fair or sold or bought something at a fair? They share their experience.
- Discuss the pictures on the back cover. Talk about what happened to Bear.
- Reread the story together. Discuss how Levi is feeling on each page and why his feelings changed, e.g. How he felt when Bear didn't sell and when he gave it to the girl.
- Students summarise Levi's feelings throughout the book on a timeline, e.g. on page 2, listening and interested; page 4, surprised and so on. They illustrate, label and share with the class.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 4, *he* is used instead of *Levi* and *them* is used in place of *old toys*. Students find other pronouns in the book and explain their meaning

## **Phonics**

- Write the words *chair, fair, hair, pair, stair* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /ch /air/. Brainstorm other words ending with /air/ to write on the board. Read them together, e.g. repair, pushchair, armchair.

## **Word Study**

- Talk about the words *as, ask, came, my, old, so, think, two*. Read them together. Ask students to find the words in the text and read them in context. Discuss the meaning or use of each word in the book, e.g. *asked* is the opposite of *answered* on page 4.
- Students find the adjectives in the text that describe Bear. They make a web of adjectives around a picture of Bear, e.g. *clean, good, fresh, new*.
- Discuss words that are a simile (a comparison using like or as) on page 10. *When Levi came home, Bear looked as good as new*. Students think of other similes they may have heard, e.g. as good as gold, as dark as night, as brave as a lion.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Students practise reading the book on their own and then to the teacher (orally). They need to vary the volume to suit the mood. Sometimes they will read loudly and sometimes quietly.

## **Writing**

- Have students make a Beginning, Middle and End chart in three columns to review the story. They label and illustrate and then re-tell the story to a group.
- Organise a fictional fair in the classroom with the money to go to a needy cause. Gather up some old, unwanted, clean, functioning toys to sell. Students organise price tags and a desk to sell them on. They make posters to advertise the fair. They take turns at being the seller and buyer and giving change.



# Those Are Not My Beans

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the story.

### Vocabulary

**Focus High-frequency Words:** four, one, them, two, was, who, yellow, yes

**Focus Content Words:** beans, cabbage, eggs, grapes, onions, pie, pineapple, socks, store, trolley

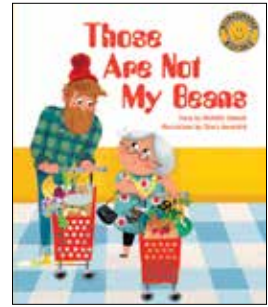
### Phonics

**Letters and Sounds:** Identify and make rhyming words, e.g. store/four; seeds/needs

**Words to Blend and Segment –cr:** crash, cream, creep, crunch, crust

### Fluency

Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.



Grandma is at the store and she has things in her trolley that she didn't put there.

Who did?

## Before Reading

- Read the title and the names of the author and illustrator. Ask: What could the title mean? Who might be saying, *Those are not my beans*. Together look at the cover picture and discuss. What is Grandma doing in the picture? What is the man doing? How would you describe Grandma? Do you like beans? Have you visited a supermarket? Share experiences.
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what Grandma is doing on each page or what the man is doing. Bring words like *beans, cabbage, eggs, grapes, onions, pie, pineapple, socks, store, trolley* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together.
- On pages 2–3, ask: What is Grandma doing? Find the words *apples* and *trolley* to confirm. Read the sentences together.
- On pages 4–5, ask: What did Grandma choose next on page 4? (*grapes* and *pineapple*) Students look for the words in the text to confirm this. For tricky words like *grapes* or *pineapple*, break the words into syllables or chunks, e.g. *gr-apes*; *pine-ap-ple*. Read the sentences.
- On page 5, find words in the text to confirm the illustration is of vegetables. (*cabbage, cauliflower, vegetables*) Break the words into chunks or syllables. Read the words together. Then read the sentences together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentence?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Grandma realised she had something wrong in her trolley. What else did she notice? How is this story similar to something that has happened to your family?
- What might have happened if Grandma and the man went home with the wrong groceries?
- What type of genre is this story? Is this a fiction or non-fiction book? How do you know?
- Students re-tell the text using the story map on the back cover. Whose shopping is in the pictures? (Grandma's) What is missing? (beans) Who is missing? (the man) How did they all feel at the end of the story? Now re-tell the story using all the pages in the book.
- Discuss and model how to identify the main idea of the story.
- Discuss how the rhyming words help with reading the story. How do you use your voice for these parts? Students find the rhyming words in the story, e.g. *dots/spots; nice/price*.
- Reread the story together, emphasising the rhyming words. Feel the rhythm as you read them.
- Relate pronouns to the illustrations in the book, e.g. on the cover, *those* means the beans that are not mine; *she* on page 2 is used instead of Grandma; *he* on page 6 is used instead of the man. Students find other pronouns in the book and explain their meaning.

## **Phonics**

- Write the words *crash, cream, creep, crunch, crust* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /cr /ash. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with /cr/ to write on the board. Read them together, e.g. crunchy, cross.
- Read the words *trolley* and *golly*. Students notice that the y sounds like long /e/. They brainstorm more words ending in y, e.g. silly, baby, juicy. They make a web for words ending in y that sound like long /e/.

## **Word Study**

- Read the words *four, one, them, two, was, who, yellow, yes*. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book.
- Have students find the plural nouns and provide the singular in a two-column chart, e.g. socks/sock; grapes/grape; apples/apple; onions/onion; eggs/egg, trollies/trolley. Note nouns ending in y change to -ies in the plural.
- Students find words in the text starting with /th/, e.g. *the, think, thought, these, those, that, they, them*. Say the words. They notice any that start quietly (voiceless – think, thought).

## **Fluency**

- Model reading of the text with expression, noting the punctuation, rhythm and rhyme.

## **Writing**

- Students make their own story map noting the events in the story. They can use the back cover as a model. They illustrate and label the story map and use it to re-tell the story to the class.
- Students choose fruit and vegetables they like from the supermarket and draw a trolley to fill. They draw the food or cut out pictures from magazines to fill the trolley. They label and say why they chose the particular items.

# Arches

## GOALS

### Comprehension

**Making predictions:** Help students to use the title of the book and the cover illustration to make predictions about the text. After reading, check on predictions. Were they correct?

### Vocabulary

**Focus High-frequency Words:** about, from, just, made, more, one, over, them

**Focus Content Words:** arch, bricks, building, concrete, dam, doorway, metal, stone, strong, windows

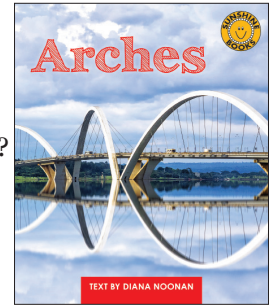
### Phonics

**Letters and Sounds:** Recognise and produce words that end with the same sound: /ch/

**Words to Blend and Segment:** arch, bunch, lunch, march, much

### Fluency

Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



Once you know what you are looking for, you will see arches in lots of structures.

## Before Reading

- Help students to use the title of the book and the cover illustration to make predictions about the text. Read the title and the name of the author. Ask: What do you think this book will be about? What are arches? Has anyone seen one? Where are you most likely to see an arch?
- Look at the back cover. Discuss the famous arch they see and what it might be for.
- Discuss what students see on the cover and title page. Notice the reflection of arches on the cover. Ask: What are these arches holding up? With a partner make your bodies into an arch or bridge shape. Would this be a stronger shape than standing straight or alone?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice how varied arches are and where they are used. Discuss what students see on each page. Bring words like *arch*, *bricks*, *building*, *concrete*, *dam*, *doorway*, *metal*, *stone*, *strong*, *windows* into the conversation.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you think arches are for? What are the arches holding up in the pictures? Notice how ornate some arches are. What are they made of? Imagine how long these arches would take to build.
- Look for tricky words, e.g. *strong*, *heavy*, *bricks*, *stone*, *building*, *doorway* and *windows*. Break the words into chunks or syllables, e.g. *str-ong*, *heav-y*. Then read the text together, pointing to the words as they are read. Ask: Have you seen any arches near where you live?
- On pages 4–5, these arches are all famous. Ask: Which do you like best? What are these arches made of? Find the words *giant dam*, *concrete*, *tower*, *metal*, *gateway*, *steel*. Talk about the meaning of these words and the chunks that make them up, e.g. *giant* (Note the pronunciation is different to how it looks.) Note the g in *giant* sounds like /j/. Read the text together.
- Follow this pattern for each page, discussing the pictures, what the different arches are, what they hold up or what they are made of before reading each page.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Have students describe what they now know about the interesting shapes of arches. How is this similar to how bridges are built today?
- What do you think the author's purpose was for writing the book? What have you learnt?
- Look around the classroom, at home or outside. Are arches used anywhere?
- Look at the design on the page numbers. What do you see? Why do you think the designer added this interesting technique?
- Reread the text together. Discuss the names of the different arches and where they are. (written in the captions)

## **Phonics**

- Write the words *arch*, *bunch*, *lunch*, *march*, *much*, *tight* on the board to practise blending and segmenting together as a group, e.g. *b-unch*, *bunch*. Brainstorm more words with -ch to add to the list. (touch, bunch, reach, teach, couch)
- Have students find the word *giant* on page 4. Notice the soft g /j/. They practise saying *giant*. They think of more words that have a soft g, (giraffe) and words with a hard g like go (gateway). They listen to the difference between the first sounds of *giant* and go.
- Students identify syllables in words and clap as they are spoken, e.g. *arch/es*. Together find one-syllable words in the book to clap, e.g. *bridge*, *stone*. Have students clap two-syllable words, e.g. *tun/nels*, *con/crete*.

## **Word Study**

- Talk about the words *about*, *from*, *just*, *made*, *more*, *one*, *over*, *them*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Students find compound words in the text, e.g. *gateway*, *doorway*, *everything*. They say the two words that are joined to make one and the meaning. Suggest others they may know.
- Talk about opposites in the text, e.g. *short/long*. Students say what the opposites to these words could be and find them in the text – weak, not many, down, under.
- Using the base word *build*, have students suggest all the words that can be made from it. (built, building, builds, building)

## **Fluency**

- Choose a heading from the contents page and find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

## **Writing**

- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Students use modelling clay or lego/building blocks to design a strong arch. They decorate it and share how they made it.
- Students could build a fort using sugar cubes and glue in place of bricks. They can experiment to find the strongest arch. They photograph their arch and write about why it was so strong.
- Discuss the challenges people face building arches. Compare today with long ago. Students present their ideas to the class.

# Forces

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference?

Walk through the pages to confirm.

### Vocabulary

**Focus High-frequency Words:** come, jump, ride, them, this, with, would, you

**Focus Content Words:** bike, force, gravity, kick, move, pull, push, see-saw, pilot, plane

### Phonics

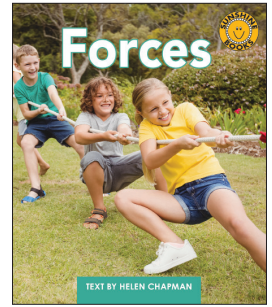
**Letters and Sounds:** Recognise and produce words that have the same vowel sound:

ur turn

**Words to Blend and Segment:** burn, fur, hurt, surf, turn

### Fluency

Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.



Forces are what makes things move, whether pushing, pulling, going up or going down.

## Before Reading

- Together look at the cover picture. Ask: What are the children doing? Explain that pulling is a force to make something move or stop.
- Read the title and then read it together. Have students notice that the c in *Forces* sounds like /s/. Ask: What else could be a force to move or stop something? (a push) Demonstrate with an article on the floor and move it. Ask: Did I use a push or a pull? Discuss what is happening on the title page. Look at the back cover. Talk about which pictures show a pull or a push and who is doing the pushing or pulling.
- Help students use the title and cover illustration to make predictions about the text.
- Read the title and the contents to see what will be in the text. Ask: Is this book fiction or non-fiction? How do you know? What is the difference? Non-fiction is true and may have photographs. Flick through the pages to confirm.
- Talk/walk through the pictures. Notice the forces on each page. Bring words like *bike, force, gravity, kick, move, pull, push, see-saw, pilot, plane* into the conversation.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different forces in the pictures? Find the words *push, pull, move, stop*. Read the text together pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *kick* and *ball*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the forces are before reading each page.
- On page 16, students look at the index and find the page with more information about wheels. They ask a partner questions about the index, e.g. What page is the see-saw on?



## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. They discuss the different forces. Have you ever experienced any of the forces you've read about in the text? Or any different forces? How did those experiences feel?
- Discuss gravity. What stops an egg from staying in the air when you let it go? Would this happen to other things if you dropped them? What would happen if we didn't have gravity? Why would this be a problem?
- What do you think the author's purpose was for writing the book? What have you learnt from this book?

## **Phonics**

- Write the words *burn, fur, hurt, surf, turn* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *b-urn, burn*. Brainstorm more words with -ur to add to the list, e.g. burnt, furry, turned, hurting, church.

## **Word Study**

- Talk about the words *come, jump, ride, them, this, with, would, you*. Photocopy the flash cards from the inside front cover and read them together. Ask students to find and read these words in the book. Discuss their meaning in context. Students can play a memory game with the cards.
- On a piece of paper, students draw a picture of one of the forces in the book. They write the matching sentence from the text.
- Discuss words that have the soft c sound like *force* where the c sounds like /s/. Brainstorm other words with this sound and write a list on the board to read, e.g. ice cream, ice, nice, rice, race, face, lace.
- Students find words that start with br- in the text. (*brother, brakes*) Discuss the two letters they start with (/b /r/ br). Students think of more words starting with br-, bread, bring, brain, brave, brush, brick.
- Students identify syllables in words and clap as they are spoken, e.g. *grav/i/ty*. Together read and clap one-syllable words in the book, e.g. *force, move, kick, stop, pull*. Have students clap two-syllable words, e.g. *push/es, ped/als, see/saw, han/dle, pil/ot, bro/ther, some/thing, with/out*.

## **Fluency**

- Students chose an item from the index and find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. The driver uses force to stop a car. He pushes the brake hard. The car stops fast. They share this with a partner.
- Students discuss swimming classes. In a pool, when they push off from the wall, they move forward and swim to the other side of the pool. So the push off the wall leads them to go in the other direction to their push. Students draw a swimmer starting to swim a lap or they film someone doing this to illustrate how the swimmer's arms push and the pull.



# Forts

## GOALS

### Comprehension

**Making connections:** Have you ever played in or on a playground fort or made a fort? What kind of game did you play? What are forts used for?

### Vocabulary

**Focus High-frequency Words:** but, came, like, live, their, them, were, when

**Focus Content Words:** animals, cannons, door, enemies, fort, gaps, people, safe, town, tunnels

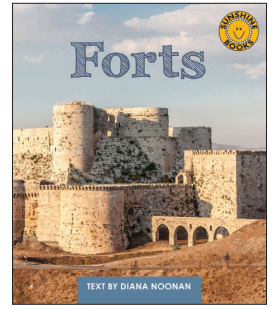
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same vowel sound: or fort

**Words to Blend and Segment:** born, corn, for, force, fort

### Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



People don't usually live in forts anymore but there are still many to discover.

## Before Reading

- Students talk about playing in or on a playground fort or making a fort. Ask: What kind of game did you play? What are forts used for? Look on the back cover to see if they have seen or played in a fort like this one.
- Read the title together. Discuss what they see in the pictures on the cover and title page. Notice the different shapes. Ask: Who wrote the text? What other texts have you read by Diana Noonan? (*So Many Seeds? Let's Get Fit!*) What did you think of them?
- Help students use the title and cover illustration to make predictions about the text. Then read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice how high and strong the forts look. Ask: Would they be safe? Discuss what students see on each page. Bring words like *animals, cannons, door, enemies, fort, gaps, people, safe, town and tunnels* into the conversation.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the picture? What can you say about it? (Elicit that it was built long ago to keep people safe and was hard to get into.) Have students look for tricky words, e.g. *ago, people, hard, kept, safe*. Then read the text together, pointing to the words as they are read. How long do you think it would have taken to build a fort like this?
- On page 4, discuss the town by the fort. Ask: What is in the town? Talk about the meaning of these words and the chunks that make them up, e.g. *ch-ur-ches, mar-kets, hou-ses*.
- On page 5, notice the steps made of stone in the fort. People would take their animals with them when enemies came. Find the tricky words. Break them into chunks or syllables, e.g. *en-e-mies, an-i-mals, peo-ple*. Read the sentences together.
- Follow this pattern for each page, discussing pictures and what the different forts or features of forts are before reading each page. Ask for comments about what forts look like today.
- Students look at the index and find the page with information about cannons. They ask a partner questions about the index, e.g. What page are tunnels on?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Would forts be useful today? Why? Is this book fiction or non-fiction? How do you know? What is the difference?
- Students re-tell the text using the pictures on each page as a guide.
- Discuss the ending and what a trip to a fort might be like today. What do you think the author's purpose was for writing the book? What have you learnt from this book? How many countries do you think you would find forts in today? Are there any forts where you live?
- Look at the page numbers. What effect does this have on the design of the book?

## **Phonics**

- Write the words *born, corn, for, force, fort* on the board to practise blending and segmenting together as a group, e.g. *b-orn, born*. Brainstorm /or/ words to add to the list, e.g. *core, sort*.

## **Word Study**

- Talk about the words *but, came, like, live, their, them, were, when*. Photocopy the flash cards from the inside front cover. and read them together. Ask students to find and read these words in the book and discuss their meaning in context. They play a spelling game with the cards.
- Students draw a fort shape and make each stone or brick contain a word that describes or makes up a fort, e.g. *stone, cannon, tunnel, strong, thick walls*.
- Survey members of the class to see what they like best about forts. Record the results in an illustrated graph or chart to share.
- Students copy or trace a map of the world and with a partner indicate where there are old forts in the world. They write the words and illustrate to share with the class.

## **Fluency**

- Model reading a section of the text using expression and emphasis to convey information for students to repeat.

## **Writing**

- On a piece of paper, students draw a picture of one of the forts in the book. Then they write the matching sentence from the text. They share this with a partner.
- Students can make a model of a fort using modelling clay or lego (building bricks). They discuss whether people were safer long ago than today. They give reasons and write their answers. They can illustrate the explanation.
- Students draw a plan of a fort showing the different parts. They label their drawing and write about it.
- The class could build a model fort in the classroom. They design, build and problem solve with issues around making sure the fort won't collapse. They could use sticks, stones and other materials found outside.

# It's About Time

## GOALS

### Comprehension

**Making predictions:** Help students to use the title of the book and the cover illustration to make predictions about the story.

### Vocabulary

**Focus High-frequency Words:** about, before, green, know, my, not, once, red

**Focus Content Words:** dance, lunch, time, measure, music, sea, sleeve, spend, tea, treasure

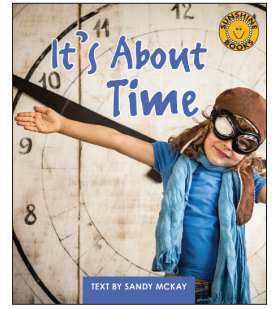
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same sound: /zh/

**Words to Blend and Segment:** beige, leisure, measure, pleasure, treasure

### Fluency

Model reading of text with expression, noting the punctuation and rhyme. Students repeat.



This rhyming book plays on all the words we use about time. There are lots of them!

## Before Reading

- Help students use the title of the book and the cover illustration to make predictions about the text. Read the title together. Ask: What could the title mean?
- Discuss what they see in the pictures on the cover and title page. Ask: What is the girl doing? The clock on the title page may be an alarm clock used to wake someone up for school or work.
- Look at the back cover. Ask: What kind of clock is this? What is the time on the clock. Explain the role of the big hand and little hand and what *o'clock* means. (This is a contraction of an ancient phrase “of the clock” that has passed down to modern language.)
- Have students look at the clock on the title page and on the back cover. Ask: They both show the time. Why do they look different? Is this book fiction or non-fiction? How do you know?
- Help students use the title and cover illustration to tell what the book might be about.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice all the fun things the girl is doing. Students discuss what they see on each page. Bring words like *dance, lunch, time, measure, music, sea, sleeve, spend, tea, treasure* into the conversation.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What is happening in the pictures? What kind of watch do you see? (stop watch) What is time? How do we use it? Look for tricky words, e.g. *treasure, measure, save, waste*. Break the words into chunks or syllables, e.g. *tr-eas-ure*. Then read the text together pointing to the words. Notice that there are a lot of rhyming words, e.g. *fun, done*.
- On pages 4–5, discuss the pictures. Ask: Which do you like best? What do you do in your spare time? What actually is time? Find the words *spare, share, free, thought* and *something* in the text. Talk about the meaning of these words and the chunks that make them up, e.g. *sp-are, sh-are*. Read the words together and give answers to the questions.
- Follow this pattern for each page, discussing the pictures and what the different words used about time mean before reading each page.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Have students re-tell the text using the pictures on each page as a guide.
- Discuss how special time is. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Reread the text, emphasising the rhyming words and the rhythm.
- Look again at the back cover. Draw clocks to show different times.

## **Phonics**

- Write the words *beige, leisure, measure, pleasure, treasure* on the board to practise blending and segmenting together as a group, e.g. *b-eige, beige*. Brainstorm more words with /zh/ to add to the list, e.g. *rouge, luge*.

## **Word Study**

- Talk about the words *about, before, green, know, my, not, once, red*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context, e.g. *before* is the opposite of *after* on page 14. They play a spelling game with them.
- Take some of the sayings and explain what they mean, e.g. *spend time*. (page 3) How do we spend time? Is it like spending money? What's your favourite way of spending time? Together survey the class to see how they like to spend time. Turn the results into a graph.

## **Fluency**

- Model reading of text with expression, noting the punctuation and rhyme. Students repeat.

## **Writing**

- Students tell what *time on our hands or time up our sleeves* means. (page 15) They think of other examples of sayings about time and draw or write about them. They make a booklet showing examples to share.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text and share this with a partner.
- Have students draw or trace a map of the world and show how time goes backwards when flying to France. Use arrows to show a plane flying from your country to France or another country. Find the times for each country and where the date line is on the map of the world.
- Students refer to the timeline on page 11. They draw their own timeline using the elements in the illustration and write a sentence about each.

# Museums Are Fun

## GOALS

### Comprehension

**Connect to prior knowledge:** Has anyone been to a museum? What did you see? Tell us about your visit.

### Vocabulary

**Focus High-frequency Words:** ask, but, from, old, over, some, walk, what

**Focus Content Words:** art, bird, bread, desk, history, museum, nature, oven, school, village

### Phonics

**Letters and Sounds:** Recognise and produce words that end with the same sound:

/ng/

**Words to Blend and Segment:** king, living, ring, sing, thing

### Fluency

Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



See all the topics you can explore in the different kinds of museums.

## Before Reading

- Connect to students' prior knowledge, ask: Has anyone been to a museum? What did you see? Tell us about your visit. Look at the back cover. Share what the children are doing at this museum and any similar experience students have had.
- Read the title together. Discuss what students see in the pictures on the cover and title page. Ask: Who wrote the text? Read the author's name together.
- Help students use the title of the book and cover illustration to make predictions about the text. Then read the title and contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different kinds of museum and the variety of things and activities in them. Discuss what they see on each page. Bring words like *art, bird, bread, desk, history, museum, nature, oven, school, village* into the conversation.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the pictures? Are they very different things? Why do we have museums? Read the words together.
- On pages 4–5, read the heading and the words together.
- On page 6, look for the tricky words in the heading. Break the words into chunks or syllables, e.g. *liv-ing, his-tor-y*. Read the page together pointing to the words. Ask: What do you see in the pictures? Would you like to be in a classroom like that? Why, why not?
- Look for tricky words on page 7. Break the words into chunks or syllables, e.g. *class-room, wood-en*. Then read the text together, pointing to the words as they are read. Ask: How do your desks compare? Are they made of wood?
- Follow this pattern, discussing the pictures, what the museum is and what is being shown before reading each page. Look for the tricky words and check that they sound right, look right and make sense in the sentences.
- On page 16, students look at the index and find the page with more information about fossils.



## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- What does the author mean when she writes, "Museums are fun!" Is this book fiction or non-fiction? How do you know? What is the difference?
- What do you think the author's purpose was for writing the book? What have you learnt from this book? What different museums have you visited? What are the different museums you have read about in this book? What is the difference between natural history and living history?
- Students choose a heading from the contents page. They read the relevant pages and summarise the main idea with pictures and labels. They share with the class.

## **Phonics**

- Write the words *king, living, ring, sing, thing* on the board to practise blending and segmenting together as a group, e.g. k-ing, king. Brainstorm more words the end in -ng to add to the list. (song, bring, bang, lung)
- Students find the words *space* and *science* on page 16. Explain that they both have a c that sounds like /s/. (soft c) Most words have a hard c like cat /k/. Students think of more words with c and say whether they are a soft or hard c.
- Look at the words *skeleton* and *scary* on page 13. Students say the words. Notice they both start with the /sk/ blend but have different spellings. Have students make a web with words that start with sc or sk, e.g. scat, scar, ski, scooter, skin. They illustrate where possible.
- Students identify syllables in words and clap as they are spoken, e.g. *his/tor/y, din/o/saur*. Together find one-syllable words in the book to clap, e.g. *art, space, shells*. Have students clap two syllable words, e.g. *sci/ence, liv/ing, pret/ty; fos/sils*.

## **Word Study**

- Talk about the words *ask, but, from, old, over, some, walk, what*. Read them together. Ask students to find and read these words in the text. They discuss the meaning in context with a partner and ask each other spelling riddles, e.g. I am thinking of a word that is the opposite of under and it starts with o. Can you spell it? (over)
- Students write a list of questions they might ask in a science museum to help them find out how things work. They use the question words how, when, why, what, where.

## **Fluency**

- Choose a heading from the contents page and find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

## **Writing**

- On a piece of paper, students draw a picture from book. They write the matching sentence from the text.
- Find a recipe for an old-fashioned food such a scones and help students to make them. They list and illustrate the ingredients and method.
- Have students write about the museum in the book that they found most interesting and why.
- On page 8, have students notice the roofs of most of the houses. Together research how to make a thatched roof. Students write some sentences about thatched roofs.



# What We Do When...

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss the time and what is done on each page.

### Vocabulary

**Focus High-frequency Words:** after, don't, for, going, more, or, that, then

**Focus Content Words:** afternoon, day, dinner, holiday, hour, long, morning, night, noon, weekend

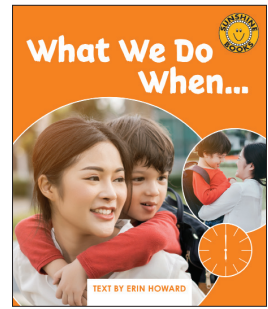
### Phonics

**Letters and Sounds:** Identify and make rhyming words.

**Words to Blend and Segment –oo:** afternoon, boot, noon, soon, too

### Fluency

Model reading of the text with expression, noting the punctuation and rhyme. Students repeat.



This rhyming story takes you through a typical school day and helps tell the time.

## Before Reading

- Read the title together. Ask: What could it mean? (things we do at different times) Who wrote the text? Discuss the pictures on the cover and title page. Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Help students use the title and cover illustration to make predictions about the text.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different activities people do during the day and night. Discuss what students see on each page. Bring words like *afternoon, day, dinner, holiday, hour, long, morning, night, noon, weekend* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the title together.
- On pages 2–3, ask: What do you see in the picture? Elicit the words *night-time* and *daytime*. What do we call it when it's dark? Look for tricky words, e.g. *daytime, night-time, usually, people, school*. Break the words into chunks or syllables, e.g. *us-u-a-lly*. Read the text together, pointing to the words as they are read. Have students notice the rhyming words.
- On pages 4–5, discuss the pictures. Elicit the words *sleep* and *cry*. Have students find the words *torch, beach, sleep, babies, wake*. Talk about the meaning of these words and the chunks that make them up, e.g. *t-or-ch*. Read the text together, emphasising the rhymes.
- Follow this pattern for each page discussing the pictures, what the different time of day is and what the activities are, before reading each page.
- Students predict the ending. On page 16, they look at the index and find the page with more information about lunchtime. They ask a partner questions about the index.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Discuss the ending and what holidays or weekends mean. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Students re-tell the text using the pictures on each page as a guide. Discuss the time and what is done on each page.
- Students look at the back cover and put the pictures in the correct order of the day.
- Reread the text together, emphasising the rhyme and feeling the rhythm.

## **Phonics**

- Write the words *afternoon, boot, noon, soon, too* on the board to practise blending and segmenting together as a group, e.g. b/ooot, boot. Brainstorm more oo words to add to the list, e.g. room, moon, smooth.
- Students find compound words in the text and explain the meaning of the two words that make up the compound word and the word itself, e.g. *afternoon, bedtime, daytime, midnight*.

## **Word Study**

- Talk about the words *after, don't, for, going, more, or, that, then*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book. They discuss their meaning in context, e.g. *after* is the opposite of before on page 11. They play a spelling game with them.
- Students find and discuss the meaning of the opposites (antonyms) in the text, e.g. *long/short; daytime/night time; morning/afternoon; dark/light; wake/sleep; night/day*. They list them in a two-column chart and discuss how they were used in the text.
- Students find and discuss the meaning of the synonyms (words with similar meanings) in the text, e.g. *noon/midday*.
- On page 3, find the word *don't*. Together discuss the meaning of the contraction, what the apostrophe is for, what letter is missing and the expanded form (do not). Find more examples of contractions in the text and expand them. (*isn't, it's, breakfast's*) Explain that the word *o'clock* on page 7 is an old-fashioned way of saying "of the clock".
- Students make a timeline showing the sequence of a day. They illustrate and label their timeline, then use it to retell the activities of the day.
- In pairs students copy or trace a map of the world and indicate if an area is dark and where it would be light in the world. They label, illustrate and share with the class.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and rhyme. Students repeat.

## **Writing**

- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Students choose a heading from the contents page and read the relevant pages. They summarise the pages in their own words and write a sentence to share with the class.
- Students use the illustrations on pages 8 and 10 to make a poster about the two ways of showing 12 o'clock (analog and digital).

# Don't Give Up

## GOALS

### Comprehension

**Make connections:** Think about a time when something similar has happened to you.

### Vocabulary

**Focus High-frequency Words:** all, don't, give, good, help, new, play, thank

**Focus Content Words:** art, everything, friend, maths, reading, show, spelling, teacher, tennis, words

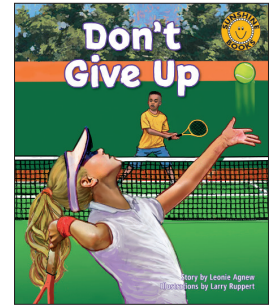
### Phonics

**Letters and Sounds:** Recognise and produce words that end with the same sound: v

**Words to Blend and Segment:** five, give, hive, live, love

### Fluency

Practise re-reading the story with a partner (orally).



People can always help you when you aren't so confident. The important thing is not to give up.

## Before Reading

- Read the title together. Ask: What is happening on the cover? What are they playing? Who looks good at tennis? Who does the title refer to? Who is not giving up? The girl is helping the boy. Is there something you have learnt and decided not to give up?
- Read the title and the names of the author and illustrator. Have students read any other stories by Leonie Agnew? (*What Animals Can Do?*) Did they like reading them?
- Students look at the back cover to discuss what they are good at. Ask: Is there something that you could help someone else with?
- Help students to use the title and front cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Are the two from the cover in the group?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *art, everything, friend, maths, reading, show, spelling, teacher, tennis, words* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture. Anna is good at tennis and she is helping Nick. Sometimes he misses. Ask: What do you think she says to him? Find the words *tennis, good, don't, give, sometimes* to confirm. Read the sentences together.
- On pages 4–5, Anna isn't good at everything. Ask: What is Anna doing now? Her friend Kelly is good at art so she is helping Anna. Look for the words *isn't, everything* and *friend* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Is this a fiction or non-fiction book? How do you know? What is the difference? Could this story really happen? When is the best time to ask for help?
- Students think about a time when something similar happened to them. Did someone help you? What did you need help with? Did you help someone else? What are you good at?
- Have students identify the main idea of the story and the characters in it. What can you say about each one? Did they get along well? Did they have fun? Would you like to be a teacher?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the repetitive part about "*Don't give up!*"
- Read page 8, focusing on the punctuation. Review the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate how reading without punctuation marks sounds and then repeat acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.

## **Phonics**

- Write the words *five, give, hive, live, love* on the board to practise blending and segmenting the onsets and rimes, e.g. *g-ive, give*. Read them together and talk about the meaning of each.

## **Word Study**

- Talk about the words *all, don't, give, good, help, new, play, thank*. Read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. on the cover, *don't* is short for do not.
- Students tell what spelling rules Pedro is helping Kelly with on pages 6–7. (Changing nouns that end in y to plurals where y changes to -ies and changing base verbs that end in y to -ies for the present tense.) Give more examples: teddy/teddies, dolly/dollies; cry/cries, try/tries.
- Find the present tense to match the base verb, e.g. ask/asks, miss/misses, play/plays, say/says, help/helps, make/makes. Students make these into a two-column chart to read. Talk about how some words add -es but most just add -s for the present test.
- Together make a list of contractions in the text, e.g. *don't, doesn't, won't, isn't, you're*. Expand them and say what letters are missing in the contractions.

## **Fluency**

- Practise re-reading the story with a partner (orally). Use expression and intonation to make the conversations between the characters sound real.

## **Writing**

- Students think of something they find or have found tricky to do. Who did you ask for help? They write about it, illustrate and share with the group.
- Who helps who? Students make a story map that flows with arrows noting the events in the story. They illustrate and label a story map showing who helped who. They use it to retell the story to the class.
- Students make a class project to find out who is good at things and who would be willing to help others. They make a series of webs with subjects in the centre and helpers' names around the webs.

# Katie's Cabbage Chaos

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the text.

### Vocabulary

**Focus High-frequency Words:** an, come, down, much, of, other, round, went

**Focus Content Words:** beetroot, cabbage, camera, coleslaw, sacks, seed, seedling, snails, thief, weeds

### Phonics

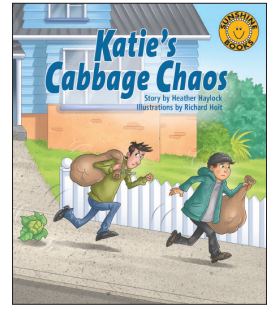
**Letters and Sounds:** Recognise and produce words that begin with the same sound:

tw

**Words to Blend and Segment:** tweet, twig, twin, swirl, twist

### Fluency

Model fluent reading of a section of the text, emphasising the alliteration, assonance and attending to punctuation, for students to repeat.



A garden full of cabbages comes in useful when two thieves steal from the neighbour.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the alliteration in the title. The three words start with /k/. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is *chaos*? (a mess, disorder, confusion) What could *Cabbage Chaos* mean? Have they read any other stories by Heather Haylock? (*Nutty Knitting, Tom, the School Cat*) Did you like reading them?
- Together look at the cover picture. Discuss what they see? Ask: What are the people doing in the picture? What could be in the sacks? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and front cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *beetroot, cabbage, camera, coleslaw, sacks, seed, seedling, snails, thief, weeds* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture. Ask: What is Katie doing? Her class is learning to grow vegetables. Find the words *learning, grow, vegetables, planting, cabbage* and *seeds*. Ask: Do the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What did Dad and Mum think of Katie's idea? Dad thought it would be good not to mow the lawn. Mum thought there would be too much coleslaw to eat. Look for the words *coleslaw, mow* and *lawn* in the text to confirm. Read the words together.
- Follow this pattern up to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?



## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Do you think Katie found a good use for the cabbages? What would you have done in a similar situation? What do you think Katie will use the beetroot for? What type of genre is this story? Do you think it is based on a true story?
- Discuss how to identify the main idea of the text. Review events and talk about the main idea.
- Reread the story together. Be aware of the punctuation marks, changing voices for the characters. Remember to emphasise the descriptive words, e.g. *twisted and twirled* on page 6.
- Look at the back cover to discuss ways to eat cabbage and how students like to eat it. Which is your favourite? Do you know any more ways to use cabbage?
- Reread page 9, focusing on the punctuation: the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate reading without punctuation and then repeat with punctuation. Notice how the meaning becomes clearer when punctuation marks are observed.

## **Phonics**

- Write the words *tweet, twig, twin, twirl, twist* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *tw-eet, tweet*. Read them together and talk about the meaning of each. Think of more tw- words to add to the list, e.g. twice, twisted, twirling, tweets, twins, twigs.
- Discuss with students how sometimes ch sounds like /k/, e.g. Christmas, chaos.

## **Word Study**

- Talk about the words *an, come, down, much, of, other, round, went*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book.
- Read the words *twisted and twirled* on page 6. Explain that this is an example of alliteration. The author is helping to create a picture in your mind as you read.
- On page 8, read the description of the cabbages in rows, *like an army of round, green soldiers*. Explain that this is a simile. The author is helping to create a picture as you read.
- On page 12, have students notice the words *rushing, gushing river of green*. *Rushing* and *gushing* rhyme. This is another techniques used by the author to paint a picture in your mind.
- Make a list of interesting words the author has used to make her story exciting, e.g. *Oww! Oooofff! CRASH!! hurled, tripped*. Students illustrate these as shaped words on a poster.

## **Fluency**

- Model fluent reading of a section of the text, emphasising the alliteration, assonance and attending to punctuation, for students to repeat. (*twisted and twirled; rushing, gushing*)

## **Writing**

- Students make a setting, characters, problem, solution summary of the story. Under the four headings they label and illustrate the main points and use this to re-tell the story to the class.
- Students write a new ending, telling what Katie does with the beetroot.
- Students plant some cabbage seeds and keep a diary as they grow.
- Make a coleslaw in class. See how many other vegetables you can use. Students write about the experience. Or try making some of the dishes from the back cover that contain cabbage. These could be cooking projects for the class.



# Lin's Bag

## GOALS

### Comprehension

**Make connections:** Students think about a time when something similar happened to them.

### Vocabulary

**Focus High-frequency Words:** been, first, going, got, he, now, ran, them

**Focus Content Words:** bags, button, elevator, excited, friends, handbag, holiday, parents, tickets, time

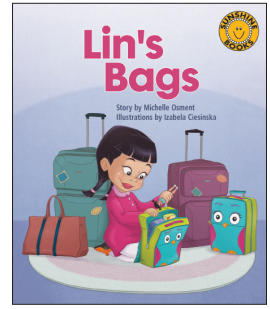
### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. skate-board

**Words to Blend and Segment – pr:** prank, press, prick, print, prune

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story?



Lin and her family are off to the airport after their holiday. But where are their bags and where is Dad?

## Before Reading

- Ask: Has anyone been on holiday? What did you take? Listen to the title and the names of the author and illustrator. Have you read any other stories by Michelle Osment? (*Those Are Not My Beans*) Did you like it? Notice the apostrophe in the title showing the bags belong to Lin.
- Together look at the cover. Discuss what they see. Ask: What is Lin doing in the picture? Which are Lin's bags? Who do the other two belong to?
- Look at the back cover to discuss what students would take on holiday. Ask: Would the different things in the pictures fit into a bag or not?
- Help students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bags, button, elevator, excited, friends, handbag, holiday, parents, tickets, time* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are Lin and her parents doing? What is Lin excited about? Find the words *elevator, excited* and *friends* to confirm. Read the sentences together.
- On pages 4–5, ask: What is Mum doing? What has she lost? Look for the words *handbag* and *tickets* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Where were the tickets? How did the family lose their bags in the elevator? Do you think this could be based on a true story? Why?
- What type of genre is this story? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Students think about a time when something similar happened to them. Share and discuss.
- Reread the story together. Be aware of the punctuation marks and change voices for the characters and emphasis.

## **Phonics**

- Write the words *prank, press, prick, print, prune* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *pr-ank, prank*. Read them together and talk about the meaning of each.
- Students look at the word *Lin's*. Why is the apostrophe there? Can you see any other words with a similar apostrophe showing something belonging to a character (possessive, Mum's bag on page 4). They make up other examples using their names. Where would the apostrophe go? List examples on the board for students to read.

## **Word Study**

- Talk about the words *been, first, going, got, he, now, ran, them*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *ran* is the past tense of run on page 10.
- Look for contractions in the story. List them and their expanded forms and say what they mean, e.g. *that's, let's, I've, don't, didn't, you've*.
- Have students find the past tense to match the base verb, e.g. press/pressed; open/opened; pull/pulled; smile/smiled; pick/picked; look/looked; squeeze/squeezed; close/closed. They make these into a two-column chart to read. Talk about how some verbs already end in e, so you just add d to make the past tense. (smile/smiled)
- Together make a list of opposite words on the board, e.g. up/down, opened/closed. Read them together. Think of more opposites to add.
- On a piece of paper, students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story?

## **Writing**

- Students make a Who, What, Where, How chart to summarise the story. Say who the characters were, where the story took place, what happened and how it ended. They illustrate where possible and present to the class.
- Have students design and plan a model elevator using two cardboard cartons stuck together. They demonstrate how it works.

# Texture Treasure Hunt

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference?  
Make predictions about the story from the title and front cover illustration.

### Vocabulary

**Focus High-frequency Words:** before, find, jump, only, right, take, two, will

**Focus Content Words:** fluffy, hard, hunt, rough, slippery, smooth, soft, squishy, texture, treasure

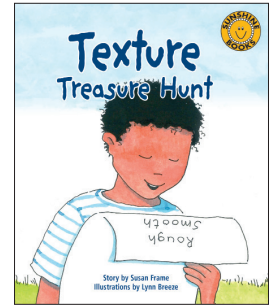
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same sound: gh /f/

**Words to Blend and Segment:** cough, enough, laugh, rough, tough

### Fluency

Model fluent reading of a section of the text, noticing the descriptive words, questions and answers and different characters, for students to repeat.



Alex goes on a treasure hunt with a difference.

## Before Reading

- Ask: Has anyone ever been on a treasure hunt? What is treasure? Read the title and the names of the author and illustrator. Notice the alliteration in the title and the two words ending with -ure. Ask: Have you read other stories by Susan Frame? (*Getting Around, It's Good to Share*) Did you like reading them?
- Discuss what students see on the cover. Ask: What is the boy doing in the picture? What words are on his list? Is this a fiction or a non-fiction book? How do you know?
- Look at the back cover to discuss what texture means. Ask: How would the different things feel to touch. Look at how the words start. How would the rocks feel? Wet? Is the word wet? No, it starts with sl-. The rocks are *slippery*. Try this with all the pictures.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What words are on the list now? Do you recognise some from the back cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *fluffy, hard, hunt, rough, slippery, smooth, soft, squishy, texture, treasure* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are Alex and his Dad doing? Find the words *treasure* and *hunt* to confirm. What is *texture*? Find the word. (Look for the x.) Read the sentences together.
- On pages 4–5, ask: What are they doing? Look for the texture words *hard* and *soft* in the picture and text to confirm. Read the words together.
- Follow this pattern to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Identify the main idea of the story and the two characters in it. What can you say about each one? Did they get along well? Did they have fun? Would you like to do a texture treasure hunt?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the descriptive words, e.g. *squishy*.
- Revisit the outside back cover. Students think of other words to use for how things feel, e.g. sticky, prickly.
- Reread page 8, focusing on the punctuation. Discuss with students the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate how reading without punctuation marks sounds, and then repeat, acknowledging the difference when you use them. Students notice how meaning becomes clearer when punctuation marks are observed.

## **Phonics**

- Write the words *cough, enough, laugh, rough, tough* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. c-off, *cough*. Read the words together and talk about the meaning of each.

## **Word Study**

- Talk about the words *before, find, jump, only, right, take, two, will*. Read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *before* is the opposite of after (page 6).
- Read the word *treasure*. Have students notice the /zh/ sound in the middle. They think of other words that have this sound. (pleasure, measure)
- Have students find the past tense to match the base verb, e.g. sit/sat; take/took; tick/ticked; climb/climbed; find/found, jump/jumped; wash/washed. List these in a two-column chart to read. Talk about how some words don't add -ed but most do.
- Students find the adjectives, e.g. *hard* describes the *seat* (page 8). They think of examples to add to the list and make a two-column chart for the adjectives and the nouns they describe.
- Look for words that end in y. (*slippery, fluffy, squishy*) Notice the y sounds like a long e.
- On a piece of paper, have students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text, noticing the descriptive words, questions and answers and different characters, for students to repeat.

## **Writing**

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Together make a list of opposite textures on the board, e.g. soft/hard. Read them together. Students look for different textures around the room and label them. They write a sentence about the texture they found.

# The Family That Shared

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss how the families are different.

### Vocabulary

**Focus High-frequency Words:** any, much, right, saw, sleep, their, very, yes

**Focus Content Words:** beggar, family, happy, hungry, poor, rice, rich, sell, share, twice

### Phonics

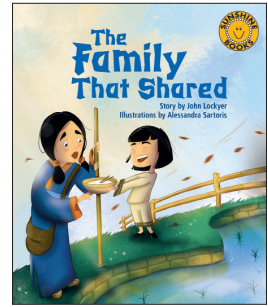
**Letters and Sounds:** Recognise and produce words that end with the same ending:

-ice

**Words to Blend and Segment:** ice, mice, nice, rice, twice

### Fluency

Model fluent reading of text with expression, noting the punctuation and questions. Students repeat.



This is a story with a moral about kindness to strangers and sharing what you have, even if you don't have much.

## Before Reading

- Explain what a traditional tale is. Read the title and the names of the author and illustrator. Ask: Have you read any other stories by John Locyker? (*Red's Kennel*, *Beaks*) Did you like them? Notice the style of the artist, Alessandra Sartoris. She has an interesting way of showing people and their expressions. What do you think of it?
- Together look at the cover. Discuss what they see. Ask: What are the people doing? Look at the title page picture. What is this a picture of? Predict what might happen in the story.
- Look at the back cover to discuss the fact about rice. Discuss how much work and time it would take to plant and grow rice. Share experiences of eating rice.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *beggar*, *family*, *happy*, *hungry*, *poor*, *rice*, *rich*, *sell*, *share*, *twice* into the conversation.
- On pages 14–15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Does one family look better off than the other? On page 2, the Wu family is poor, but they share things. Find the words *poor* and *share* to confirm. Read the sentences together.
- On page 3, the Chen family are rich but never share. Find the words *rich* and *never*. Read the sentences together.
- On pages 4–5, ask: What do you see? Look for the words *beggar*, *hungry*, *laughed* and *sad* in the text to confirm. Read the sentences together. What does *beggar* mean? What do you think will happen next?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences? Why do you think the woman didn't come back?



## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- What type of genre is this story? Discuss what a traditional story is. Is it fiction or non-fiction? How do you know? What is the difference?
- Students re-tell the text using the pictures on each page as a guide. They discuss how the families are different. They can make a Venn diagram of the rich and poor families.
- Identify the main idea of the story and the two families in it. What can you say about each one? Did they get along? How were they different? Why do you think the author wrote this story? Is there anything you can learn from it? What are your thoughts on sharing? What would you have done in a similar situation? Would this happen in the real world?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the feelings, e.g. sadness on page 5, and happiness on page 12.
- Reread pages 8–9, focusing on the punctuation – capital letters, full stops, commas, question marks, speech marks and exclamation marks. Demonstrate how reading without punctuation sounds and then repeat acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.

## **Phonics**

- Write the words *ice, mice, nice, rice, twice* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *r-ice, rice*. Read them together and talk about the meaning of each. Students think of more words ending in *-ice* to add to the list.

## **Word Study**

- Talk about the words *any, much, right, saw, sleep, their, very, yes*. Read them together. Ask students to find the words in the text.
- Read the word *extra* on page 2. Students notice the *x /ks/* sound in the middle. They think of other words that have this sound, e.g. *exit, x-ray, excellent*. Say the words together.
- Find the past tense to match the base verb, e.g. *give/gave; share/shared/ think/thought; come/ came; know/knew*. Students make a two-column chart to read. Talk about how some words don't add *-ed*.
- Find compound words in the story, e.g. *anyone, something*. Students break them apart and say what the meaning is of the compound words. Add more to the list.
- Together make a list of opposites from the text, e.g. *always/never, poor/rich, sad/happy*. Read them together. Look for more opposites around the room and label them. Read them together.

## **Fluency**

- Model fluent reading of text with expression, noting the punctuation and questions. Ask: What were the magic words that were repeated in the story? Read the words together twice. Notice the rhyming part (*rice, twice*).

## **Writing**

- Reread the story as a readers' theatre or act it out as a play in the class. Assign different parts for the families and the beggar woman.
- Students make a Characters, Setting, Main Problem, Solution to Main Problem chart. Incorporate boxes on the chart with arrows leading to each. Students write their ideas in the boxes to summarise the story. They illustrate where possible.



# The Town Fire Brigade

## GOALS

### Comprehension

**Reading Strategies:** Ask students, “What are some of the things good readers do?”

Model how to use picture, print and contextual cues.

### Vocabulary

**Focus High-frequency Words:** here, into, little, open, ran, said, she, were

**Focus Content Words:** bakery, fire, firefighters, hole, ladder, roof, school, siren, station, town

### Phonics

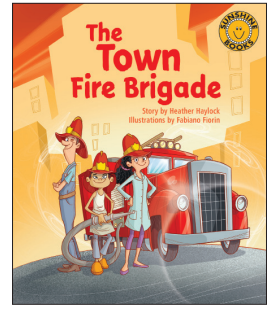
**Letters and Sounds:** Recognise and produce words that begin with the same sound:

br

**Words to Blend and Segment:** bricks, bridge, brigade, bring, brown

### Fluency

Model fluent reading of a section of the text, emphasising the sound words, repetition and attending to punctuation, for students to repeat. (onomatopoeia)



The town fire brigade is made up of volunteers. They all have jobs to do but when there is a fire, off they go to help.

## Before Reading

- Ask: Has anyone seen a fire brigade in a small town? Usually the firefighters have other jobs but help when a fire alarm sounds. Read the title and the names of the author and illustrator.
- Together look at the front cover. Ask: What can you see? What are the firefighters doing? Can you see one winking? Why do you think that is?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bakery, fire, firefighters, hole, ladder, roof, school, siren, station, town* into the conversation. Notice the sound words in the pictures. On page 15, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the man on the bike doing? Find the words for the sound of the siren starting with /w/. Read them. Why is he biking? What was he doing before he started biking? Find the words *bakery, flour, van, tray* and *oven* to confirm. Look for the first sound, /b/. What else do you hear? *b-ake, bakery*. Make sure it looks right, sounds right and makes sense. Follow a similar process for other tricky words. Read the sentences together. Read the sound words in bold in the picture.
- On pages 4–5, ask: How did Mr Rowley get to the fire station? Read the sound words (*scoot scoot zoom*). Whose scooter did he take? How did the boy feel? Look at his face.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- On page 16, have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Look at the back cover to re-tell the story using the pictures.
- Identify the main idea of the story and the characters in it. What can you say about each one? Did they get along well? Did they have fun? What caused each of the fires? How did each firefighter get to the fire station?
- Reread the story together. Change voices for the characters and emphasise the sound words in the art, e.g. *Woo-woo! Clippety Clop!* Tell students that this is onomatopoeia, words that sound like the sound of the thing they are referring to. Have students make a poster to illustrate some of the sound words as shaped words, e.g. *SLURP*, *Woosh* for the fire hose.

## **Phonics**

- Write the words *bricks, bridge, brigade, bring, brown* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *br-icks, bricks*. Read them together and talk about the meaning of each. Students think of more br- words to add to the list, e.g. broom, brake, brand, brooch, brush.
- Find words in the story starting with cl-, e.g. *cleaning, clippety-clop*. Students think of more to add to the list. Read them together.

## **Word Study**

- Talk about the words *here, into, little, open, ran, said, she, were*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *open* is the opposite of closed on page 14.
- Notice the way the firefighters call the animals when they escaped from the vet. What do they call the dog and cat? (*kitty, doggy*) What letter does the y sound like? (long /e/) Think of other animals to do this to, e.g. horse/horsey.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text, emphasising the sound words, repetition and attending to punctuation, for students to repeat.

## **Writing**

- Have students make a cause-and-effect chart, e.g. Cause – left buns in oven; Effect – fire at bakery. Add all the incidents in the story. They illustrate where possible and share with a partner.
- Students make a story map covering the events in the story in order. They illustrate and label the story map, then use it to re-tell the story to the class.
- Find out about volunteer fire brigades that usually operate in rural or small town areas. Find out who the people are that put out the fires. Present your findings.

# Art Inside the Frame

## GOALS

### Comprehension

**Making connections:** Read the fact on the back cover. Think about a time when something similar has happened to you? Have you ever mixed paints like an artist?

### Vocabulary

**Focus High-frequency Words:** around, how, make, new, right, that, their, what

**Focus Content Words:** artist, bridge, flowers, fruit, painting, people, place, think, tree, world

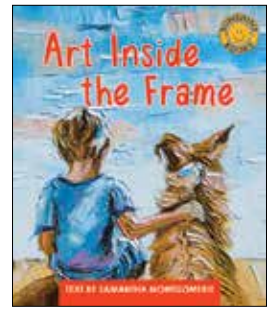
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same vowel sound: ai long a

**Words to Blend and Segment:** brain, chain, pain, paint, rain

### Fluency

Practise rereading the text with a partner (orally), sharing information.



This book is about the art that hangs on the wall in a frame and what it shows us.

## Before Reading

- Read the title together. Discuss what students see in the pictures on the cover and contents page. Ask: What do you think the book will be about? How do you know that this book is non-fiction? Who wrote the text? Have you read any other books by Samantha Montgomerie? (*Miss Twinkle, You Are a Star, Light Show Under the Sea*) What did you think of them?
- Read the title and the table of contents to get an idea of what will be in the text.
- Talk/walk through the pictures. Notice the different styles of artwork that appear in frames. Discuss what is on each page. Bring words like *artist, bridge, flowers, fruit, painting, people, place, think, tree, world* into the conversation. Students notice the difference between realistic and imaginative art. (between art that comes from the artist's imagination and art that shows real objects and people)

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, have students talk about how this painting makes them feel. Ask: What can you see in this scene? Do you think the sky is realistic? Why? Why not?
- On pages 4–5, ask: What do you see in the pictures? (An artist's garden: one is a photo and one is a painting.) How can you tell which is a photo? Look at the text to help you. Look for tricky words like *artists, painting, around, bridge, garden*. Break the words into chunks or syllables, e.g. *art/ists*. Read the text together, pointing to the words as they are read.
- On pages 6–7, ask: What do you see? (paintings that look like photos) Find the tricky words like *flowers, fruit, animals, colours, everything, right, photograph*. Break them into chunks, e.g. *fl-ow-ers*. Read the sentences together.
- Follow this pattern for each page, discussing the pictures, what the different features and tricky words are before reading the text.
- Students look at the index and find the pages with information about artists. They ask a partner questions about the index, e.g. Which pages have information about paintings?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Discuss how paintings make us think in new ways. What does *art inside the frame* mean? What do you think the author's purpose was for writing the book? What have you learnt from this book? Where would you see art like this every day?
- Students re-tell the text using the pictures on each page as a guide. They discuss the features of the art as they appear.
- Read the fact on the back cover. Students think about a time when something similar happened to them. Have you ever mixed paints like an artist? Share experiences. What colours did you make? What colours can you mix to make another colour? Students can refer to *Colour Magic* (Level 11).
- How is this book similar to *Art Outside the Frame*?

## **Phonics**

- Write the words *brain, chain, pain, paint, rain* on the board. Chunk and say them as a group, e.g. *br-ain*. Brainstorm more words with -ai, e.g. brainstorm, wait, bait.
- Together think of words starting with ph (f) like *photo, photograph, phone* and *phonics*. Write these on the board and have students practise saying them. They make a ph web, illustrating the words.

## **Word Study**

- Talk about the words *around, how, make, new, right, that, their, what*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context. Play a spelling game with the cards.
- Students find the word *imagination* on page 13. Break it into syllables, *i/mag/in/a/tion*. They find the base word on page 16. (*imagine*) What do these words mean?
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Students look for compound words in the text, e.g. *everyday, everything something, sometimes*. They list the two words and then the compound word along with the meaning. They can add other compound words they know to the list.
- Organise a quiz. Choose one chapter to reread and write questions about it using information from the text or from the illustrations. For example, *People* on page 8 – Question: 1. How were people shown before photos? They ask a partner the questions to have a fun quiz.

## **Fluency**

- Practise re-reading the text with a partner (orally), sharing information.

## **Writing**

- Have students write and illustrate a fact from the story, e.g. *Some artists paint worlds that are not real*. They share this with a partner.
- Students experiment with mixing paints as on the back cover. They document the colours they make with photos. They mount their photos and label each one with the colours they used.
- Plan a school or class trip to an art gallery to view paintings. Students write a review in the form of a blog to share their experience.

# Art Outside the Frame

## GOALS

### Comprehension

Making predictions: Help students to use the title of the book and the cover illustration to make predictions about the text.

### Vocabulary

**Focus High-frequency Words:** all, let, made, not, some, their, when, with

**Focus Content Words:** art, artist, carve, clay, frame, mould, sculpture, stone, wheel, wood

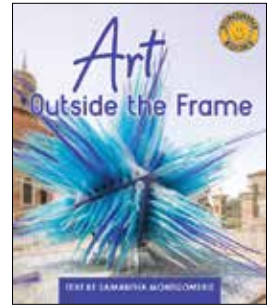
### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. sculp-ture

**Words to Blend and Segment – present text:** adds, looks, makes, shapes, uses

### Fluency

Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



This book is about art that isn't flat and isn't usually on a wall. We call it sculpture.

## Before Reading

- Read the title together. Ask: What could this mean? Discuss what they see in the pictures on the cover and contents page. What do the photos show about art? Help students to use the title of the book and the cover illustration to make predictions about the text.
- How do you know that this book is non-fiction? Who wrote the text? Have you read any others books by Samantha Montgomerie? (*Flamingoes Everywhere*, *What's Your Fur For?*) What did you think of them?
- Read the title and the contents to get an idea of what kind of art is going to be in the text.
- Talk/walk through the pictures. Notice the different kinds of art that is not in a frame. Discuss what students see on each page. Bring words like *art*, *artist*, *carve*, *clay*, *frame*, *mould*, *sculpture*, *stone*, *wheel* and *wood* into the conversation. Ask: What is a sculpture? (page 2).

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? This is a very famous sculpture. Look at the text to see why it is a sculpture. Look for tricky words like *frame*, *flat*, *sculpture*, *different*. Break the words into chunks or syllables, e.g. *fr-ame*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, ask: What do you see? Share experiences of seeing a statue. Is there one near our school or in the town? Look for the tricky words *sculpture*, *carving*, *artist*, *stone*, *wood*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what the different features and tricky words are before reading each page.
- Students go to the index and find the page where there is more information about a mould. They ask a partner questions about the index, e.g. what page is metal on?



## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- What does *mould* mean on page 8? How is it different to mould on food? Prompt if needed.
- Discuss the ending and the interesting sculpture on page 16. Can you make a stone sculpture like that? How do sculptures make us think? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Model how to identify the main idea of the text. Read the chapters and decide on a main idea for each. Then see if a theme appears to show the main idea of the text.
- Students re-tell the text using the pictures on each page as a guide. Together discuss the feature of sculptures and art outside the frame. How is this book similar or different to *Art Inside the Frame*?
- Look at the back cover to discuss what these sculptures are made of.

## **Phonics**

- Write the words *adds, looks, makes, shapes, uses* on the board to chunk and say them as a group, e.g. *add/s, l/ook/s, m/ake/s, sh/ape/s, use/s*. Brainstorm more words ending in *-s/es*, e.g. *think/s, call/s, carve/s*.
- Students find all the verbs ending in *-ing* in the text (present continuous tense). They can use the contents page to help. They fill in a three-column chart with the base verb (present tense), the present continuous and the past tense beside them, e.g. *carve, carving, carved*.
- Together identify one-syllable words in the book to clap, e.g. *clay, art*. Then have students clap two-syllable words, e.g. *carv/ing; i/deas*.

## **Word Study**

- Talk about the words *all, let, made, not, some, their, when, with*. Read them together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations and the question words – how, when, where, why, who, what. For example, *Using Clay* page 6. Question: 1. How do artists shape clay? Students ask a partner their questions to have a fun quiz.

## **Fluency**

- Choose a heading from the contents page and find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

## **Writing**

- Have students write and illustrate a fact from the text. They share this with a partner.
- The class can use their imagination to use some wire, old parts, stones or clay to create a sculpture. They display it and write about it.
- Have students make a flow diagram to show the steps to making a sculpture using a mould and liquid. They refer to page 8 to help them.



# Fighting Fires

## GOALS

### Comprehension

Discuss and model how to summarise the text.

### Vocabulary

**Focus High-frequency Words:** all, can, down, get, help, know, out, their

**Focus Content Words:** air, alarm, drone, fire, firefighters, flames, fuel, heat, siren, smoke

### Phonics

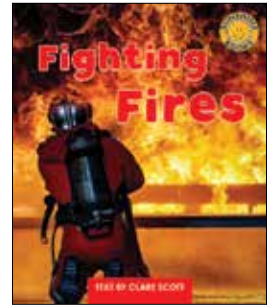
**Letters and Sounds:** Recognise and produce words that have the same vowel sound:

igh long i

**Words to Blend and Segment:** fight, high, light, night, right

### Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



Fire is dangerous and wherever it happens, firefighters fight it.

## Before Reading

- Ask students what they notice about the title. (alliteration) Read the title together. Ask: Who wrote the text? Have you read any others by Clare Scott? (*Boing, Write On*) Students share their experiences.
- Discuss the pictures on the cover and title page. Ask: What do the photos show about fighting fires? What do you think will happen in the book? How do you know this book is non-fiction?
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the dangers firefighters face and what they have to wear. Discuss what students see on each page. Bring words like *air, alarm, drone, fire, firefighters, flames, fuel, heat, siren*, into the conversation. Notice the things that help keep people safe from fire.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? What makes fire? Look at the text for some clues. Look for the arrows. Discuss what *fuel* is. Look for tricky words like *smoke, flames, burning*. Break the words into chunks or syllables, e.g. *sm-o-ke* (long o and a silent e) Then read the text together, pointing to the words as they are read. Remind students to make sure the words make sense, look right and sound right.
- On pages 4–5, ask: What do you see? Share any experiences students have had with firefighters. What did they wear? Read the words together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Students use the index to find the page with more information about fire trucks. They can ask a partner questions about the index, e.g. What page is the helicopter on?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Who wants to be a firefighter when they grow up? What kind of clothes do they wear? Where would you find a siren and what is it used for? (page 7)
- Discuss the ending and how best to stay safe.
- Students re-tell the text using the pictures on each page as a guide. They discuss the special equipment firefighters need to help fight fires.
- Model how to summarise the text. Work through the text chapter by chapter, summarising each. Then look for a main thread or theme that might summarise the whole text.
- Look at the design on the page numbers. What effect do you think the designer was hoping for? How does this add to the design of the book?
- What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Look at the back cover. Discuss what people might need to do if there is a fire.

## **Phonics**

- Write the words *fight, high, light, night, right* on the board to chunk and say them as a group, e.g. *f-igh-t*. Brainstorm more words with *-igh*. (bright, fright, might, sight, tight) Students say them and discuss their meaning. They use them in a sentence.
- Students identify syllables in words and clap as they are spoken, e.g. *hel/i/copt/er, e/quip/ment*. Together identify one-syllable words in the book to clap, e.g. *drone, hose*. Have students clap two-syllable words, e.g. *lad/ders, sprink/lers*.

## **Word Study**

- Talk about the words *all, can, down, get, help, know, out, their*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context. They can play a spelling game with the cards.
- Have students find all the words that use *fire* as a base word. They make a list and illustrate where possible, e.g. *firefighter, firebreak, fire truck, fire hose, fire extinguisher, fire alarm*. They read them together with a partner.
- Draw a picture of a firefighter in the middle of a web. Have the different words for equipment and clothes that they use and wear branching out from the web.
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations. For example, *Fighting Big Fires* page 12. Question: 1. What is used to help put out big fires? They ask a partner the questions.

## **Fluency**

- Model reading a section of the text using expression and emphasis to convey information for students to repeat. (Note the bold print on page 16.) This is a good message to remember.

## **Writing**

- Write and illustrate a fact from the story, e.g. A firebreak is a dirt road to stop fires from spreading. Share this with a partner.
- Students make a poster showing ways to keep safe. They can use the back cover and page 16 to help them. They label and illustrate it and share with the whole school.

# Printing Books

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.

### Vocabulary

**Focus High-frequency Words:** around, by, first, how, now, then, was, would

**Focus Content Words:** clay, computer, copy, ink, letters, paper, press, print, wood, words

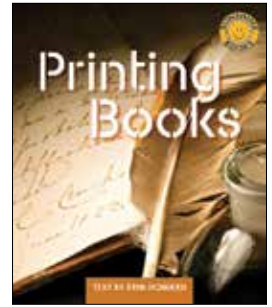
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same vowel sound:  
oo book

**Words to Blend and Segment:** book, cook, look, took, wood

### Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



Making copies of books was done by hand until clever people found a way to print copies.

## Before Reading

- Read the the title and the name of the author to students. Then read the title together. Discuss what is in the pictures on the cover and title page. Ask: What do the photos show about printing books? What has the feather to do with printing books? What do you think the book will be about? How do you know that this book is non-fiction?
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *clay, computer, copy, ink, letters, paper, press, print, wood* and *words* into the conversation. Ask: What do you notice about some of the pictures near the beginning of the book? (old) What about near the end? (modern)

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photos? These are very old books. What does *long ago* mean? Look at the text to see how the books were made. Look for tricky words like *copied, quickly, people, ideas, copies*. Break the words into chunks or syllables, e.g. *cop-ied*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, ask: What do you see? How old is this book? A wooden block was used to make it 1100 years ago. Find the tricky words *carved, wooden, block, pressed*. Read the words together. Then read the page together, making sure the tricky words sound right, look right and make sense. Elicit the meaning of *last*. (remain or stay useful, survive)
- Follow this pattern for each page, discussing the pictures and what the different features are before reading each page.
- Students look at the index and find the pages where there is more information about Bi Sheng. They ask a partner questions about the index, e.g. What page is wood on?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Model asking questions about the text to help to reinforce the idea of reading with a purpose. Read the first paragraph on page 8 and ask: Who would these copies benefit? On page 10, ask: How have books helped to change the world?
- Students re-tell the text using the pictures on each page as a guide. They discuss the stages of printing as they appear in the text.
- Together look at the design of the page numbers and discuss how this effect adds to the design of the book.
- Discuss the ending and how different it is to print books today. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Students look at the back cover and discuss the different ways to write and the countries they come from. Are there students who can write like this? They can demonstrate for the class.

## **Phonics**

- Write the words *book, cook, look, took, wood* on the board to chunk and say them as a group, e.g. *b-oo-k, book*. Brainstorm more words with oo as in *book*. (foot, wood, hook, crook, shook) Remind students that other words with oo have a different sound. (boot, moon, spoon)
- Students identify syllables in words and clap as they are spoken, e.g. *pot/at/o*. Together identify one-syllable words in the book to clap, e.g. *books, wood*. Have students clap two-syllable words, e.g. *cop/ies, pic/tures*.

## **Word Study**

- Talk about the words *around, by, first, how, now, then, was, would*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Have students look at the word *would* on page 8. Notice it is pronounced the same as "wood" but the spelling is different. They think of another word that rhymes with *would* and has a similar spelling. (could). What rhymes with *wood* and has a similar spelling? (hood)
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations. For example, *Bi Sheng* page 6. Question: 1. How long ago did Bi Sheng live? Students ask a partner their questions and make it a fun quiz.

## **Fluency**

- Model reading a section of the text using expression and emphasis to convey information for students to repeat.

## **Writing**

- Students write and illustrate a fact from the story in a four-page booklet. They plan their layout and print the booklet so that the pages are sequential when they are stapled together.
- Students make a flow chart to show how to create a potato print. They include arrows, illustrations and labels or captions.
- Students use pages 14-15 to follow the instructions to make a potato print. They make some gift wrap with their design and then write about the project.

# Ruby Is a Beekeeper

## GOALS

### Comprehension

Discuss the possible reasons for the author writing this text, e.g. passion for bees; to share information; to stimulate interest.

### Vocabulary

**Focus High-frequency Words:** call, eat, get, her, made, new, take, want

**Focus Content Words:** beekeeper, bees, hives, honey, hood, smoke, sting, suit, swarm, wood

### Phonics

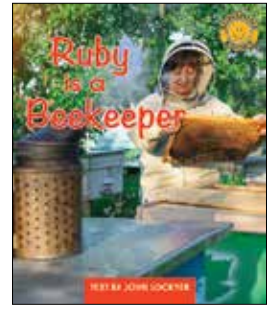
**Letters and Sounds:** Recognise and produce words that have the same sound:

x /ks/

**Words to Blend and Segment:** box, fox, index, wax, x-ray

### Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



Ruby loves her bees and the honey they make. See what a beekeeper does.

## Before Reading

- Ask students what they know about bees. Discuss what they see in the pictures on the cover. Ask: What would a person who looks after bees be called? Look at the title. Read the title together. Who wrote the text? Have you read other stories by John Lockyer? (*Beaks, The Family That Shared*) What do you think this book will be about?
- Talk/walk through the pictures. Notice the various activities Ruby does. Discuss what students see on each page. Bring words like *beekeeper, bees, hives, honey, hood, smoke, sting, suit, swarm, wood* into the conversation. How do you know that this book is non-fiction?

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photo? What is Ruby doing? Look for tricky words like *beekeeper, hives, wood, many, honey*. Break the words into chunks or syllables, e.g. *bee-keep-er*. Then read the text together, pointing to the words as they are read and making sure they make sense, sound right and look right.
- On pages 4–5, ask: What do you see? Notice her special suit. Why would she wear this? Look in the text for clues. (Elicit – to avoid bee stings) Share students' experiences of bee stings. Why do you think Ruby sends smoke into the hives? (Smoke makes them sleepy and stops them stinging.) Find the tricky words, *special, suit, hood, doesn't, sting, blows, smoke, sleepy*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what Ruby or the bees are doing and any tricky words before reading each page.
- Students look at the index and find the page where there is more information about nectar? They ask a partner questions about the index, e.g. what page is *swarm* on?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- What is a beekeeper's *hood*? (page 4) What is a *swarm*? (page 6)
- Discuss the ending and what being a beekeeper means. What have you learnt from this book?
- Discuss the possible reasons for the author writing this text, e.g. an interest in bees; to share information; to stimulate interest.
- Students re-tell the text using the pictures on each page as a guide. They discuss the things Ruby has to do as a beekeeper.
- Model how to identify the main idea of the text. Find the main idea of each chapter first, then see where there is a common theme. This will give the overall main idea of the text.
- What shape are the designs on the page numbers? What effect has the designer had on the book by adding these? Why did they choose this shape? (honeycomb/hexagon shape)
- Read and discuss the fact on the back cover together. What does this mean for all plants? Who will be affected? What needs to happen to save the plants in the food chain?

## **Phonics**

- Write the words *box, fox, index, wax, x-ray* on the board to blend and segment and say them as a group, e.g. *b-ox, box*. Brainstorm more words that have x, e.g. mix, mixed, mixing, mixes, fix. Notice an e is added before s when the word ends in x, e.g. fixes.
- Find words in the text with the long ee sound to repeat. Students make a web of these and illustrate where possible, e.g. *bee, beekeeper, sleepy, cheese, eat*.
- Have students think of words that use bee as a base, e.g. eg beekeeper, bee hive, bee sting, swarm of bees, honeybee, bumble bee.

## **Word Study**

- Talk about the words *call, eat, get, her, made, new, take, want*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Have students look for compound words in the text, e.g. *beekeeper, honeycomb*. List the two words and then the compound word on the board along with the meaning. Add any other compound words students know to the board.

## **Fluency**

- Model reading a section of the text using expression and emphasis to convey information for students to repeat.

## **Writing**

- Students write about their favourite way of eating honey. They could create a recipe that uses honey in it. This could be a class project.
- Students make a model using a repeated hexagon shape. They plan it on paper first.
- Have students work collaboratively to design a poster showing the importance of bees. They investigate what bees do to ensure plants grow. They label and illustrate and share with the class.



# Wonderful World

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the text.

### Vocabulary

**Focus High-frequency Words:** big, down, green, look, there, this, up, what

**Focus Content Words:** billions, coral, millions, north, pole, reef, rainforest, south, waterfall, world

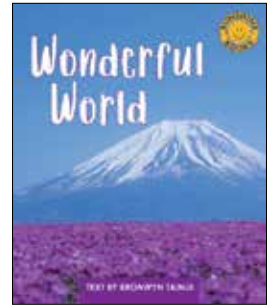
### Phonics

**Letters and Sounds:** Identify and make superlatives ending in -est

**Words to Blend and Segment:** biggest, greatest, highest, largest, longest

### Fluency

Model fluent reading of a section of the text including how to read questions for students to repeat.



This book travels to seven wonders to ask “Would you like to...”

## Before Reading

- Ask: What do you notice about the title? (alliteration – a way writers make their writing more interesting)
- Read the title together. Ask: What is wonderful about our world? Discuss what students see in the pictures on the cover and title page. What do the photos show about our wonderful world? What other places might be in the book? How do you know that this book is non-fiction?
- Read the title and the table of contents to give an idea of what places are in the text.
- Talk/walk through the pictures. Notice the scenery. Discuss what students see on each page. Bring words like *billions*, *coral*, *millions*, *north*, *pole*, *reef*, *rainforest*, *south*, *waterfall*, *world* into the conversation. Ask: What do you notice about *millions* and *billions*? (They rhyme.) Which number is bigger?

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photo? These are famous mountains. Look at the text to see why. Look for tricky words like *Everest*, *highest*, *mountain*, *climb*. Break the words into chunks or syllables, e.g. *Ev-er-est*. (*Climb* has a silent b.)
- Read the text together, pointing to the words as they are read. Look at the back cover to find where Mt Everest is on the world map.
- On pages 4–5, ask: What do you see in the picture? (a huge waterfall called Victoria Falls.) What country is it in? Share experiences if anyone has seen a waterfall. Was it loud? What makes the noise? Read the words together. Look at the back cover to find it on the map.
- Follow this pattern for each page, discussing the pictures and what the different features are before reading each page.
- Have students look at the index and ask a partner questions, e.g. What page would I find information about the rainforest?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Discuss and model how to identify the main idea of the text.
- Students re-tell the text using the pictures on each page as a guide. They discuss the features and the countries they appear in.
- Look at the design of the page numbers. How does this effect add to the design of the book?
- Discuss the ending and what *wonderful world* means. What do you think the author's purpose was for writing the book? What have you learnt from this book? They think of other alliterative titles that could be used for each chapter, e.g. Amazing Amazon, Crazy Canyon, Famous Falls.
- Return to the back cover and review the wonders and the countries where they are found.

## **Phonics**

- Write the words *biggest, greatest, highest, largest, longest* on the board. Chunk and say them as a group, e.g. *great-est, greatest; big-gest, biggest*. Brainstorm more words ending in -est. (shortest, coldest) A superlative is used when things are compared. Remind students that words like nest and best are not superlatives.
- Students identify syllables in words and clap as they are spoken, e.g. *bar/ri/er*. Together read and clap one-syllable words in the book, e.g. *reef, fish*. Have students clap two-syllable words, e.g. *cor/al, mil/lions*.

## **Word Study**

- Talk about the words *big, down, green, look, there, this, up, what*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Have students look for compound words in the story, e.g. *waterfall, rainforest*. List the two words and then the compound word on the board along with the meaning. Add any other compound words students know.
- Students create a quiz. They choose one chapter to reread, then write a question about it. *Great Barrier Reef* page page 8. Question 1: What is the largest coral reef in the world? They ask a partner their question to have a fun quiz.

## **Fluency**

- Model fluent reading of a section of the text including how to read questions for students to repeat.

## **Writing**

- Students write and illustrate a fact from the text. They share this with a partner.
- Have students create a new story called: Our Wonderful School. They list the reasons why and then write sentences about why it is wonderful.

# Artie and the Neighbourhood Party

## GOALS

### Comprehension

Discuss the possible reasons for the author writing this text.

### Vocabulary

**Focus High-frequency Words:** every, here, his, say, soon, there, well, your

**Focus Content Words:** balloons, concert, family, house, invitation, lawn, neighbours, party, Saturday, street

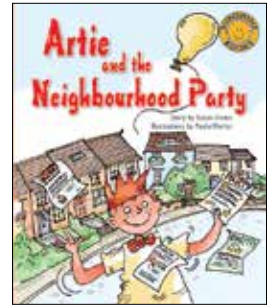
### Phonics

**Letters and Sounds:** Identify and make rhyming words, e.g. Artie/party, shine/nine

**Words to Blend and Segment – ear:** bear, dear, ear, hear, near

### Fluency

Model reading of text with expression, noting the punctuation, rhyming words and questions. Students repeat.



Artie and his family are new to the street so Artie goes out to chat to a neighbour. He finds that he is having a street party.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the rhyme in the title. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is a *neighbourhood*?
- Together look at the cover picture. Ask: Who is this? What is he doing? Is this a fiction or a nonfiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *balloons, concert, family, house, invitation, lawn, neighbours, party, Saturday* and *street* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Artie doing? Mr Jackson doesn't hear very well so he confuses things Artie says. Find the words *Artie, neighbours, neighbourhood,* and *party* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. What confused Mr Jackson? Notice the ellipses showing there is more to come.
- On pages 4–5, ask: What else is Mr Jackson saying to Artie? Look for the words *Saturday, you, two* and *wasn't* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together and note any confusions.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. What was the last thing Mr Jackson misheard? What made him think there was another party next year?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Do you think it was a good idea to have a party even though it wasn't planned to start with? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and make your voice sound excited.
- Look at the back cover to discuss the neighbours on Happy street. What is each one doing or carrying? What sort of neighbourhood is this one? Why do you think so?
- Discuss what the author's purpose was for writing this text.

## **Phonics**

- Write the words *bear, dear, ear, hear, near* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *b-ear, bear*. Read them together and talk about the meaning of each. Think of more -ear words to add to the list, e.g. fear, gear, pear.
- Notice the silent gh in *neighbour* and *neighbourhood*. Have students find more words in the book with a silent gh and read them, e.g. *thought* (page 2), *sighed* (page 6), *laughed* (page 11).
- Students identify syllables in words and clap as they are spoken, e.g. *lem/on/ade*. Together find one-syllable words in the book to clap, e.g. *ate, food*. Have students clap two-syllable words, e.g. *con/cert, jug/gled*.

## **Word Study**

- Talk about the words *every, here, his, say, soon, there, well, your*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. not one/none is the opposite of *every* on page 8. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- Students find more rhyming words in the story like *Artie/party*.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.
- Have students compare the words Artie said with what Mr Jackson thought he said in a two-column chart, e.g. on page 2, *Artie/party*. Do the same for pages 4 and 16. What do students notice about them? (They rhyme.)

## **Fluency**

- Model reading of text with expression, noting the punctuation, rhyming words and questions. Students repeat.

## **Writing**

- Students make a party invitation for next year's Happy Street party. They include a programme for the concert. They write who will be singing/playing and what it will be and what time. They illustrate their programme and share.
- Students make a plan/map of Happy Street and label where the neighbours live. Share with the group.
- Students write a newspaper story reporting on the Happy Street party. They illustrate their story and insert the byline to show they were the reporter.

# Captain Patch Goes to Sea

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.

### Vocabulary

**Focus High-frequency Words:** away, call, could, every, had, just, may, saw

**Focus Content Words:** bath, chest, crew, diamonds, gold, island, months, shark, sick, year

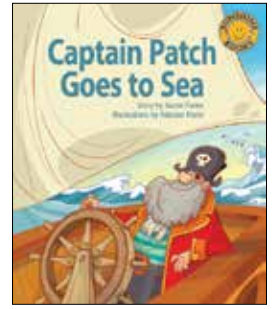
### Phonics

**Letters and Sounds:** Identify and make rhyming words, e.g. crew/stew; drop/stop

**Words to Blend and Segment – ew:** crew, dew, few, new, stew

### Fluency

Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.



Travel with Captain Patch and his crew over a whole year in this rhyming ballad.

## Before Reading

- Together look at the cover picture. Ask: What do you see? Why would he have that name? Read the title together. Read the the names of the author and illustrator. Have you read any other stories by Susan Frame? (*Getting Around, Jo Tries Out for the Team*) What did you think of these stories?
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What are the people doing in the picture? What do you notice about the flag on the ship? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page and in each month. Bring words like *bath, chest, crew, diamonds, gold, island, months, shark, sick, year* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: What do you see? Students find the tricky words *January, trusty crew, eighteen twenty-two* and *exactly* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. When did this story take place? (January, 1822 – about 200 years ago) Have students notice the rhyming words, e.g. *two/crew, sea/see*.
- On page 3, ask: What did Captain Patch and his crew do in February? Look for the words *February, magical, jiving jelly-fish* and *danced* in the text to confirm. Read the words together. Students notice the rhyming words, e.g. *land/sand, shoes/blues*.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together and noting the rhyming words.
- On page 15, review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- What kind of person is Captain Patch? How do you know? Find words in the story that indicate this. What type of genre is this story? Do you think it is based on a true story?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. What did Captain Patch suggest when the crew got sick? (page 4)
- Reread the story together, emphasising the rhyming words and feeling the rhythm. Be aware of the punctuation marks. On page 8, there is a dash. What does this mean? (pause, like a comma, but something is explained after the dash) Change your voice for Captain Patch.
- Look at the back cover to discuss what the pirates did each month. Practise saying the months of the year together. Learn to recite them like Captain Patch did on page 16.
- What do you think the author's purpose was for writing the story?

## **Phonics**

- Write the words *crew, dew, few, new, stew* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *cr-ew, crew*. Read the words together and talk about the meaning of each. Students think of more ew words to add to the list, e.g. *chew, blew*.

## **Word Study**

- Talk about the words *away, call, could, every, had, just, may, saw*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a memory game. Discuss the meaning or use of each word in the book, e.g. *call* means to stop by on page 10.
- On page 3, read the description of the magical land *with bright orange trees and purple sand*. Explain that the author is helping us to create a picture in our minds as we read. Read on to *Crabs danced...* Why are there hyphenated words? (They are adjectives made up of more than one word to describe a noun.) What did the crabs wear? (*red-and-green shoes*) What do you notice about *jiving jellyfish*? Can you see a picture of the jellyfish in your mind?
- Have students make a list of interesting words the author has used to make her story colourful and exciting.
- On page 4, students find the word used for medicine? (*remedy*) Why did the author use *remedy* instead of medicine? (It rhymes with tea.) Make a list of all the rhyming words in the story on the board to read together.

## **Fluency**

- Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.

## **Writing**

- Students make a timeline for the months of the year. Under each they summarise the main event that happened. They label and illustrate and use this to re-tell the story to the group.
- Class project: Create the pirates' favourite dish, some pickled onions or other pirate food. Students write the recipe and create the dish. They write about whether they liked the taste.



# Farmer Rob's Robot

## GOALS

### Comprehension

**Reading strategies:** Ask students, "What are some of the things that good readers do?" Model how to use picture, print and contextual cues.

### Vocabulary

**Focus High-frequency Words:** away, not, over, stop, went, were, what, will

**Focus Content Words:** button, farmer, golf, kitchen, paint, quilt, robot, rooster, seeds, shed

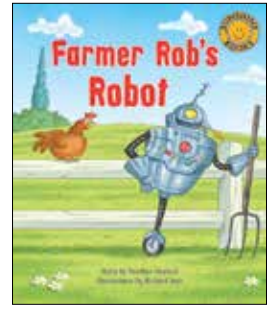
### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: qu /kw/

**Words to Blend and Segment:** quack, queen, quick, quiet, quilt

### Fluency

Model reading of text with expression, noting the punctuation, change of characters and repetitive parts. Students repeat.



Farmer Rob buys a robot to help him with the chores around the farm. But the robot doesn't do what it is supposed to do.

## Before Reading

- Read the title and the names of the author and illustrator. Emphasise the alliteration in the title. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is the apostrophe for? Have students read any other stories by Heather Haylock? (*Nutty Knitting*, *Katie's Cabbage Chaos*) Did you like reading them?
- Together look at the front cover. Ask: What is the robot doing in the picture? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What could the box be for? What do you think might happen in the story?
- Talk/walk through the pictures and discuss what is happening on each page. Bring words like *button*, *farmer*, *golf*, *kitchen*, *paint*, *quilt*, *robot*, *rooster*, *seeds*, *shed* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Farmer Rob doing? A box had just arrived containing the robot called Robo-3000. Farmer Rob wants the robot to work for him. Find the tricky words *brought*, *wonderful*, *pushed*, *buttons*, *animals*, *morning* and *afternoon* in the text to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Read the rest of the spread together in the same way, looking at the picture first.
- On pages 4–5, ask: What is the robot doing? Is Farmer Rob happy? Look for the tricky words *cock-a-doodle-doo*, *rooster*, *kitchen*, *breakfast*, *sow* in the text to confirm. Read the words.
- Follow this pattern for each page. Review predictions made earlier, then turn the page to reveal the ending. Have students discuss the illustration. Read the text together.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Do you think Farmer Rob found the robot useful? What would you have done in a similar situation? Why do you think the robot did the wrong things to start with? Did Farmer Rob give clear enough instructions?
- Have students notice that the robot's words usually have hyphens in between them. Why do you think the author did this? Read the sentences on page 11 to show the effect.
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
- Reread the story together, using the punctuation marks. Change your voice for the characters and emphasise the sound words and the robot's repetitive parts, e.g. WHIRR! BEEP!
- Students look at the back cover and put the pictures in the order of the story.
- Reread page 9, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate the difference between reading without punctuation marks and then with them. Notice how the meaning becomes clearer when punctuation marks are observed.
- What do you think the author's purpose was for writing the story?

## **Phonics**

- Write the words *quack, queen, quick, quiet, quilt* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *qu-ack, quack*. Read the words together and talk about the meaning of each. Students think of more qu words to add to the list. (quiz, quickly, quietly) Remind students that q is followed by u to make the sound /kw/.

## **Word Study**

- Talk about the words *away, not, over, stop, went, were, what, will*. Read them together. Ask students to find the words in the story. Discuss the meaning or use of each word in the book, e.g. *rolled away* on page 11 means moved on.
- On page 10, students read the words *paint a picture*. Explain that this is alliteration of the letter p. The author is creating emphasis.
- On page 7, read the words *sew* and *sow*. These words sound the same but have different meanings. These are homonyms. Students think of more. (to, too, two; there, their)
- Hyphens are used to show the words have a combined or joined meaning. Students list the robot's words with hyphens on a poster shaped like a robot. They say them as a robot might.

## **Fluency**

- Model reading of text with expression, noting the punctuation, change of characters and repetitive parts. Students repeat.

## **Writing**

- Students make a setting, characters, problem, solution summary of the story. Under the four headings label and illustrate the main points. Students use this to re-tell the story to the class.
- Have students write about what they would do if they had a robot. What instructions would you give it? How would you make them clear so the robot understood?
- Using recycled cartons etc, students make a robot. They paint it and name it and write the instructions for what they want it to do.

# It's Good to Share

## GOALS

### Comprehension

Discuss possible reasons for the author to write this text, e.g. passion for gardening; to share information; to stimulate interest.

### Vocabulary

**Focus High-frequency Words:** back, eat, good, much, old, out, some, very

**Focus Content Words:** apples, carrots, gate, lemons, lettuces, sign, strawberries, street, table, tomatoes

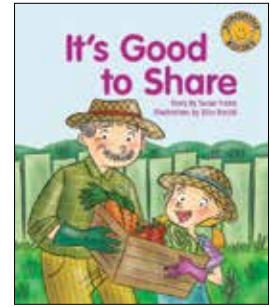
### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: fr

**Words to Blend and Segment:** freeze, fridge, fright, front, frown

### Fluency

Model fluent reading of a section of the text for students to repeat.



Vanessa and Grandad have so many vegetables they decide to share them with the neighbours.

## Before Reading

- Have students look at the back cover. Ask: What are they doing? Why is it good to share? What do you share? What else could you share?
- Read the title and the names of the author and illustrator. Read the title together. What could the title mean?
- Together look at the cover picture. Ask: What are the people doing in the picture? Do you think these vegetables are for sharing?
- Is this a fiction or a nonfiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *apples, carrots, gate, lemons, lettuces, sign, strawberries, street, table* and *tomatoes* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Vanessa doing? Find the tricky words *grandad, summer, vegetables, planted, ready, tomatoes* and *lettuces* to confirm. Break them into chunks or syllables, e.g. *gr-an-dad*. Make sure the words look right, sound right and make sense. Read the sentences together. Find Grandad's house on the title page.
- On pages 4-5, ask: What was Vanessa's perfect idea? Grandad thought it would be good to give away the vegetables, too. Look for the words *perfect, disappears* and *table* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Do you think Vanessa did the right thing changing the sign? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and notice the punctuation.
- Reread page 3, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.
- Discuss possible reasons for the author to write this text, e.g. passion for gardening; to share information; to stimulate interest.

## **Phonics**

- Write the words *freeze, fridge, fright, front, frown* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *fr-eeze, freeze*. Read them together and talk about the meaning of each. Students think of more fr words to add to the list, e.g. fragile, frowns, free, frost, freezing, frozen.
- What do students notice about the word *neighbours* on page 12? It has a silent gh in the middle) What other words have a silent gh? (light, bright, night )
- On page 4, students explain the meaning of *disappears* on page 4. What is the opposite? (appears) Explain that dis- is a prefix meaning the opposite. They think of other words with the dis- prefix, e.g. discontinue, disagree.

## **Word Study**

- Talk about the words *back, eat, good, much, old, out, some, very*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. *back* means has returned on page 16.
- Ask students what they notice about the meaning of the words *perfect, wonderful, splendid* in the book. They all mean really good or nice. They are synonyms. Who uses these words in the book? (see pages 6, 8 and 10)
- Have students find the word *we'll* on page 6. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (we will). Discuss how contractions improve the story by making it more natural, like the way we speak.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat.

## **Writing**

- Students make a setting/characters/events summary of the story. They use this to re-tell the story to the class.
- Students continue the story. They decide what happens next and write a new ending.
- Find a recipe for vegetable soup. Bring seasonal vegetables to school to make the soup. Students follow the instructions. When cooked, the class can share for lunch.

# The Nice, Nicer, Nicest Bears

## GOALS

### Comprehension

**Summarise:** Students tell someone the main events from the story.

### Vocabulary

**Focus High-frequency Words:** any, good, help, more, ran, so, take, three

**Focus Content Words:** bear, best, breakfast, high, hungry, idea, nice, porridge, soft, tasty

### Phonics

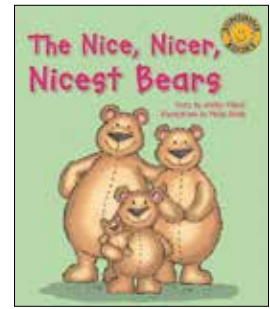
**Letters and Sounds:** Identify syllables in words and clap as they are spoken:

e.g. por-ridge

**Words to Blend and Segment:** -ick: brick, lick, pick, sick, stick

### Fluency

Model fluent reading of a section of the story, emphasising the comparison words, for students to repeat.



This is a story about three bears. They are eating porridge. Does that remind you of another story?

## Before Reading

- Ask: When you look at the cover, what well-known story does the picture remind you of? Read the title of the story. Which bear might be the nice bear? Nicer bear? And the nicest bear? Read the names of the author and illustrator. Have you seen any other stories illustrated by Philip Webb? (*The Magician's Hat*, *Monkey Finds a Phone*) What did you think of the illustrations?
- Together look at the cover picture. Ask: What are the bears doing? How would you describe the bears? Is this a fiction or a nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Which bear is this one and what is he doing?
- Talk/walk through the pictures. Discuss what is happening to the bears or what the person is doing. Use words like *bear*, *best*, *breakfast*, *high*, *hungry*, *idea*, *nice*, *porridge*, *soft*, *tasty*.
- On page 15, have students predict the ending. By looking at all the pictures without reading the words, the story looks like the traditional story of *Goldilocks and the Three Bears*.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: Which bear is this? What is he doing? Find the word *Papa* and *porridge* to confirm. Do these make sense? What is happening on page 3? Do you think the bears are happy with the porridge? Find the words *tasty*, *tastier* and *tastiest*. Read the sentences.
- On page 4, ask: Where are the bears now? Is it the same day? Find the words *one morning* in the text to confirm this. Little Bear has a good idea. Read the first sentence to check *idea* makes sense. What is the idea? How are Mama and Papa Bears feeling? Find words in the text to confirm this, e.g. *I can't think of a better idea. That's the best idea*. Read the words together.
- On page 5, ask: What is Little Bear doing? What does he need? Read the words together. Do you notice a pattern with the words? (*big*, *bigger*, *biggest*)
- Follow this pattern up to page 15. Review the predictions for the ending, then turn the page to reveal the ending. Students discuss what they see in the illustration and read the text together. Ask: How would you read the last sentence?



## **After Reading**

Check on accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. What did the bears and/or the person do on each page? Why do you think the girl ran off? How did they all feel at the end of the story? Did you like the ending? Why? What was Papa Bear's idea? Did this story remind you of *Goldilocks and the Three Bears*?
- Reread the story together. Feel the rhythm as you read repetitive parts. How do you use your voice for these parts?
- Discuss what comparatives and superlatives are. Adjectives are describing words and when they are compared we add -er and -est. List all the examples from the story in a three-column chart starting with *nice, nicer, nicest*.
- Have students work with a partner to tell the main events from the story.
- Students look at the back cover and discuss what would make porridge tasty for them.
- What could Little Bear do to make his porridge tasty?
- Look at the word *porridge*. Notice the ending. What other words do students know that end in -dge? (bridge, sledge, ridge) They make a -dge web and illustrate where possible.
- Re-read page 2 aloud to students, focusing on the punctuation. Use different voices for the three bears when they speak.

## **Phonics**

- Write the words *brick, lick, pick, sick, stick* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /br /ick/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -ick to write on the board. Read them together, e.g. tick, wick, prick.

## **Word Study**

- Talk about the words *any, good, help, more, ran, so, take, three*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the story, emphasising the comparison words, for students to repeat.

## **Writing**

- Students make a circular timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class. Have them remember that the ending will be the same as the beginning.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.



# The Thunder Giants

## GOALS

### Comprehension

Analyse the characters of Max, Billy and Samira. What can you say about each?

### Vocabulary

**Focus High-frequency Words:** around, as, did, don't, her, saw, their, who

**Focus Content Words:** children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry

### Phonics

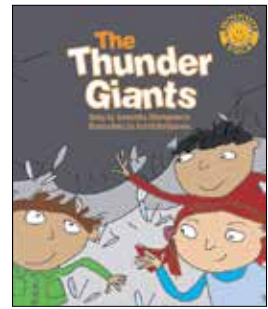
**Letters and Sounds:** Recognise and produce words that start with the same sound:

/j/ soft g

**Words to Blend and Segment:** gentle, germ, giant, giraffe, gym

### Fluency

Model fluent reading of a section of the text, emphasising the alliteration, for students to repeat.



Thunder and lightning in a storm can be scary but the children find a way to make it fun.

## Before Reading

- Read the title and the names of the author and illustrator. Then read the title together. Ask: What could the title mean? Have you heard thunder? Does it sound like giants? Have you read any other stories by Samantha Montgomerie? Did you like reading them?
- Together look at the cover picture. Ask: What are the children doing in the picture? Is this a fiction or a nonfiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are the children doing? Find the words *classroom, lunchtime, drawing, splashed, outside, drummed* and *steady* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What are the children drawing? They heard a very loud thunder clap. Look for the words *castle, thunder* and *rattle* in the text to confirm. Read the words together. (Notice castle has a silent t.)
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

## **After Reading**

Check on accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- How did the children cope with being scared of loud thunder? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
- Analyse the characters of Max, Billy and Samira. What can you say about each?
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and emphasise the descriptive words, e.g. *rumbled and rolled* on page 6.
- Look at the back cover to discuss the fact about lightning and thunder.
- Reread page 8, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.
- What do you think the author's purpose was for writing the story?

## **Phonics**

- Write the words *gentle, germ, giant, giraffe, gym* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *g-erm, germ*. Read them together and talk about the meaning of each. Think of more soft g words to add to the list. (genius)
- On page 4, find the word *went*. Students suggest other words that rhyme with *went*, e.g. bent, sent, rent, tent. Say the words together.

## **Word Study**

- Talk about the words *around, as, did, don't, her, saw, their, who*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. *around* means going in a circle on page 12. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- Read the words *stomped and stamped* on page 12. Explain that this is an example of alliteration of st. In the description of Samira dancing, the author is helping you to create a picture in your mind as you read. Have students find more examples of alliteration.
- Who are the thunder giants? Students say what they do and list them. What makes the thunder? What is happening when it gets louder? (*bowling, cooking, dancing*) Find the interesting words the author used to describe these.
- Make a timeline of the weather growing in intensity, starting with the rain splashing, then drumming on to the thunder clapping and so on.
- What were the main things that Max didn't like when there was thunder? Make a web with Max in the middle and things like *windows rattled* coming out from the web.

## **Fluency**

- Model fluent reading of a section of the text, emphasising the alliteration, for students to repeat.

## **Writing**

- Students make a setting, characters, problem, solution summary of the story. Under the four headings they label and illustrate the main points and use this to retell the story to the class.
- Students draw or paint what they think a thunder giant might look like.

# Different But the Same

## GOALS

### Comprehension

Discuss possible reasons for the author writing this text, i.e. showing how we all have similarities as well as differences.

### Vocabulary

**High-frequency Words:** way, our, well, small, green, more, long, eyes

**Content Words:** brown, different, same, curly, wavy, respect, skin, freckles, colour, feelings

### Phonics

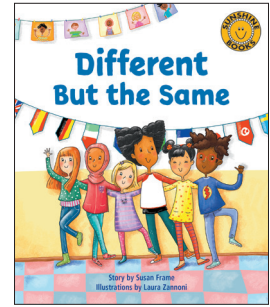
**Letters and Sounds:** Identify and produce rhyming words, e.g. inside/pride; me/be; day/away

**Words to Blend and Segment:** -ear; hear, wear, hearing, wears, bear, pear, footwear

### Fluency

Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.

Ask: What can be learnt from this story?



The children in the classroom are different in lots of ways. But they all have the same feelings deep inside.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the opposites in the title. (*different/same*) Ask: What do they mean? How does the sound of the title set the scene for the story? What could the title mean? Have you read any other stories by Susan Frame? Did you enjoy them? Together look at the cover picture. Discuss what you see. Ask: Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What is the girl doing? What do you think might happen in the story now?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *brown, different, same, curly, wavy, respect, skin, freckles, colour, feelings* into the conversation. Stop at page 23 and have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together.
- Look at the picture on pages 2–3. Ask: What are the girls doing? What do you see in the classroom?
- Locate the tricky words *different, instance, straight* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Notice the rhyming words.
- Turn to pages 4–5. What is happening in the classroom now? Look for the tricky words: *brown, curly, wavy*, in the text to confirm. Read the words together. Notice the rhythm and the rhyming words.
- Follow this reading pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together noting the punctuation, rhythm and rhyme.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration on page 24. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Who is telling the story? What does respect mean? Prompt if needed.
- Ask: What type of genre is this story? Do you think it could be based on true facts?
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
- Re-read the story together paying attention to punctuation marks, rhythm and rhyme.
- Look at the back cover. Discuss how these two boys are different or the same. Discuss how students are different from or the same as their friends.
- Re-read page 14 focusing on the punctuation. Focus on the purpose of the capital letters, full stops and exclamation marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.
- Discuss the possible reason for the author writing this text, e.g. showing how we all have similarities as well as differences. What can students learn from this story?

## **Phonics**

- Write the words *hear, wear, hearing, wears, bear, pear, footwear* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *h-ear, hear*. Read them together and talk about the meaning of each. Think of more -ear words to add to the list, e.g. *wearing, pears, bears, ears*

## **Word Study**

- Talk about the words *way, our, well, small, green, more, long, eyes*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. on page 22 “*the way we dress*” means how we look or the style of dress.

## **Fluency**

- Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.

## **Writing**

- Students draw a picture to illustrate a sentence from the story. They write the sentence under it and then read their sentence to a partner, e.g. Simon and Delilah both wear glasses (page 17).

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Fins Are Fantastic

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the text.

### Vocabulary

**High-frequency Words:** place, live, help, many, stop, over, think, long

**Content Words:** ocean, fins, shark, whale, fantastic, wide, deep, turn, dolphin, move

### Phonics

**Letters and Sounds:** Identify and produce words with long u (u\_e)

**Words to Blend and Segment:** use, fluke, ute, cute, flute

### Fluency

Model fluent reading of a section of the text for students to repeat.



Many ocean animals have fins. There are large ones and small ones on different parts of their bodies. This book tells us what they are for.

## Before Reading

- Read the title and the author's name together. Ask: What do you know about fins? What are fins? Discuss what students see in the pictures on the cover and title page. What are the animals on the title page? Ask: Have you ever seen a dolphin? Where can you see them?
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Read the title and the table of contents to give an idea of what is going to be in the text. Help students use the title of the book and the contents page to make predictions about the text.
- Talk/walk through the pictures. Notice the different kinds of fins. Discuss what you see on each page. Bring words like *ocean, fins, shark, whale, fantastic, wide, deep, turn, dolphin, move* into the conversation.

## Reading the Text

- Read the cover and the contents page together. On pages 2–3, ask: What is the ocean? Look for tricky words like *many, place, forwards*. Break the words into chunks or syllables, e.g. *man-y*. Then read the text together pointing to the words as they read.
- Look at pages 4–5 to discuss the picture and the captions. Read the heading. Find the words *different, animals, body* in the text. Talk about the meaning. Read the words together.
- Follow this pattern for each page discussing the pictures about the animals and their fins before reading each page.
- On page 24, look at the index and find the page with information about orca. Students ask a partner questions about the index, e.g. What page are pelvic fins on?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Check on the accuracy of students' predictions. Invite them to discuss the information.
- Discuss and model how to identify the main idea of the text. What do students think the author's purpose was for writing the book? What have they learnt from this book? How would fins help people to swim in the ocean?

## **Phonics**

- Write the words *cute, flute* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *c-ute*. Brainstorm more words with u\_e to add to the list, e.g. *fuse, tube*.

## **Word Study**

- Talk about the words *place, live, help, many, stop, over, think, long*. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Copy and print sets of the flash cards on the inside front cover. Play a spelling or memory game with the cards, e.g. make a crossword puzzle together. Brainstorm the clues or meanings.
- Students draw a picture from the book. They write the matching sentence from the text.
- Locate the words that end with *-ce*. (*slice, race, place*) Note that this is a soft c which sounds like /s/. Students think of more words ending with *-ce*. (*spice, mice, ice*) Read the words and make a *-ce* web.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat after you.

## **Writing**

- Students make a web showing uses for different types of fins. They label and illustrate their fins. Share with the class.
- Have students draw and label an animal with fins. They can use pages 4–5 as a guide. They illustrate and share.
- Fins are fantastic. Students write a poem or story saying why fins are fantastic.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Frank's Big Food Trip

## GOALS

### Comprehension

Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the story.

### Vocabulary

**High-frequency Words:** looking, asked, just, food, something, different, gave, could

**Content Words:** hungry, milk, dessert, bowl, biscuits, full, yogurt, fish, mince, strolled

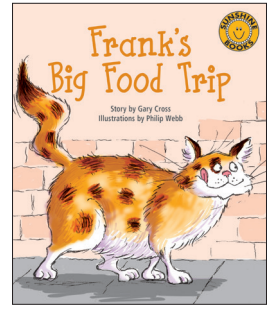
### Phonics

**Letters and Sounds:** Recognise and produce words that have /ar/, e.g. far

**Words to Blend and Segment:** darling, farmer, far, starting, hardly

### Fluency

Choose a page to choral read with students, e.g. page 14. Model emphasising the repetitive parts and using intonation.



Frank is feeling hungry. But he doesn't feel like eating cat biscuits so he visits his friends to find something more tasty to eat.

## Before Reading

- Together look at the cover picture. Discuss what students see. Read the title and the names of the author and illustrator. Have students read any other stories by Gary Cross? Ask what they thought of them.
- Look at the title page illustration. What is the same or different in this picture compared to the cover?
- Ask: Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the title and the cover and title page illustrations to make predictions about the story. What do they think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *hungry, milk, dessert, bowl, biscuits, full, yogurt, fish, mince, strolled* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

- Look at the picture on pages 2–3. What do you see? Locate the tricky words *hungry, bowl, empty, school* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. When does this story take place?
- Look at the illustration on pages 4–5. Ask: What is Frank saying to his owner? Look for the words *matter, eaten, food*, in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together. Notice the speech marks and the different characters. Change your voice for Frank and the different people.
- Review the predictions for the ending made earlier, then turn to page 24 to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read these sentences?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Ask: What kind of cat is Frank? How would you describe him? Find words in the story that indicate this. What type of genre is this story? Do you think it is based on a true story?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. Why didn't Frank eat the biscuits that his family left for him?
- Re-read the story together emphasising the different characters. Be aware of the punctuation marks. On page 10 point to the question mark. What does this mean and how does it affect how you read the sentence?
- Look at the back cover. Discuss the story map. Re-tell the story using the map.
- What do you think the author's purpose was for writing the story?
- Students make a time line to show the places Frank visited. Under each they summarise the main event. They label and illustrate and use their time line to re-tell the story.

## **Phonics**

- Have students recognise and produce words that have /ar/, e.g. far. Write the words *darling*, *farmer*, *far*, *starting*, *hardly* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *dar-ling*, *darling*. Read the words together and talk about the meaning of each. Think of more ar words to add to the list, e.g. *car*, *bark*, *dark*, *marker*.

## **Word Study**

- Talk about the words *looking*, *asked*, *just*, *food*, *something*, *different*, *gave*, *could*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. "*looking hungry*" means showing signs of wanting to eat (page 10).

## **Fluency**

- Choose a page to choral read with the students. Model emphasising the repetitive parts and using character voices and intonation.

## **Writing**

- Students write a story about Frank going to different places to find food. They choose a food they think would be his favourite.
- For a class project, brainstorm food that would be good for a cat and food that Frank had in the story. Contribute to a chart showing food that is good for cats, and food that is not suitable for cats, e.g. ice-cream – not good; cat biscuits – good.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Jack, the Sniffer Dog

## GOALS

### Comprehension

Discuss possible reasons for the author writing this text.

### Vocabulary

**High-frequency Words:** boat, tree, looking, under, other, park, pulled, find

**Content Words:** island, prow, anchor, behind, burrow, scent, trap, shore, sniffer, hear

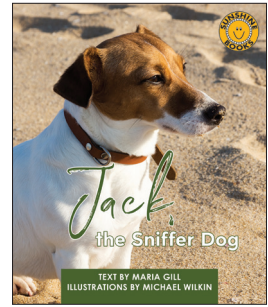
### Phonics

**Letters and Sounds:** Identify and understand possessives, e.g. Jack's, dog's, birds', rat's

**Words to Blend and Segment:** Recognise and produce words that have the same vowel sound long a (ai): chain, again, laid, trained, paid, pain, rain

### Fluency

Model reading a section of the text using expression and emphasis to convey information (or meaning) for students to repeat.



Jack is a sniffer dog. He helps to keep native birds and animals safe from predators with his nose.

## Before Reading

- Look at the cover. Ask: What breed of dog is this? (Jack Russell) Has anyone seen one or does anyone you know own one? What are they like?
- Read the title together. Discuss what students see in the pictures on the cover and title page. Ask: What do the pictures show about sniffer dogs? What do you think will happen in the book?
- Talk/walk through the pictures. Notice what Jack is doing on each page and what he has to wear. Discuss what students see on each page. Bring words like *island*, *prow*, *anchor*, *behind*, *burrow*, *scent*, *trap*, *shore*, *sniffer*, *hear* into the conversation. Notice the things Jack does that help keep our environment protected.

## Reading the Text

- Read the cover together. On pages 2–3, ask: What do you see in the picture? Where is Jack standing? Look at the text to get some clues. Look for the arrows.
- Discuss what made Jack excited. Look for tricky words like *anchor*, *chain*, *island*, *howling*. Break the words into chunks or syllables, e.g. *pr-ow* (ow as in loud, now) Then read the text together pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- Discuss the picture on pages 4–5. What do you see? The handler is attaching the muzzle to Jack. Share experiences if anyone has met a dog with a muzzle. Why did they wear one? Read the words together.
- Follow this pattern for each page discussing the pictures and what the tricky words are before reading.
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Discuss the ending and how Jack helped to track the rat.
- Discuss possible reasons for the author writing this text. What have students learnt from this book?
- Look at the back cover. Where is this dog working? What is the sniffer dog looking for?

## **Phonics**

- Write the words *chain, again, laid, trained, paid, pain, rain* on the board to chunk and say them as a group. Students think of more words with ai (long a). They say them, and discuss their meaning and use them in a sentence. Remind them that there are other spellings for the long a sound: ay as in way, may; a\_e as in came, same.
- Students identify possessives in the text, *Jack's, dog's, birds', rat's*. Discuss whether they are singular or plural and the reason the apostrophe can be before or after the s.

## **Word Study**

- Talk about the words *boat, tree, looking, under, other, park, pulled, find*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read these words in the book. Discuss their meaning in context. Use the cards to play a spelling game. Scramble letters for students to rearrange the letters to spell a word, e.g. toab (boat); etre (tree).
- Students draw a picture of a sniffer dog in the middle of a web. They write the words for what the dogs wear, such as muzzle, lead, harness, branching out from the web.

## **Fluency**

- Model reading a section of the text using expression and emphasis to convey information (or meaning) for students to repeat.

## **Writing**

- Students write and illustrate a fact from the story, e.g. Rats eat native birds' eggs. (page 22) They share this with a partner.
- As a class, make a poster with a division down the middle. Show native birds and animals that need to be protected on one side and unwanted pests that need to be found or sniffed out by dogs on the other. Students can use pages 22–24 to help them. They can illustrate the poster and display in the school public area.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Leaf Life

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.

### Vocabulary

**High-frequency Words:** where, air, sun, plants, around, grow, before, even

**Content Words:** leaf, life, leaves, drinks, medicine, dried, clothing, ground, change, colour

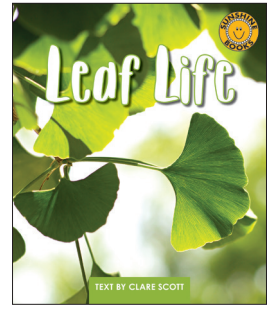
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same soft g sound /j/

**Words to Blend and Segment:** large, orange, change, vegetables, oxygen, hedges, giraffe

### Fluency

Practise re-reading parts of the text with a partner (orally) – sharing information.



We might see leaves every day but do we know just how useful they are?

## Before Reading

- Ask: What do you know about leaves? Where can you find leaves? Have you ever played with leaves or walked through leaves?
- Read the title and the name of the author together. Ask: What do you notice about the title? Why do authors use alliteration?
- What could *Leaf Life* mean? Discuss what students see in the pictures on the cover and title page. Notice the different shades of green. Ask: When would you find leaves of different colours?
- Is this book fiction or non-fiction? How do you know?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Help students use the title and contents page to make predictions about the text.
- Talk/walk through the pictures. Notice the different kinds of leaves on each page. Bring words like *leaf, life, leaves, drinks, medicine, dried, clothing, ground, change, colour* into the conversation.

## Reading the Text

- On pages 2–3, ask: What can you find out about leaves? What is happening in the picture? Look for tricky words like *fresh, clean, air, leaves*. Break the words into chunks or syllables, e.g. *fr-e-sh, fresh*. Read the heading and the text together, pointing to words as they are read.
- On pages 4–5, discuss the picture. Find the words *light, water, breathe* in the text. Talk about their meaning. Read the words together. Follow this pattern for each page, discussing the pictures about leaves before reading each page.
- Look at the index and find the page with information about deciduous trees. Students ask a partner questions about the index, e.g. What page is cacti on?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Look at the design on the page numbers. What is it? How does this feature add to the book?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. What do they think the author's purpose was for writing the book? What have they learnt from this book?

## **Phonics**

- Recognise and produce words that have the same soft g sound /j/. Write words *large, orange, change, vegetables, oxygen, hedges, giraffe* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *l-ar-ge, large*. Brainstorm more words with soft g /j/ to add to the list, e.g. *barge, judge, gym*.

## **Word Study**

- Talk about the words *where, air, sun, plants, around, grow, before, even*. Copy and print two sets of the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students can play a memory game with the cards.
- Students draw a picture relating to the book. They write the matching sentence from the text.
- Students scan the book to find words with ow as in *grow (grown, growing)*. They think of more words with ow. (*grows, below, know, own*) They read the words and make an -ow web.

## **Fluency**

- Students practise re-reading parts of the text with a partner (orally).

## **Writing**

- Students make a two-column chart with a leaf in one column and its uses or behaviour in the other, e.g. Venus Fly Trap/catches insects; palm leaves/clothing, roofs.
- Students use the information on pages 6–7 to research and write sentences about how leaves provide shelter or decoration. They illustrate their writing.
- Students write a poem or story saying why leaves are amazing.
- Students refer to page 22 and then create an art piece about or using leaves. This could be photographed or videoed and shared on the school website with comments from students.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Lily and the Lost Stitch

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose; e.g. Why was the giant crying? How did Lily get thanked for her kindness?

### Vocabulary

**High-frequency Words:** help, little, around, stopped, where, from, home, every

**Content Words:** littlest, biggest, large, family, lost, stitch, wool, giant, knitting, parcel

### Phonics

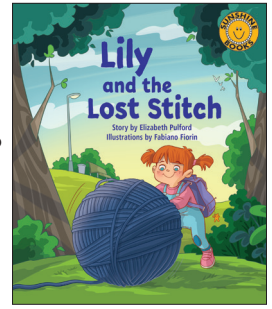
**Letters and Sounds:** Recognise and produce words that start with soft g (/j/)

**Words to Blend and Segment:** gi-normous, giant, giraffe, ginger, gem, gently

### Fluency

Model reading a page of the text with pace and expression. Note the punctuation.

Students repeat.



Everyone told Lily she was too little to help. But when she meets a big giant with an even bigger problem, she can help.

## Before Reading

- Read the title and the names of the author and illustrator. Ask: What could the title mean? Together look at the cover picture. Discuss what students see.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Help students to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *littlest, biggest, large, family, lost, stitch, wool, giant, knitting, parcel* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

- On pages 2–3, ask: What can you say about Lily? Locate the tricky words like *littlest, large, family* to confirm that she is the littlest. Break them into chunks or syllables. Make sure the words look right, sound right and make sense. Read the sentence together. How many are in Lily's family?
- Look at pages 4–5. Ask: What is happening in the pictures? Look for the words *help, every, little* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- On pages 22–23, have students predict the ending, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. What does the last word mean? (It's a mix of giant and enormous – the scarf was huge.)
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. Why was the giant crying? How did Lily get thanked for her kindness?
- On page 8 focus on the purpose of the capital letters, full stops, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat. Notice how the meaning becomes clearer when punctuation marks are observed.
- Re-read the story together. Change your voice for the characters and notice the punctuation.
- Look at the back cover. Discuss the names of the different stitches that can be used for knitting a scarf. Which one would you like on a scarf?

## **Phonics**

- Write the words *gi-normous, giant, giraffe, ginger, gem, gently* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *gi-nor-mous*. Read them together and talk about the meaning of each. Think of more g /j/ words to add to the list, e.g. *fragile, gentle, gist, germ, gel, cage, stage*.
- Ask: What do you notice about the word *knitting* on page 18. What other words have a silent k? (*know, knew, knit, knot*)
- Students find the word *disappears* on page 4. What is its meaning? (goes out of sight) What is the opposite? (appears – comes into sight). Discuss how *dis* is a prefix meaning the opposite. Students think of other words they know with the *dis-* prefix (*dislike, disagree*).

## **Word Study**

- Talk about the words *help, little, around, stopped, where, from, home, every*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Discuss the meaning or use of each word in the book, e.g. *help* means to assist.
- Ask: What do you notice about the meaning of these words used in the book: *clambered, climbed*? They are synonyms that mean getting yourself up somewhere. Where are these words used in the book? (pages 20 and 21.)
- Locate the word *you've* on page 22. Discuss the contraction, what the apostrophe is for, what letters are missing and the expanded form. Think of more examples of contractions and expand them. How do contractions improve our reading of the story?

## **Fluency**

- Model reading a page of the text with pace and expression. Students repeat.

## **Writing**

- Students make a setting, characters, problem, solution summary of the story, using those four headings and illustrate the main points. They use this to re-tell the story to the class.
- Students write a new ending to the story, saying what happens after Lily receives her huge scarf from the giant.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Miss Pickles and the Duck

## GOALS

### Comprehension

Reading strategies: Ask: What are some of the things good readers do?

Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** house, about, back, better, next, were, there, once

**Content Words:** duck, farm, middle, nowhere, pilot, helicopter, supermarket, ducklings, roof, cage

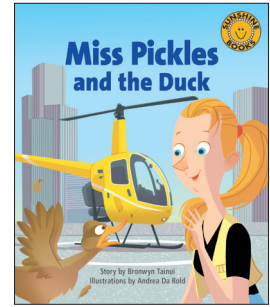
### Phonics

**Letters and Sounds:** Recognise and produce words that have /oo/ as in good

**Words to Blend and Segment:** wooden, floor, good, poor, door

### Fluency

Students practise reading parts of the book aloud on their own and then to the teacher.



When Miss Pickles finds a duck living in the middle of the city, she thinks the duck would like it more in the middle of nowhere.

## Before Reading

- Look at the cover. Ask: What is happening? How does the duck look? How does Miss Pickles look?
- Read the names of the author and illustrator. Ask: What do you think of the cover illustration?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different in this picture compared to the cover? Where has Miss Pickles been?
- Talk/walk through the pictures. Discuss what is happening to Miss Pickles or the duck on each page. Bring words like *duck, farm, middle, nowhere, pilot, helicopter, supermarket, ducklings, roof, cage* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues.
- Look at pages 2–3. Ask: Where does Miss Pickles live? Locate the word *farm* to confirm. Read the sentence. Can you see any other houses nearby? Miss Pickles calls it the middle of nowhere. (Find the words *middle, nowhere*) Read the page together.
- Turn to pages 4–5. Where is Miss Pickles? How did she get there? What do you think her job is? Find the words *pilot* and *helicopter* to confirm. Read the first sentence to check it makes sense. What else do you see in the picture? Is the duck happy? Read the sentences together.
- Follow this pattern for each page up to page 23, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the last sentence? Do you think the ducks will be happy now? How does Miss Pickles feel?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- What kind of person is Miss Pickles? Why did she take the ducks to her farm?
- Look at the back cover. Re-tell the story using the pictures as a guide. Why did Miss Pickles want the ducks to go into the cage? Did the ducks like being in the cage?

## **Phonics**

- Write the words *wooden, floor, good, poor, door* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *wood-en*. Brainstorm other words with /oo/ as in *good*, e.g. *look, chook, hood*. Read them together.

## **Word Study**

- Talk about the words *house, about, back, better, next, were, there, once*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book, e.g. a house is where people live. Make sentence strip definitions to match to the words.

## **Fluency**

- Students practise reading parts of the book aloud on their own and then to a partner or teacher.

## **Writing**

- Students write another page for the story. What happened on the next day after Miss Pickles brought the ducks home? They illustrate and share with the class.
- Students make a time line noting the events in the story from the mother duck's point of view. They illustrate and label the time line, then use it to re-tell the story to a partner pretending they are the duck telling the story.
- Students make a web with the duck in the middle. They surround it with words that describe what the duck did in the story.
- Students make a problem/events/solution three-column chart about the story. They illustrate it and share it with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Nervous Nellie

## GOALS

### Comprehension

Discuss possible reasons for the author writing this text.

### Vocabulary

**High-frequency Words:** told, great, looked, find, school, think, still, away

**Content Words:** assembly, breath, nervous, nerves, bounced, flicking, freak, relax, confident, frightened

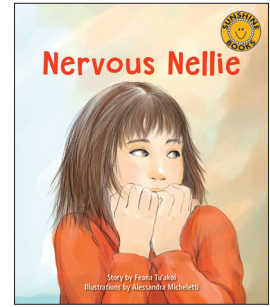
### Phonics

**Letters and Sounds:** Recognise and produce words that have /er/ as in nerves

**Words to Blend and Segment:** nerves, nervous, never, writer, better

### Fluency

Pick a page that most students can read easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.



Nellie has to introduce an important visitor at school assembly. She is surprised to find that the visitor is just as nervous about it as she is.

## Before Reading

- Read the title and the names of the author and illustrator. Read the title together. Ask: What do you notice? Tell them that alliteration is a technique used to make writing sound good. What could the title mean?
- Look at the cover picture. Ask: How is Nellie feeling?
- Look at the title page. Ask: What is the same or different in this picture compared to the cover?
- Help students to use the title and cover illustrations to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *assembly, breath, nervous, nerves, bounced, flicking, freak, relax, confident, frightened* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Turn to pages 2–3. Ask: What is Nellie doing? Locate the words *hopeless, never, nerves* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- Turn to pages 4–5. Ask: What is Nellie thinking about? Why is she nervous about assembly? Look for the words *assembly, speaking, important*. Read the words together and read the page.
- Follow this pattern for each page up to page 23, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Ask: How did Nellie cope with being scared of talking at assembly? What would you have done in a similar situation? What type of genre is this story? Do you think it could be based on a true story?
- Ask: What do you think was the author's purpose for writing the story? Did you learn anything from the text?
- Analyse the characters of Nellie and Jason. Ask: What can you say about each? What is the same or different about them?
- Re-read the story together being aware of the punctuation marks. Change your voice for the characters and emphasise the descriptive words, e.g. *freaked out*, *cracked up*.
- Look at the back cover to re-tell the story using the pictures.
- Re-read page 22 focusing on the capital letters, full stops, speech marks and exclamation marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.

## **Phonics**

- Write the words *nerves*, *nervous*, *never*, *writer*, *better* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *n-er-v-ous*, *nervous*. Read them together and talk about the meaning of each. Students think of more -er words to add.

## **Word Study**

- Talk about the words *told*, *great*, *looked*, *find*, *school*, *think*, *still*, *away*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Read the words *breathe* and *bluff* (page 6). Ask: What do they mean? Tell students this is another example of alliteration. The author is helping to create a mind picture as they read.
- On the board, list the things that Nellie tries out to overcome her nerves. Ask: Which ones do you think will work?

## **Fluency**

- Pick a page that most students can read easily. Ask them to read it with pace and expression. Model how to do this if necessary.

## **Writing**

- Students make a time line showing the things Nellie tried. They illustrate and label it.
- Students use the flash cards. They make clues for the words and make a crossword for a partner to solve.
- Students make a setting, characters, problem, solution summary of the story. They label and illustrate the main points and use this to re-tell the story to the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Our Amazing Skin

## GOALS

### Comprehension

Making predictions: Help students to use the title of the book and the cover and title page photographs to make predictions about the text. After reading, check on predictions made at the beginning. Were they correct?

### Vocabulary

**High-frequency Words:** three, work, our, why, lived, dark, grow, right

**Content Words:** skin, layer, world, raincoat, changes, clean, organ, melanin, happy, blood

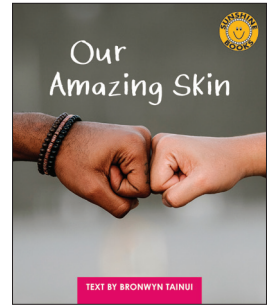
### Phonics

**Letters and Sounds:** Identify and make comparatives ending in -er

**Words to Blend and Segment:** -er: cooler, darker, lighter, thicker, fatter, older

### Fluency

Choose a heading from the contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



We all have skin. It keeps us together. It has three layers, each with a different function.

## Before Reading

- Read the title together. Ask: Why is our skin amazing? Discuss what students see in the photos on the cover and title page. What do the photos show about skin? What do you think this book will be about? How do you know that this book is non-fiction?
- Read the table of contents to give an idea of what is going to appear in the text.
- Help students to use the title of the book and the cover and title page photos to make predictions about the text.
- Talk/walk through the text. Notice the different skin colours. Discuss what students see on each page. Look for facts about how amazing our skin is. Bring words like *skin, layer, world, raincoat, changes, clean, organ, melanin, happy, blood* into the conversation. Ask: Why is our skin important?

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3 ask: What do you see in the photo? Look for tricky words like *biggest, organ, heart, brain, lungs*. Break the words into chunks or syllables, e.g. *or-gan, organ*. Discuss their meanings. (Some meanings are available in the glossary.)
- Read the text together, pointing to the words as they are read. Make sure the words make sense, look and sound right.
- Look at pages 4–5 and discuss the pictures. Read the heading together. What skin colours do you see? Look for tricky words *colour, different, special, melanin*. Discuss their meanings. Read the text together.
- Follow this pattern for each page discussing the pictures and what the tricky words are before reading the text. Check on predictions made at the beginning.
- Students look at the index and find the page with information about sweat. They ask a partner questions about the index, e.g. What page is dead skin on?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Students re-tell the text using the pictures on each page as a guide. Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Discuss the ending and how best to take care of our skin.
- Look at the back cover. Discuss how the different things would feel if we touched them.

## **Phonics**

- Students identify and make comparatives ending in -er. Write the words *cooler, darker, lighter, thicker, fatter, older* on the board to chunk and say them as a group, e.g. *dar-ker*. Brainstorm more words with -er, e.g. *thinner, brighter, slower, faster*. Students say them and discuss their meaning and then use them in a sentence.

## **Word Study**

- Talk about the words *three, work, our, why, lived, dark, grow, right*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Students draw a picture of one of the features in the book. Then write the matching sentence from the text.
- Students make a three-column chart with a column for each skin layer. They say what each layer does. They illustrate and label a diagram to go alongside the chart.
- Students write quiz questions about a chapter, e.g. on page 16: Question 1. What are bacteria?

## **Fluency**

- Students choose a heading from the contents page. Find the related pages. They read them in an interesting way. Students repeat the process with a partner.

## **Writing**

- Students write and illustrate a fact from the story, e.g. when we touch something, the nerve endings send messages to our brain (page 12). They share their fact with a partner.
- Students use the glossary to write out the words and their meaning on sentence strips. They mix them all up and make a game of matching the sentences to the correct words.
- Our Amazing Skin: students write a poem or story about why their skin is amazing. They illustrate and share.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Ready, Steady, Cook!

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference? (Non-fiction is true and informs. It may have photographs.) Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.

### Vocabulary

**High-frequency Words:** need, food, some, can't, people, different, same, thing/s

**Content Words:** energy, cooking, heat, eat, raw, recipe, bread, always, baking, bubbles

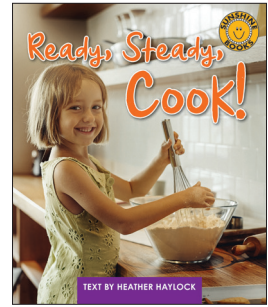
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same vowel sound  
long o (/oa/)

**Words to Blend and Segment:** soak, roast, boat, float, coat, goat

### Fluency

Model reading a section of the text using expression and emphasis to convey information (or meaning) for students to repeat.



Cooking is a fun activity. It is important to understand the qualities of foods so they can be cooked properly.

## Before Reading

- Find out students' prior knowledge of food and the different ways of cooking food, including the ways different cultures prepare food. Ask: What do you know about cooking?
- Read the title together and the author's name. Ask: Have you read any other books by Heather Haylock? Share your experiences.
- Ask: What do you notice about the title? (Two words rhyme, *Ready* and *Steady*. This is an effect authors and poets use to make their writing more interesting.) What does *ready* mean? What does *steady* mean? What does the title mean?
- Discuss what students see in the pictures on the cover and title page. What is being cooked?
- Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Make predictions about the text from the cover and title page photographs. Read the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different places cooking occurs. Discuss what food is being cooked on each page. Bring words like *energy*, *cooking*, *heat*, *eat*, *raw*, *recipe*, *bread*, *always*, *baking*, *bubbles* into the conversation.

## Reading the Text

- Read the cover and the contents page together. On pages 2–3, ask: What kind of food do you see? Look for tricky words like *energy*, *brain*, *raw*, *cooking*. Break the words into chunks or syllables, *en-er-gy*. Read the heading and text together, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Find the words *cooked*, *safe*, *easily* in the text. Talk about the meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures about cooking and food before reading the text.
- Look at the glossary on page 22 and find the meaning for vitamins. Students ask a partner questions about the glossary. What word means the way to be active? (energy)
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- What do students think the author's purpose was for writing the book. What have they learnt from this book? Ask: What is your favourite recipe to cook? What ingredients would you need?
- Check on the accuracy of students' predictions made at the beginning. Invite students to discuss the information.
- Look at the back cover. Talk about which ingredients would be in the food in the photo.
- Look at the design on the page numbers. Ask: What is it? How does this add to the book?

## **Phonics**

- Recognise and produce words that have the same vowel sound: /oa/ long o. Students listen carefully as you read words with the /oa/ sound, e.g. *oak, roast, boat, float, coat, goat*. Students repeat these words emphasising the /oa/ sound.
- Write words *soak, roast, boat, float, coat, goat* on the board to practise blending and segmenting the onsets and rimes together as a group, *s-oak, soak*. Brainstorm more words with -oa to add to the list, *moat, boast, roasting, soaked*. Notice that words like *note, vote*, have the same long o vowel sound with a different spelling.

## **Word Study**

- Talk about the words *need, food, some, can't, people, different, same, thing/s*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read them in the book. Discuss their meaning in context.
- Students draw a picture of cooking from the book. They write the matching sentence from the text. They share it with a partner.
- Students play a spelling or memory game with the flash cards.

## **Fluency**

- Model reading a section of the text using expression and emphasis to convey information (or meaning) for students to repeat.

## **Writing**

- Students make a chart showing the different ways to cook. They can name a dish they know using the method. They label, illustrate and share.
- Students use some of the special cooking words to make a crossword with a partner. They write clues about the meaning, e.g. What is the opposite of cooked? (raw) Others can try to finish the crossword.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# The Thing About Cats

## GOALS

### Comprehension

Connect to prior knowledge: Has anyone owned a cat or visited someone with a cat? What's one thing you can say about cats?

### Vocabulary

**High-frequency Words:** they, home, well, called, better, round, more, good

**Content Words:** skill, tail, jump, balance, stalk, blink, paws, walk, smell, feel

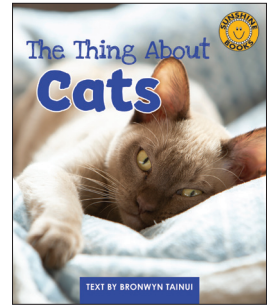
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same voiced /th/ sound, e.g. they

**Words to Blend and Segment:** the, they, their, these, this, them, that, than

### Fluency

Choral reading with students pointing to the words as they are read – sharing information.



Cats are mysterious, talented animals. They have ways of doing things that show how clever they are.

## Before Reading

- Ask: Has anyone owned a cat or visited someone with a cat? What's one thing you can say about cats?
- Read the title and the name of the author. Read them together. Ask: Have you read any other books by Bronwyn Tainui? Share your experiences.
- Discuss what students see in the pictures on the cover and title page. Ask: Do you know what breed these cats are? What do you think will happen in the text? How do you know that this book is non-fiction?
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *skill, tail, jump, balance, stalk, blink, paws, walk, smell, feel* into the conversation. Notice the amazing things cats can do. Ask: Which cat do you like best?

## Reading the Text

- Read the cover and the title page together. On pages 2–3, ask: What do you see in the photo? What is special about a cat's eyes? Look at the text for clues. Look for tricky words like *eyes, brightly, skills*. Break the words into chunks or syllables, e.g. *br-ight-ly, brightly*. Read the text together, pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- Discuss the picture on pages 4–5. Find the words *centre, slits, pupils*. Discuss their meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Look at the index and find the page with information about stalking. Students ask a partner questions about the index, e.g. What page is smell on?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Why are cats' eyes so special? What does it mean if the tail is flicking? How fast can a cat run? Discuss the ending and the meaning of a *kitty kiss*.
- Re-tell the text using the pictures on each page as a guide. Discuss the special skills cats have.
- Look at the design on the page numbers. Ask: What effect do you think the designer was hoping for? How does this effect add to the design of the book?
- What do students think the author's purpose was for writing the book? What have they learnt from this book?

## **Phonics**

- Recognise and produce words that have the same voiced /th/ sound - *they*. Students listen for the /th/ sound as you read the words, *the, they, their, these, this, them, that, than*.
- Write the words *the, they, their, these, this, them, that, than* on the board. Together chunk and say them as a group, e.g. *th-ey*. Students use them in a sentence. (NB: Some /th/ sounds are voiceless like *thick, thin*.)
- Students identify syllables in words and clap as you say them, e.g. *some-times, mys-ter-i-ous, kil-om-et-re, cats, twist, qui-et-ly*. Together look for one-syllable words in the book to clap, e.g. *cats, move*. Have students clap two-syllable words, e.g. *run-ners, fas-ter*.

## **Word Study**

- Talk about the words *they, home, well, called, better, round, more, good*. Copy and print the flash cards from the inside front cover of the book. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game with the flash cards.
- Students draw a picture of one of the features in the book. They write the matching sentence from the text, e.g. Cats walk on soft padded paws (page 8).

## **Fluency**

- Choral read with students pointing to the words as they are read.

## **Writing**

- Students write and illustrate a fact from the story, e.g. Cats like to hunt. They share their story with a partner.
- Students write a poem or story about their favourite cat and the reasons why.
- Students make a poster showing the skills of cats. They label and illustrate it and share with the class. On their poster, they could draw a diagram of a cat and label the cat's features with arrows, e.g. whiskers, padded paws, tails.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Why Poppy Needs Another Holiday

## GOALS

### Comprehension

Analyse the characters of the aunts and Poppy. Ask: What can you say about each character?

### Vocabulary

**High-frequency Words:** why, say/s, other, first, never, keep, didn't, another

**Content Words:** holiday, aunt/s, Mercedes, Ferrari, carrot, museum, swimming, baking, flowers, busy

### Phonics

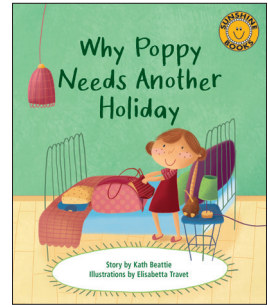
**Letters and Sounds:** Recognise and produce words that have the long a sound (a\_e)

**Words to Blend and Segment:** make, bake, cake, race, wave, lemonade

### Fluency

Model reading part of the text, noting the punctuation and change of characters.

Make your voice sound different for the different people. Students repeat.



Poppy's aunts like doing lots of different things. Poppy needs to find a way to enjoy her holiday without getting tired out.

## Before Reading

- Look at the back cover. Discuss what students like to do on holiday. Read the title and the names of the author and illustrator. Read the title together. Ask: What could the title mean? Why might Poppy need another holiday?
- Together look at the cover. Discuss what they see. Ask: Who is this? What is she doing? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *holiday, aunt/s, Mercedes, Ferrari, carrot, museum, swimming, baking, flowers, busy* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Look at pages 2–3. Ask: What is Poppy doing in the pictures? (Asking her Mum if she can stay with her aunts in the holidays. Poppy calling her aunts who say yes.) Locate the words *holiday, aunt/s, Mercedes, Ferrari* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Ask: Why are the aunts named after famous cars?
- Turn to pages 4–5. Ask: What is happening here? Look for the words *museum, gingerbread, ourselves* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 23, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. What was the last thing the aunts did with Poppy? What made Poppy so exhausted?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Ask: Do you think it was a good idea for Poppy to have a holiday with her aunts? What would you have done in a similar situation? Why did Poppy pick flowers for her aunts? What type of genre is this story? Do you think it is based on a true story?
- Re-read the story together. Be aware of the punctuation marks. Change your voice for the characters and make your voice sound excited.
- Analyse the characters of the aunts and Poppy. What can students say about each character?

## **Phonics**

- Write the words *make, bake, cake, race, wave, lemonade* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *m-ake, make*. Read the words together and talk about the meaning of each. Think of more a-e words to add to the list, e.g. *rake, lace, take*.
- Notice the word *so* in bold print on page 20. Ask: Why is it bold? Read the sentence together emphasising *so*. Then read it again without the emphasis to hear the difference.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *lem-on-ade, hol-i-day*. Together look for one-syllable words in the book to clap, e.g. *aunt, cake*. Have students find and clap two-syllable words, e.g. *Pop-py, swim-ming*.

## **Word Study**

- Talk about the words *why, say/s, other, first, never, keep, didn't, another*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in context.
- Students draw a picture from the story. They find a matching sentence in the story and write it and read their sentence to a partner.

## **Fluency**

- Model reading part of the text, noting the punctuation and change of characters. Make your voice sound different for the different characters. Students repeat after you.

## **Writing**

- Students make a story map of all the places Poppy went on the holiday. They label and illustrate their story map and share with the group.
- Students write a story about where they would like to go for a holiday and why. They illustrate and share.
- Students re-read page 24. They write a story about where Poppy might go for her next holiday.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# A Robot Sandwich

## GOALS

### Comprehension

Discuss the possible reason for the author writing this text, e.g. learning to write clear instructions.

### Vocabulary

**High-frequency Words:** everyone, which, asked, work, did, all, what, they

**Content Words:** sandwich, teacher, robot, instructions, recipe, describe, followed, slice/s, bread, spread

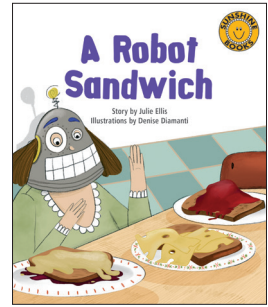
### Phonics

**Letters and Sounds:** Recognise and produce words that have the soft c sound as in ice. /s/

**Words to Blend and Segment:** slice, recipe, ice, mice, twice, price

### Fluency

Choose a page to choral read with the students, e.g. page 15, model emphasising the repetitive parts and using intonation.



The children write instructions to tell a robot how to make a sandwich. It is not as easy as they expected!

## Before Reading

- Read the title and the names of the author and illustrator together. Ask: How does the sound of the title set the scene for the story? What could the title mean? Have you ever heard of a robot sandwich?
- Together look at the cover picture. Ask: What is the robot doing in the picture? Is this a real robot? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What would the robot mask be for?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *sandwich, teacher, robot, instructions, recipe, describe, followed, slice/s, bread, spread* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Turn to page 2. Ask: What do you see? Locate the tricky words *slices, bread, sandwich* to confirm. Make sure the words look right, sound right and make sense. Read the sentence together. Read the rest of the page together in the same way.
- On page 3, ask: What is the teacher doing? Find the words *teacher* and *instructions* to confirm and blend them, e.g. *teach-er; in-struct-ions*.
- Turn to page 4. Ask: What do you see in the picture? Look for tricky words *spread, vegemite ingredients* in the text to confirm. Read the words together.
- On page 5, notice that the illustration shows adverbs to help with writing instructions. Ask: What are adverbs? Read the adverbs in the story. They are all to do with time and the order of the instructions to be written for the robot.

- Read the rest of the pages together, looking at the picture and then finding the tricky words.
- Review the predictions for the ending made earlier, then turn to page 24 to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Ask: Do you think the children found the robot teacher useful? What would you have done in a similar situation? Why do you think the robot did the wrong things to start with? How do you think robots will be used in the future?
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea. Ask: Why do you think the author wrote this text?
- Look at the back cover. Discuss the different sandwich fillings and which ones students prefer. Together, write clear instructions for a robot to make a favourite sandwich. The instructions could be illustrated with diagrams and arrows.
- Re-read page 9, focusing on the punctuation. Focus on the purpose of the capital letters, full stops, comma, speech marks, question mark and exclamation mark. Demonstrate reading without punctuation marks and then repeat, acknowledging how the meaning becomes clearer when punctuation marks are observed.

## **Phonics**

- Write the words *slice, recipe, ice, mice, twice, price* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sl-ice, slice*. Read the words together and talk about the meaning of each. Students think of more soft c words to add to the list, e.g. *place, nice, once, rice*.

## **Word Study**

- Talk about the words *everyone, which, asked, work, did, all, what, they*. Read them together. Ask students to locate the words in the text. Discuss the meaning or use of each word.

## **Fluency**

- Choral read a page with students. Model emphasising repetitive parts and using intonation.

## **Writing**

- Students write about what they would do if they had a robot. What instructions would they give it? How would they make them clear so the robot understood?
- Students use recycled cartons etc, to make their own robot. They paint it and name it.
- Students make sandwiches in class. They write instructions about what to do in order as they complete each step. They enjoy eating their sandwich. They could swop sandwich making instructions with a partner to see if their instructions were clear enough.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Art Is Us

## GOALS

### Comprehension

Reading strategies: Ask: What are some of the things that good readers do?  
Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** us, lived, use/d, these, been, inside, would, called

**Content Words:** learn, important, art, decorate, past, paintings, cave, information, handwriting, stories

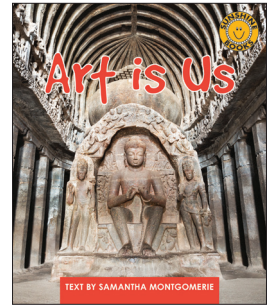
### Phonics

**Letters and Sounds:** Recognise and produce words that end with the same vowel sound -ure

**Words to Blend and Segment:** picture, figure, mixture, furniture, fracture, manure

### Fluency

Pick a page that most students can read easily. Ask them to re-read it with pace and expression.  
Model how to do this if necessary. Students repeat.



People all over the world use art to show what is important in their lives and cultures.

## Before Reading

- Read the title and the author's name. Then read them together. Ask: What could the title mean? What do you know about art? Discuss what students see in the pictures on the cover and title page.
- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Read the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different places art occurs. Discuss what makes the art on each page. Bring words like *learn*, *important*, *art*, *decorate*, *past*, *paintings*, *cave*, *information*, *handwriting*, *stories* into the conversation.
- Before turning to page 24, ask students how they think the book might end.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What kind of art do you see? Look for tricky words like *important*, *decorate*, *learn*. Discuss their meaning. Break the words into chunks or syllables, e.g. *im-por-tant*, *important*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Read the heading. Find the words *past*, *paintings*, *cave* in the text. Talk about the meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures about art before reading each page.
- Look at the index and find pages where there is more information about tombs. Students ask a partner questions about the index, e.g. What page has information about hunting?
- Students read the text independently or with a partner.



## **After Reading**

Invite students to discuss the text.

- Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Check on the accuracy of students' predictions made at the beginning. Re-tell the text using the pictures on each page as a guide.
- Look at the back cover. Talk about the masks from Africa.
- Discuss and model how to summarise the text. Together, work through the text chapter by chapter, summarising each. Then look for a main thread or theme that might summarise the whole text.

## **Phonics**

- Write the words *picture, figure, mixture, furniture, fracture, manure* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *fig-ure, figure*.

## **Word Study**

- Talk about the words *us, lived, use/d, these, been, inside, would, called*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Students identify syllables in words and clap as you say them, e.g. *ab-or-ig-in-al, tribe, ter-ra-cot-ta, sym-bol*. Together find one-syllable words in the book to clap, e.g. *made, large*. Have students clap two-syllable words, e.g. *af-ter, in-side*.

## **Fluency**

- Pick a page that most students can read easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.

## **Writing**

- Students make a web showing why art is useful to us, e.g. it tells us about the past. They label and illustrate their web. They can share it with the class.
- Students make an artwork about something that is special to them. They write some sentences to say what is special about it and what story it tells.
- Students create an approximate time line of the art in the text. They identify the country where the art originated, if known. They illustrate with a thumbnail of the art.
- Students research and write a story about ancient art, using inspiration from the text, e.g. totem poles, rock art, cave painting.
- Students research how calligraphy is a visual form of writing. They write sentences about it and give some examples.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Cooper, the Super Juggler

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the story.

### Vocabulary

**High-frequency Words:** people, when, good, going, three, right, how, want

**Content Words:** juggling, juggler, throw, hand, catch, learn, practice, circus, dreams, left

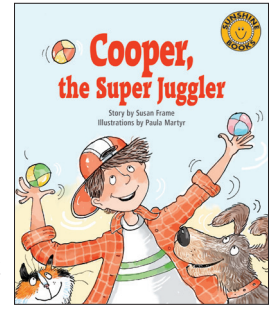
### Phonics

**Letters and Sounds:** Recognise and produce words with the oo sound as in super and Cooper.

**Words to Blend and Segment:** Cooper, super, too, room, soon

### Fluency

Model fluent reading of a section of the text, noting the punctuation and making the different characters sound different. Students repeat.



After reading a book about the circus, Cooper decides to teach himself how to juggle. He follows instructions and practises until finally he can juggle.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the rhyme in the title. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is a juggler? Have you read any other stories by Susan Frame? Did you like them?
- Together look at the cover. Ask: What do you see? What is the boy doing?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *juggling, juggler, throw, hand, catch, learn, practice, circus, dreams, left* into the conversation.
- On page 22 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Turn to pages 2–3. Ask: What is Cooper doing in the picture? Look at the thought bubble. What is he dreaming of? Locate the words *juggling, juggler, circus* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- Turn to pages 4–5. Ask: What is happening? What is different? Look for the words *sword, brain, teach* to confirm. Read the words together. Draw attention to the silent w in *sword*.
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences? What was the one thing Cooper didn't dream about and why? Did you notice what the cat and dog are dreaming about?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Ask: Do you think it was a good idea for Cooper to learn to juggle? Why? What would you have done in a similar situation? What genre is this story? Do you think it is based on a true story?
- Discuss and model how to identify the main idea of the story.
- Re-read page 14 together, paying attention to the punctuation marks. Change your voice for the characters and make your voice sound interesting.
- Students look at the back cover and discuss the pictures and their order in the story. Discuss what Cooper is doing in each one.
- Ask: What are the possible reasons for the author writing this text?

## **Phonics**

- Write the words *Cooper*, *Super*, *too*, *room*, *soon* on the board to practise blending and segmenting the onsets and rimes together, e.g. *r-oo-m*, *room*. Read them together and talk about the meaning of each. Think of more oo words to add to the list, e.g. *broom*, *moon*.
- Notice the soft c in *circus* and *bounces*. (It sounds like /s/.) Students think of other words with a soft c. (*once*, *twice*, *ice*). Read them together.
- Students identify syllables in words and clap as you say them, e.g. *prac-tise*, *jugg-ling*. Together find one-syllable words in the book to clap, e.g. *reads*, *balls*. Have students clap two-syllable words, e.g. *learn-ing*, *Coop-er*.

## **Word Study**

- Talk about the words *people*, *when*, *good*, *going*, *three*, *right*, *how*, *want*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Look at the word *phew* on page 18. Note the ph is the /f/ sound. Say the words. Ask: What does *phew* mean? Brainstorm other words with ph, e.g. *dolphin*, *phone*.

## **Fluency**

- Model fluent reading of a section of the text, noting the punctuation and making the characters sound different. Students repeat.

## **Writing**

- Students make a programme for Cooper when he joins the circus. It should say what he will juggle and in what order. They can make a poster to go with it, using page 21 as a model.
- Students make an invitation to Cooper's next juggling display in the street. They illustrate and share it with the class.
- Students write instructions for teaching someone to juggle. They can use pages 6–9 for help.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Daisy Dog

## GOALS

### Comprehension

Re-tell the story using the pictures on each page as a guide. Discuss the meaning of *clunky*, *clanky* (page 4) and how Daisy knew where the tool was.

### Vocabulary

**High-frequency Words:** ran, soon, children, this, that, dog, must, some

**Content Words:** garden, hole, hammer, bone, shed, gate, found, summer, ground, sound

### Phonics

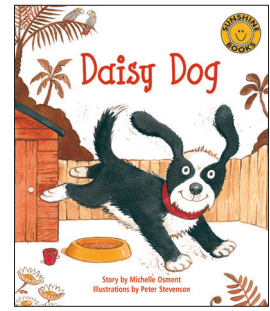
**Letters and Sounds:** Identify and make rhyming words, e.g. pole, hole,

mat, cat, food, mood

**Words to Blend and Segment:** ou sound: sound, ground, around, found, bound, hound, loud, shout, about

### Fluency

Model reading the text with expression, noting punctuation, rhythm and rhyme. Students repeat



Daisy likes to hide things in holes she's dug. So, when her owner needs his hammer Daisy is the one to find it.

## Before Reading

- Look at the cover together. Ask: What do you see happening? How would you describe the dog? Where is she?
- Read the title. Ask what students notice about the words. Talk about alliteration.
- Read the names of the author and illustrator. Have students read any other stories by Michele Osment? Have they seen any other stories illustrated by Peter Stevenson? Ask if they liked reading them and what they thought of the illustrations.
- Students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different about how Daisy looks in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening to Daisy the dog on each page. Bring words like *garden*, *hole*, *hammer*, *bone*, *shed*, *gate*, *found*, *summer*, *ground*, *sound* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues.
- Turn to pages 2–3. Ask: Where does Daisy live? Locate the word *garden*. Read the chunks or syllables, *gar-den*, *garden*. What is Daisy doing? Find and read the words *hole*, *hammer*, *bone*. Read the page together.
- Look at pages 4–5. Ask: What is Daisy doing now? How does the illustration tell us where she has been running? How does Daisy look? Why is she so excited? Read the sentences together.
- Follow this pattern for each page up to page 23, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text. Ask: Did you like the ending? Why? How would you read the last sentence? Why did the hammer need cleaning?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Ask: How would you describe Daisy Dog? What can you say about Bill?
- Re-tell the story using the pictures on each page as a guide. Discuss how Daisy knew where the tool was and the meaning of *clunky*, *clanky*.
- Look at the back cover. What things do you think Daisy would like to play with? What things are not suitable for dogs to play with?

## **Phonics**

- Write the words *sound*, *ground*, *around*, *found*, *bound*, *hound*, *loud*, *shout*, *about* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *s-ound*. Brainstorm other words with /ou/ as in sound and write them on the board. Read them together.

## **Word Study**

- Talk about the words *ran*, *soon*, *children*, *this*, *that*, *dog*, *must*, *some*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word. Make sentence strip definitions to match to the words.
- Talk about contractions using *don't* as an example. Students make a two-column chart showing contractions and the expanded words in the story. They can add any others they know, e.g. *it's*, *didn't*, *she's*, *we'll*.
- Find words in the story with double consonants to break into syllables, e.g. *ham-mer*, *sum-mer*, *fun-ny* etc. Together say the words and clap the syllables as you say them. Note that the break comes between the double letters.
- Have students find the word *ducked* on page 18. They discuss the meaning.

## **Fluency**

- Model reading the text with expression, noting punctuation, rhythm and rhyme. Students repeat.

## **Writing**

- Students draw a picture from the story. They find a matching sentence in the story and write it. They read their sentence to a partner and share their picture.
- Students write a new paragraph describing other things Daisy Dog could hide or play with. They include some of the interesting words from the story.
- Students make a time line noting the events in the story from Daisy Dog's point of view. They illustrate and label the time line, then use it to re-tell the story to the class pretending they are Daisy Dog.
- Students make a web with Daisy Dog in the middle. They surround it with words that describe what Daisy Dog did in the story.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Dragon Dance

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the text.

### Vocabulary

**High-frequency Words:** magic, river, red, dragon, head, animal, night, want

**Content Words:** snake, festival, lanterns, front, behind, middle, luck, dance, brave, strong

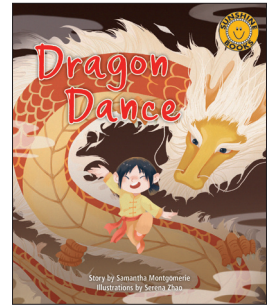
### Phonics

**Letters and Sounds:** Recognise and produce words that have the vowel sound /i\_e/ (long i) as in like.

**Words to Blend and Segment:** like, life, wise, bike, nice, price, knife

### Fluency

Choral read parts of the story with students pointing to the words as they are read. (Model emphasising interesting words like twirl, swirl, twist, swish.)



Chan loves to dance and she especially wants to do the dragon dance at Chinese New Year.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the alliteration in the title. Explain to students that alliteration is a skill authors use to enhance their writing.
- Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is a dragon dance? Have they read any other stories by Samantha Montgomerie? Did they like reading them?
- Together look at the cover. Ask: What is the girl doing? Can you see a dragon? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Is it the same dragon? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *snake, festival, lanterns, front, behind, middle, luck, dance, brave, strong* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the girl doing? Is this the same girl as the one on the cover? What do you see happening? Locate the tricky words *swish, swirl, twist, twirl, festival, lanterns* to confirm. Discuss their meaning. Remind students to make sure the words look right, sound right and make sense.
- Read the sentences together. Notice the alliteration of sw and tw, e.g. *twist/twirl; swish/swirl*. How do these words sound? Can you picture dancing by swishing and swirling?
- On pages 4–5, ask: What is happening now? Look for the tricky words *colourful, jiggled, noticed*. Read the words together. Notice and emphasise the alliterative words again.
- Follow this pattern for each page up to page 23. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?



## **After Reading**

Invite students to discuss the text.

- Ask: Why did Chang want to be the dragon's head? How did Dad change her mind? On page 12, what does Dad mean when he says "takes a whole team of dancers"?
- What type of genre is this story? Do you think it could be based on true facts?
- Discuss and model how to identify the main idea of the text.
- Re-read the story together making sure students are aware of the punctuation marks and changing voices for the characters.
- Look at the back cover. Discuss how dragons are important to Chinese people. Does this one look similar to the one Chang was part of?
- Re-read page 8, focusing on the punctuation. Demonstrate reading without punctuation and then repeat, acknowledging the difference when you use it. Notice how the meaning becomes clearer when punctuation marks are observed.
- Tell students that authors use similes to describe and compare two things. They use like or as, e.g. slither like a snake (page 12), flow like a river (page 12). Students find more examples in the story. They write their own example to share.

## **Phonics**

- Identify and produce words with i\_e (long i). Write the words *like, life, wise, bike, nice, price, knife* on the board to practise blending and segmenting the onsets and rimes, e.g. *l-ike, like*. Read them together and talk about the meaning of each. Students think of more i\_e words.

## **Word Study**

- Talk about the words *magic, river, red, dragon, head, animal, night, want*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. On page 4 *want* means "would like".
- Students find words in the story starting with digraph ch, e.g. *choose, Chinese, Chang*. Brainstorm other words with ch.
- Students look in the story for words with the soft c like ice. (*noticed, dancer, dance, danced*) They think of other words to list and say.
- Students write another page for the story. They imagine what happened to the dragon in the sky. They illustrate and share their new endings.

## **Fluency**

- Choral read parts of the story with students pointing to the words as they are read. Model emphasising interesting words like *twirl, swirl, twist, swish* on page 2.

## **Writing**

- Organise a class project where students discuss what countries class members come from. They mark these on a world map. They talk about the different cultures and festivals that might be relevant. Have individuals draw and write about these to share and display.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Good Habits

## GOALS

### Comprehension

Making connections: Read the back cover. Share which of these good habits you do.

Ask: What other good habits do you do?

### Vocabulary

**High-frequency Words:** each, there, good, must, play, same, every, because

**Content Words:** January, December, habits, remember, exercise, sleep, vegetables, fruit, shower, today

### Phonics

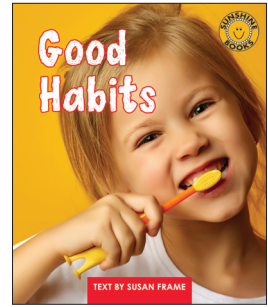
**Letters and Sounds:** Identify and produce rhyming words, e.g. December/remember; swim/gym; strong/long

**Words to Blend and Segment:** ay (long a): day, play, say, pay, way, stay, always

### Fluency

Model reading of the text with expression, noting the punctuation, rhythm and rhyme.

Students repeat.



Do you clean your teeth morning and night? Do you do plenty of exercise and get lots of sleep? These are just some of the good habits in this rhyming text.

## Before Reading

- Elicit what students would define as good habits. Ask: What do you know about good habits?
- Read the title together then read the author to them. Ask: Have you read any books by Susan Frame? Students share their experiences.
- What could the title mean? Discuss what they see in the pictures on the cover and title page and how they relate to the title. Ask: Are they examples of good habits? When do you clean your teeth? Is it a habit after breakfast and before bed?
- Look at the back cover. Ask: Which of these good habits do you do?
- Help students use the cover and the title page to make predictions about the text.
- Talk/walk through the pictures. Notice the different places where good habits happen. Discuss what makes a good habit on each page. Bring words like *January, December, habits, remember, exercise, sleep, vegetables, fruit, shower, today* into the conversation.
- Before turning to page 24, ask students how they think the book might end.

## Reading the Text

- Read the title together.
- Turn to pages 2–3. Ask: What is happening in the picture? Look for tricky words like *January, December, remember, habits*. Break the words into chunks or syllables, e.g. *Jan-u-ar-y, January*. Then read the text together, pointing to the words as you read.
- On pages 4–5, discuss the pictures. Find the words *exercise, sleep, muscles, healthy* in the text. Talk about their meaning. Read the words together. Then read the text.
- Follow this pattern for each page, discussing the pictures and tricky words about good habits before reading each page.
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Read the back cover and share which of these good habits students do. Ask: What other good habits do you have?
- Re-tell the text using the pictures on each page as a guide. Discuss the good habits. Ask: What can be learnt from this story?

## **Phonics**

- Have students identify and produce rhyming words in the text, e.g. *December/remember; swim/gym; strong/long*.
- Write words with -ay (long a) *day, play, say, pay, way, stay, always* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *d-ay, day*. Together brainstorm more words with -ay to add to the list, e.g. *may, bay, lay, ray, spray, today*. Remind students that there are other spellings for long a such as ai and a\_e.

## **Word Study**

- Talk about the words *each, there, good, must, play, same, every, because*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Play a spelling or memory game with the cards, e.g. use alphabet letter tiles or cards to make the words.

## **Fluency**

- Model reading the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.

## **Writing**

- Good habits are either worthwhile or helpful. Students write a poem or story saying why good habits are so helpful.
- Students write about one or more of their good habits. What are they and when do they do them? They illustrate their writing.
- Students draw a picture of a good habit from the book. They write the matching sentence from the text and share with a partner.
- Make a game with rhyming words together. Choose rhyming words from the book and write them on cards. The cards can be used to make a matching game with students.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Hairy Facts

## GOALS

### Comprehension

Making connections: Read the back cover. Discuss your hair colour, your friends' hair colour and your family's hair colour. Who has the same colour as you?

### Vocabulary

**High-frequency Words:** head, about, round, keep, know, than, tell, who

**Content Words:** hair, born, bald, strong, warm, curly, straight, blonde, redhead, black

### Phonics

**Letters and Sounds:** Recognise and produce words that have the same vowel sound: -air

**Words to Blend and Segment:** air, hair, hairy, fair, pair, hairstyle, stairs, chair

### Fluency

Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.



Most of us have hair on our heads. What colour is it? Why? Check out these and other facts about hair.

## Before Reading

- Read the title together. Ask: Who is the author of the text? Why is there no illustrator? How do you know that this book is non-fiction?
- Discuss what students see on the cover and title page. Ask: What do the photos show about hair?
- Read the back cover. Match the words to the pictures. Discuss their meaning. Discuss students' hair colour, their friends' hair colour and their family's hair colour. Ask: Who has the same colour hair as you?
- Read the title and the table of contents to give an idea of what the text might be about.
- Talk/walk through the pictures. Notice the different hair colours and hair styles. Discuss what students see on each page. Bring words like *hair*, *born*, *bald*, *strong*, *warm*, *curly*, *straight*, *blonde*, *redhead*, *black* into the conversation. Notice how hair grows on page 12.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? How many hairs do we have? Look at the text to get some clues. Look for tricky words like *people*, *hairs*, *head*. Break the words into chunks or syllables, e.g. *peo-ple*. Then read the text together, pointing to the words as you read. Make sure the words make sense, look right and sound right.
- Turn to pages 4–5 and discuss the photos. Ask: What do you see? Find the words *born*, *blonde*, *darker*. Share experiences of what students were like as a baby. Ask: Were you born with hair? Read the words together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Look at the index and find the pages where there is information about follicles. Students ask a partner questions about the index, e.g. Which page has information about wigs?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Ask: Who would like to be a hair stylist when they grow up? What does hair protect? Discuss which hairstyle students like.
- Re-tell the text using the pictures on each page as a guide. Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book?

## **Phonics**

- Recognise and produce words that have the same vowel sound – air. Write the words *air, hair, hairy, fair, pair, hairstyle, stairs, chair* on the board to chunk and say them as a group, e.g. *h-air, hair*. Discuss the meaning of each word and have students use it in a sentence.

## **Word Study**

- Talk about the words *head, about, round, keep, know, than, tell, who*. Copy and print two sets of flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students could play a memory matching game with them.
- Students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Students draw a picture of a head of hair in the middle of a web. They can write different words related to hair as labels around the picture.
- Choose one chapter to re-read. Make a quiz about hair where the answers are in the text, e.g. Hair and Science, page 21, Question 1: What is DNA?

## **Fluency**

- Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.

## **Writing**

- Students write and illustrate a fact from the text, e.g. The colour of your hair depends on your parents. They share this with a partner.
- Students make a poster showing different hairstyles with captions to name them and write a sentence about each.
- Students draw themselves and their family, labelling the different hair colours.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Learning Experience

## GOALS

### Comprehension

Discuss strategies for reading a play: Which words set the scene or explain actions?

Which parts do characters read? Which parts does a narrator read?

Predict what the play might be about.

### Vocabulary

**High-frequency Words:** we're, two, well, take, much, thing/s, bad, I've

**Content Words:** game, yesterday, ready, learn/ing, class, office, test, group, solve, problem/s

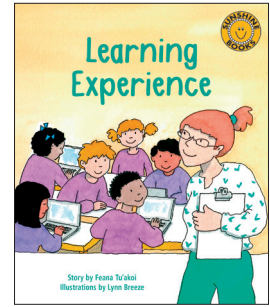
### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. learn-ing, ex-per-i-ence, un-us-u-al, did-n't, fin-ish-ing

**Words to Blend and Segment:** ow (long o): own, show, know, window, low, mow

### Fluency

Read the play as a Readers' Theatre together before taking character parts in groups.



In this play, the children are in class waiting for their teacher. She is late so they practise being self-managers of their own learning.

## Before Reading

- Read the title and the names of the author and illustrator to students. Read the title together. Ask: What could the title mean? Have they read any other stories by Feana Tu'akoi. Share their experiences.
- Look at the cover. Ask: What do you see? What is the setting? Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page. Ask: What do you see? These are the characters in the play. This is a drama. The characters are from the class on the cover. Read their names together.
- Discuss strategies for reading a play. Ask: Which words set the scene or explain actions? Which parts do characters read? Which parts does a narrator read? Predict what the play might be about.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *game, yesterday, ready, learn/ing, class, lessons, test, group, solve, problem/s* into the conversation. On page 21, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What can you say about the class? Locate tricky words like *heard, finishing, hurry* to confirm. Break them into chunks or syllables, e.g. *fin-ish-ing*. Students should make sure the words look right, sound right and make sense. Read the sentences together for the reader/narrator and each character.
- On pages 4–5, ask: What is happening in the picture? Look for the words *yesterday, self-managers, ready, learning, usually* in the text to confirm. Discuss their meaning. Give examples of being *self-managers*. Read the words together.
- Review predictions for the ending made earlier, then turn to page 22 to reveal the ending.
- Have students discuss what they see in the illustration. Read the reader's text together. Ask: Did you like the ending? Why? On page 24, why are the children laughing?

## **After Reading**

Invite students to discuss the text.

- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. Ask: What did the children do that would make Ms Crook feel proud? Review what the title “Learning Experiences” means now that you have read the play. Is it different to what you thought when looking at the cover at the beginning of the lesson?

## **Phonics**

- Have students identify syllables in words and clap as you read them, e.g. *learn-ing*, *ex-per-i-ence*, *un-us-u-al*, *did-n't*, *fin-ish-ing*.
- Write the words *own*, *show*, *know*, *window*, *low*, *mow* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-ow*, *show*. Read the words together and talk about the meaning of each. Students think of more ow words to add to the list, e.g. *throw*, *tow*, *crow*, *blow*.

## **Word Study**

- Talk about the words *we're*, *two*, *well*, *take*, *much*, *thing/s*, *bad*, *I've*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Have students discuss the meaning or use of each word in the book.
- Students find the word *thought* on page 12. Together build a list of words with the letter cluster -ought, e.g. *bought*, *brought*, *ought*. Compare these words with *caught* on page 14. Students make a list of words with the letter cluster -aught.

## **Fluency**

- Have students read the play as a Readers' Theatre together before taking character parts in groups. They act out the play in groups of eight. One student reads the directions.

## **Writing**

- Students write a recount of times when they have been responsible, a self-manager or have solved problems. Remind them to edit their writing. They illustrate and share.
- Students make a setting, characters, problem, solution summary of the story. Under the four headings, they label and illustrate the main points and use this to re-tell the story.
- Brainstorm how the drama might continue. What happens next? Students write a new ending to the play. They say what happens after Ms Crook comes back. What learning will they do?
- Look at the back cover and talk about the differences between classrooms now and in the past.
- Have someone come to school to talk about school in the 1950s or visit a local museum that has memorabilia from that era. Students write a report about the visit. They illustrate and display their findings.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Let's Go to the Sahara

## GOALS

### Comprehension

Ask: Is this book fiction or non-fiction? How do you know? (photos)

What is the difference? (Non-fiction is true and informs) Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.

### Vocabulary

**High-frequency Words:** any, than, place, hot, very, sleep, plants, water

**Content Words:** world, desert, Arctic, Antarctic, sandy, freezing, sunhat, daytime, burrows, camel

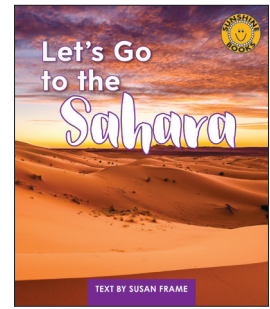
### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. Arc-tic, An-tarc-tic, des-ert

**Words to Blend and Segment:** Identify and make superlatives ending in -est; eg, biggest, hottest

### Fluency

Choose a heading from the contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



The Sahara desert is the world's hottest desert but people and animals live there.

## Before Reading

- Read the title together. Ask: Who wrote the text? Have you read any other books by Susan Frame? Share experiences.
- Discuss what students see in the pictures on the cover and title page. What do the photos show about the Sahara desert?
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Students make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to give an idea of what is going to appear in the text.
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *world, desert, Arctic, Antarctic, sandy, freezing, sunhat, daytime, burrows, camel* into the conversation. Notice interesting things about the desert such as whether you would need warm or light clothing.

## Reading the Text

- Read the cover and the contents page together.
- Turn to pages 2–3, ask: What do you see in the photo? What makes a desert? Look at the text to get some clues. Look for tricky words like *desert, sandy, dunes*. Break the words into chunks or syllables, e.g. *des-ert*. Then read the text together pointing to the words as they are read. Include the captions. Make sure the words make sense, look right and sound right.
- On pages 4–5, ask: What do you see? Deserts can be icy. Look for the words *Arctic, Antarctic, hardly*. Chunk the words and read them. Discuss their meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Look at the index and find the page with information about an oasis. Students ask a partner questions about the index, e.g. On what pages will you find information on date palms?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Ask: What kind of clothes do people wear in the desert? How do animals survive in the desert? Discuss nomads and how they live in the desert. What is different about the way they live?
- Re-tell the text using the pictures as a guide. Discuss the special features of deserts.
- Model how to summarise the text. Work through the text chapter by chapter summarising each. Then look for a main thread or theme that can cover the whole text.
- Have students look at the design on the page numbers. What effect do you think the designer was hoping for? How does this effect add to the design of the book?
- What do students think the author's purpose was for writing the book? What have they learnt from this book?
- Look at the back cover. Discuss whether you would like to visit a desert. Ask: Does it look like fun to ride a camel? How would it be different to riding a horse?

## **Phonics**

- Identify syllables in words and clap as they are spoken, e.g. *Arc-tic, An-tarc-tic, des-ert*.

## **Word Study**

- Write the words *biggest, hottest* on the board to chunk and say them as a group, e.g. *big-gest*. Brainstorm more words with *-est*, e.g. *lightest, brightest, longest, shortest, coldest, smallest*. Students say the words, and discuss their meaning and use them in a sentence.
- Talk about the words *any, than, place, hot, very, sleep, plants, water*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words. Discuss their meaning in context. Play a spelling game, such as hangman, with them.
- Ask students to find all the words that are contractions, e.g. *isn't, doesn't, don't*, and expand them. Discuss the meaning and use of contractions. They read the words together with a partner. Brainstorm other contractions students know, e.g. *didn't, can't*.

## **Fluency**

- Choose a heading from the contents page and go to the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

## **Writing**

- Students draw a picture of a desert in the middle of a web. They write different words relating to deserts branching out from the web, e.g. nomads, caravan, camels.
- Students write and illustrate a fact from the story, e.g. On page 17, people eat the dates that grow on this tree. They share with a partner.
- Students make a chart about plants that live in the desert. They label and illustrate it and share with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# My Farm Diary

## GOALS

### Comprehension

Make connections: Think about a time when something similar has happened to you. Have you ever been on a sleepover?

### Vocabulary

**High-frequency Words:** don't, their, took, know, inside, that's, after, even

**Content Words:** shearers, wool, quad-bike, lamb, prawns, rooster, rained, sleepover

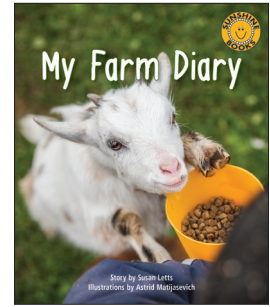
### Phonics

**Letters and Sounds:** Recognise and produce words that have /or/

**Words to Blend and Segment:** for, morning, stories, more, forgot

### Fluency

Model fluent reading of a section of the text for students to repeat.



The child keeps a diary about a sleepover on a farm. Nan and Pa have a sheep farm and there are goats and chickens and lots of different things to experience.

## Before Reading

- Look at the outside back cover. These pictures give an idea of what the book might be about. Discuss what students might like to do on a farm.
- Read the title and the names of the author and illustrator. Read the title together. Ask: What could the title mean? What is a diary? A diary is written by someone to talk about their daily activities. It is a personal record of what he/she has been doing. Ask: Do any of you keep a diary?
- Together look at the cover and discuss. Ask: What animal is shown? What is it doing?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *shearers*, *wool*, *shorn*, *quad-bike*, *lamb*, *prawns*, *rooster*, *rained*, *sleepover* into the conversation.
- On page 23, have students predict how the diary might end.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Explain that the child is writing a diary of a sleepover at their grandparents' farm. They are using a diary app on their device. They write about their daily activities and load photos too. Have students locate the words *diary*, *sleepover*, *middle*, *nowhere* to confirm. Make sure the words look right, sound right and make sense.
- Read the sentences together. Ask: What does the child call the grandparents? What do you call your grandparents? From whose point of view is the story written?
- On pages 4–5, ask: What is happening here? Look for the words *shearers*, *sheepdogs*, *chase*, *vegetables*, *cook-up* in the text to confirm. Read the words together.
- Why does the child say “Boo hoo” on Sunday on page 22? On page 23 review the predictions for the ending made earlier, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Do you think the grandchild was happy to be home? What was the last thing they did on the farm? How could you summarise the child's feelings on the last three days of the diary?

## **After Reading**

Invite students to discuss the text.

- Ask: Do you think it was a good idea to keep a diary of the farm sleepover? Why? What would you have done in a similar situation? Do you think it is based on a true story? What made the child start to get homesick? What day was that?
- Choral read the story together. Take turns reading different days of the diary in groups.
- Students analyse the characters of Nan and Pa. What can you say about each character?
- Students think about a time when something similar has happened to them. Ask: Have you ever been on a sleepover? Can you remember your first ever sleepover? Share your experiences. Did you get homesick?
- Revisit the back cover. Follow the story map to discuss the farm activities.

## **Phonics**

- Recognise and produce words that have /or/ sound. Write the words *for, shorn, morning, stories, more, forgot, shortbread, lemonade* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-orn, shorn*. Read the words together and talk about the meaning of each. Students think of more words to add to the list, e.g. *corn, born, torn, store, fort*.
- Talk about the past-tense verbs in the diary. (*came, did, followed, showed, told, took*) Together find more examples.
- Have students find compound words in the story like *homesick, stir-fry, quad-bike*. List them and explain their meaning.

## **Word Study**

- Talk about the words *don't, their, took, know, inside, that's, after, even*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in context, e.g. *don't* is short for do not. Students scan the text for other contractions to expand and discuss their meaning.
- Have students build a list of words with the suffix *-wards* as in *afterwards* on page 11.
- Students draw a picture from the diary. They find the words, they write them and then read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat.

## **Writing**

- Students make a story map of the activities the grandchild did on the farm. They label and illustrate their story map and share with the group.
- They write a story about the hens and what their names mean. They can illustrate with drawings or use a picture from the internet.
- They write their own diary about what they did in the weekend. They can illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Play Ball!

## GOALS

### Comprehension

Making connections: Ask: Have you ever played with a ball? What games have you played? Look at the cover. What game is being played here?

### Vocabulary

**High-frequency Words:** away, how, or, has, been, small, fast, only

**Content Words:** catch, hit, throw, tennis, hockey, baseball, basketball, football, polo, soccer

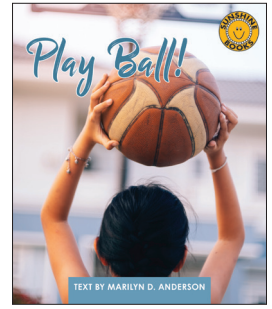
### Phonics

**Letters and Sounds:** Identify and produce compound words, e.g. softball, football, indoor

**Words to Blend and Segment:** Identify and produce words with ch: children, chase, punch, watch, catch, each

### Fluency

Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.



A ball is used in so many sports.

## Before Reading

- Read the title and the name of the author together.
- Ask: Have you ever played with a ball? What kind of game did you play?
- Look at the cover. What game is being played here? What is the girl doing with the ball?
- On the back cover, discuss which game uses each of the three balls.
- Talk/walk through the pictures. Notice the different places where balls are used. Discuss what ball game is being played on each page. Bring words like *catch*, *hit*, *throw*, *tennis*, *hockey*, *baseball*, *basketball*, *football*, *polo*, *soccer* into the conversation.

## Reading the Text

- Read the cover together.
- Turn to pages 2–3, ask: What game are the people playing? What things are happening with the ball? Look for tricky words like *catch*, *hit*, *throw*. Discuss their meaning. Break the words into chunks or sounds, e.g. *thr-ow*. Then read the text together, students point to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *football*, *soccer*, *professional*, *millions* in the text. Talk about the meaning in context. Read the words together. Then read the text.
- Follow this pattern for each page, discussing the pictures and words before reading each page.
- Look at the index and find which pages have information about baseball. Students ask a partner questions about the index, e.g. Which pages have information on squash?
- Students read the text independently or with a partner.



## **After Reading**

Invite students to discuss the text.

- Re-tell the text using the pictures on each page as a guide. Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book? How many different types of ball games can you name?
- Look at the design of the page numbers. Ask: What is it? How does this feature add to the book?

## **Phonics**

- Have students identify and produce compound words from the text, e.g. *softball, football, indoor*. They write the word and then the two words that make the compound word.
- Identify and produce words with *ch*. Write the words *children, chase, punch, watch, catch, each* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *ch-ase*. Students brainstorm more words with *ch* to add to the list, e.g. *check, choose, chick*. Explain that *c* and *h* combine to make one sound, the *ch*- digraph.

## **Word Study**

- Talk about the words *away, how, or, has, been, small, fast, only*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students can play a spelling or memory game with the cards, e.g. unscramble words such as *wyaa* (*away*).
- Have students locate words that end with *ball*. These are compound words with the base word *ball*, e.g. *volleyball, basketball, baseball, softball, football*. Read the words. Write the words. Have students separate them and rejoin them, e.g. *volley + ball = volleyball*. They think of more ball games that include *ball* in the name.

## **Fluency**

- Students choose an item from the index and find the page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.

## **Writing**

- Students make a web showing ball games. They illustrate and label it and share with the class.
- Students write a riddle for a partner to guess what game or ball they are describing, e.g. I am small and made of rubber with a felt covering. I am often yellow. What am I? (A tennis ball)
- Have students write a poem saying why balls are incredible.
- Students draw a picture of a ball from the book and then write the matching sentence.
- Students choose a ball from pages 22–23 and write a guide to show how it is made. They may need to research the subject. They show the steps with arrows in a flow diagram and illustrate and share.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# The Gibbon Family

## GOALS

### Comprehension

Re-tell the text using the photos on each page. Ask a question, e.g. “Is a gibbon an ape or a monkey? How do you know? What can be learnt from this text?”

### Vocabulary

**High-frequency Words:** after, eat, two, tree, through, way, feet, morning

**Content Words:** tail, ape, arm, gibbon, gorilla, monkey, clever, rainforest, save, move

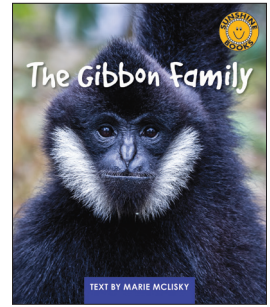
### Phonics

**Letters and Sounds:** Recognise and produce words that have the vowel sound ee (long e)

**Words to Blend and Segment:** tree, feet, keeping, seen, keen, see, been

### Fluency

Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.



Gibbons belong to the ape family and they are the cleverest ape. Find out what they can do.

## Before Reading

- Read the title together. Ask: Who wrote the text? Discuss what students see on the cover and title page. What do the photos show about gibbons? What do students think this book might be about? How do they know that this book is non-fiction?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the differences between different apes and monkeys. Discuss what students see on each page. Bring words like *tail, ape, arm, gibbon, gorilla, monkey, clever, rainforest, save, move* into the conversation.

## Reading the Text

- Read the cover and the contents page together.
- Turn to pages 2–3. Ask: What do you see in the photos? Look for tricky words like *ape, monkey, largest, smallest*. Break the words into chunks or syllables, e.g. *mon-key*. Discuss the meaning and then read the text together, pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- On pages 4–5, discuss the pictures. What do students see? Find the words *clever* and *tails*. Ask: What is the difference between a monkey and an ape? Read the words together.
- Follow this pattern, discussing the pictures and any tricky words before reading each page.
- Look at the index and find the page with information about chimps. Students ask a partner questions about the index, e.g. Which page has information about gorillas?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Ask: How do gibbons keep safe? Discuss what people can do to help save gibbons.
- Re-tell the text using the photos on each page. Ask: Is a gibbon an ape or a monkey? How do you know? What can be learnt from this story?
- Discuss and model how to summarise the text. Work through the text chapter by chapter, summarising each. Then look for a main thread or theme that might describe the text.
- Have students discuss the design on the page numbers. What effect do you think the designer was hoping for? How does this add to the design of the book?
- What do students think the author's purpose was for writing the book? What have they learnt from this text?
- Look at the back cover. Discuss what the four apes are and the differences between them.

## **Phonics**

- Recognise and produce words that have the vowel sound ee (long e). Write the words *tree*, *feet*, *keeping*, *seen*, *keen*, *see*, *been* on the board to chunk and say them as a group, e.g. *tr-ee*. Students brainstorm more words with ee. (*bee*, *free*, *creep*, *steep*) They say them, discuss their meaning and use them in a sentence.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *rain-for-est*, *kil-om-et-res*. Together look for one-syllable words in the book to clap, e.g. *apes*, *live*. Have students clap two-syllable words, e.g. *bal-ance*, *gib-bon*.

## **Word Study**

- Talk about the words *after*, *eat*, *two*, *tree*, *through*, *way*, *feet*, *morning*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Students choose one chapter to re-read and make a quiz about it, e.g. Movement, pages 14–16. Question 1: What do gibbons use for balance? Students ask a partner the quiz questions.

## **Fluency**

- Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.

## **Writing**

- Students write and illustrate a fact from the story, such as how fruit is 70% of a gibbon's diet. They share their fact with a partner.
- Students research and brainstorm ways to help save gibbons. They collaborate to make a wall chart to display their findings.
- Students draw a picture of a gibbon in the middle of a web. They write different words for gibbon characteristics branching out from the web and illustrate where possible.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Extreme Vehicles

## GOALS

### Comprehension

Discuss the possible reason for the author writing this text.

### Vocabulary

**High-frequency Words:** with, that, across, could, snow, air, next, through

**Content Words:** extreme, buggy (ies), wheelchairs, difficult, vehicles, wheel, track, swamp, giant, stuck

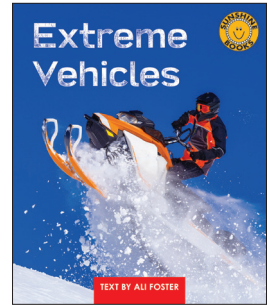
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same y ending (long e)

**Words to Blend and Segment:** sandy, muddy, icy, snowy, knobbly

### Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



Exciting and fast, these extreme vehicles can go where ordinary cars and trucks cannot.

## Before Reading

- Read the title, then read it together. Discuss what students see on the cover and contents page. What do they think the text will be about? Is this a non-fiction text? How do they know?
- Read the table of contents to get an idea of what extreme vehicles are in the text.
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *extreme, buggy/ies, wheelchairs, difficult, vehicles, wheel, track, swamp, giant, stuck* into the conversation. Notice the difference between the vehicles with tracks and those with wheels.

## Reading the Text

- Read the cover and the title page together.
- Turn to pages 2–3. Ask: What do you see in the picture? Look for tricky words in the text like *extreme, vehicles, difficult, swamp*. Discuss their meaning and break the words into chunks or syllables, e.g. *ex-treme*. Then read the text together, pointing to the words as you read.
- Discuss the pictures on pages 4–5. Locate the tricky words *wheels, stuck, tracks*. Discuss their meaning. Break them into chunks, e.g. *wh-eels*. Read the text together.
- Follow this pattern for each page discussing the pictures, and what the different features and tricky words are before reading each page.
- Look at the index and find the pages where there is information about a skidoo. Students ask a partner questions about the index, e.g. What page will you find information about the Lunar rover on?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Ask: What is the possible reason for the author writing this text? What have you learnt? Where would you see extreme vehicles like this in your everyday life?
- Discuss the ending and how extreme vehicles help us explore our world.
- Re-tell the text using the pictures on each page as a guide. Discuss the features of the extreme vehicles as they appear.
- Look at the back cover. Discuss which extreme vehicle would be most useful in snow.
- Students choose a chapter to re-read and then write quiz questions about it, e.g. Swamp buggy, page 12. Question 1: What kind of tyres do they have? Students ask a partner the questions.

## **Phonics**

- Recognise and produce words that have the same y ending (long e). Write the words *sandy, muddy, icy, snowy, knobbly* on the board to chunk and say them as a group, e.g. *sand-y*. Brainstorm more words with the y ending (long e), e.g. *country, heavy, carry, buggy*. Remind students that there are other spellings for long e (ee, e\_e).

## **Word Study**

- Talk about the words *with, that, across, could, snow, air, next, through*. Copy and print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students can play a spelling game with the cards, such as hangman.
- Look at the word *amphibian* on page 14. Break it into syllables, *am-phen-i-an*. Students clap the syllables as they say them. Ask: What are the two meanings for *amphibian*? They break the following words into syllables and clap as they say them: *pro-pel-ler, air-cush-ion, ve-hi-cle, ex-treme*.
- Have students look for compound words in the text and list them, e.g. *aircushion, wheelchair, airboat, hovercraft, windscreen*. They read the words and then make a chart with the two words and then the compound word along with the meaning. Add any other compound words students know to the chart.

## **Fluency**

- Model reading a section of the text using expression and emphasis to convey information.

## **Writing**

- Students write and illustrate a fact from the story. They share this with a partner.
- They write a story or poem about their favourite extreme vehicle or what makes a vehicle extreme. They illustrate and share it with the class.
- Plan a class trip to a transport museum or to someone they know who owns an extreme vehicle. Students write a blog afterwards, sharing the experience.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Gluten-Free Benji

## GOALS

### Comprehension

Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the text. After reading, check on predictions made at the beginning. Were they correct?

### Vocabulary

**High-frequency Words:** school, didn't, eat, everyone, still, couldn't, best, hard

**Content Words:** gluten, free, cheese, fruit, rice, vegetables, symbols, sure, noodles, eggs

### Phonics

**Letters and Sounds:** Identify syllables in words (especially with double consonants) and clap as they are spoken

**Words to Blend and Segment:** ng - eating, being, thing, anything, shopping, something, baking, long

### Fluency

Model fluent reading of a section of the text for students to repeat. Use intonation to make it sound as though Benji is talking.



Benji and some of his family will feel sick if they eat food with gluten in it. They need to follow a gluten-free diet. Here's how!

## Before Reading

- Help students to use the title of the book, the cover and title page photographs to make predictions about the text.
- Ask: What do you know about gluten? Is it something in food we eat? Discuss what they see in the picture on the title page.
- Talk/walk through the pictures. Notice Benji's family and the special food they buy or make to eat. Discuss what students see on each page. Bring words like *gluten, free, cheese, fruit, rice, vegetables, symbols, sure, noodles, eggs* into the conversation.
- Ask: How do you know that this book is non-fiction?

## Reading the Text

- Read the cover and the title page together.
- Turn to pages 2–3. Ask: What do you see in the photo? How many children are in Benji's family? Look for tricky words like *special, gluten, sore*. Break the words into chunks or syllables, e.g. *spe-cial, special*. Read the text together, pointing to the words as you read, making sure they make sense, sound right and look right.
- On pages 4–5, discuss the picture. Ask: What do you see? Why do Benji and his family need gluten-free food? Find the tricky words *free, safe, labels*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what Benji and his family are doing, the gluten-free food and the tricky words before reading each page.
- Students look at the index and find the page with information about pancakes. They ask a partner questions about the index, e.g. Which page has information about pizza?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Ask: What does gluten-free mean? What have you learnt from this book?
- Discuss the possible reasons for the author writing this text, e.g. passion for gluten-free; to share information; to stimulate interest; to recount her own family's experience.
- Re-tell the text using the pictures on each page as a guide. Discuss the things gluten-free Benji has to do.
- Read and discuss the questions on the back cover together. What does this mean for people that need to be gluten-free?

## **Phonics**

- Students identify syllables in words, especially with double consonants, and clap as they are spoken, e.g. *glu-ten; noo-dles; buck-wheat; ba-na-nas, shop-ping, yum-my, cof-fee, muf-fins, din-ner, piz-za, but-ter, cur-ry*.
- Write the words *eating, being, thing, anything, shopping, something, baking, long* on the board to blend and segment and say them as a group, e.g. *eat-ing, eating*. Students think of more words that have -ng, e.g. *sing, running, cooking*.
- Have students find words in the text with the long u sound like *use* or the short u sound like *yummy*. They make these words into two lists to read depending on the short or long u sound, e.g. *curry, gluten, butter, crumbs, up, fussy, capsicum, cucumber, lunch, yum, buckwheat*.

## **Word Study**

- Talk about the words *school, didn't, eat, everyone, still, couldn't, best, hard*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Have students look for contractions in the story, e.g. *didn't, couldn't, can't, doesn't*. List the two words and then the contraction on the board along with the meaning. Add any other contractions students suggest to the list, e.g. *won't, it's, don't*. They read the words.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat. Use intonation to make it sound as though Benji is talking.

## **Writing**

- Students research a class project about which food can be gluten-free. They label and illustrate the food to make a booklet. They can clip photos from the internet for their project.
- They make the gf muffin recipe in class or at home. They write about the experience, the taste, what it looked like. They supply a photo or illustration to share.
- They design a poster showing the importance of gluten-free food. They label and illustrate it and share with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# In Charge of Trumpet Cleaning

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.

### Vocabulary

**High-frequency Words:** cold, hot, key, laughed, lots, may, something, these

**Content Words:** dust, spit, notes, dirty, instruments, trumpet, cleaning, charge, tubes, brushes

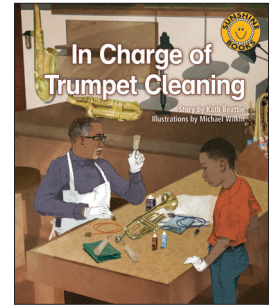
### Phonics

**Letters and Sounds:** Identify and produce words with the /ow/ sound, as in cow

**Words to Blend and Segment:** now, down, towel, cow, brown, town

### Fluency

Model fluent reading of a section of the text for students to repeat.



Finn's dad cleans musical instruments as a job. Finn wants to learn why and how he does this.

## Before Reading

- Look at the back cover together. Ask students if they know the name of any of these brass instruments. Lead them to recognise the trumpet. Explain that this book is a story about a father, whose job is cleaning musical instruments, teaching his son how to clean a trumpet.
- Show students the cover. Read the title and the names of the author and illustrator on the cover. Read the title together. Ask: What could *in charge* mean? What is happening in the illustration?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *dust, spit, notes, dirty, instruments, trumpet, cleaning, charge, tubes, brushes* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Have students locate the tricky words *musical, instruments, orchestra, trumpets, bugles* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What are Finn and his dad doing? Read the sentences together. Change your voice for the questions and different characters.
- Read the rest of the pages together in the same way, looking at the picture first, identifying any tricky words and then reading the sentences together.
- On page 22 review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Ask: Do you think Dad is proud of Finn? How do you think Finn feels about learning how to clean the trumpet? Why did Finn say, “Yuck!” on page 6?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. Why do the instruments need cleaning? What does it improve? What is an assistant? (page 8) What does “not too hot and not too cold” mean on page 16? Dad cleans brass and wind instruments. Is a trumpet a wind or brass instrument? (brass)
- Ask: What type of genre is this story? Do you think it could be based on a true story? Do you think this job will always be needed in the future? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Students read the text on page 18. Have them point to the adverb *carefully*. Tell them that adverbs add to the meaning of verbs, e.g. *carefully push*, *carefully washed*. Have them find more examples in the text (*lastly*, *absolutely*) or brainstorm examples.
- Explain that adjectives add to the meaning of a noun, e.g. *soft cloth*. Students look for more examples in the text to read and share. (*dirty*, *long*, *bendy*, *special*, *dry*, *shiny*) They tell what the adjective is describing.

## **Phonics**

- Have students identify and produce words with the /ow/ sound. Write the words *now*, *down*, *towel*, *cow*, *brown*, *town* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *c-ow*, *cow*. Read them together and talk about the meaning of each. Think of more ow words to add to the list. (*brow*, *fowl*, *trowel*)
- Have students look for compound words in the text, e.g. *mouthpiece*, *wire-snake*, *insides*, *outside*, *everything*. They say what the different parts mean separately and together.

## **Word Study**

- Talk about the words *hot*, *lots*, *may*, *cold*, *these*, *something*, *key*, *laughed*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game. Discuss the meaning or use of each word in the book. Use the meanings and the words to make a crossword with clues.

## **Fluency**

- Model fluent reading of a section of the text for students to repeat.

## **Writing**

- Students use the text to write instructions for cleaning a trumpet in the correct order. They add illustrations and share.
- Students research the parts of an instrument. They illustrate and label the parts on a diagram of the instrument.
- Visit an orchestra or have someone visit who plays a trumpet or a brass/wind instrument. Students write a report about the visit.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Inventions

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.

### Vocabulary

**High-frequency Words:** old, when, new, first, another, thought, book, liked

**Content Words:** invention, ideas, chocolate, inventor, strong, easy, customer, cornflakes, register, frisbee

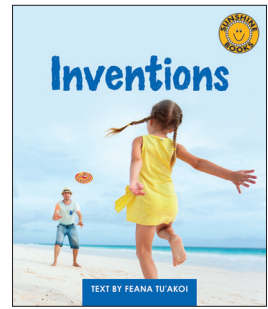
### Phonics

**Letters and Sounds:** Identify and produce words with the vowel sound oi (oy)

**Words to Blend and Segment:** oil, ballpoint, boil, foil, spoil, toil, moist, joining

### Fluency

Model fluent reading of a section of the text using expression to differentiate between old and new for students to repeat.



Inventions make our lives easier and more exciting. Some of them took a long time to evolve; others happened quickly and often by chance.

## Before Reading

- Read the title and the name of the author. Then read them together.
- Discuss what students see in the pictures on the cover and title page. Ask: What do they show about inventions? What is being thrown on the cover? What has the chocolate on the title page got to do with inventions? What do you think this book will be about? How do you know that this book is non-fiction?
- Look at the back cover fact. Ask: What do you see? Why is this invention important? Read the information. How long ago was it invented?
- Read the table of contents to give an idea of what is in the text.
- Talk/walk through the pictures. Notice the different ideas people have had. Discuss what students see on each page. Bring words like *invention*, *ideas*, *chocolate*, *inventor*, *strong*, *easy*, *customer*, *cornflakes*, *register*, *frisbee* into the conversation. Ask: What do you notice about the inventions on the time line on pages 22–23? The inventions begin with old ideas and move up to modern ones like the frisbee.

## Reading the Text

- Read the cover and the contents page together.
- Turn to pages 2–3. Ask: What inventions do you see in the pictures? Which ones are old? Look at the text labels beside each picture to see when they were made. Look for tricky words like *inventions*, *safer*, *easier* in the text. Break the words into chunks or syllables, e.g. *in-ven-tions*. Then read the text together pointing to the words as you read.
- On pages 4–5, discuss the pictures. Ask: What do you see? Find the tricky words *inventors*, *ideas*, *history*, *safety*, *ancient*, *Egypt*. Read the words together. Then read the text together making sure the tricky words sound right, look right and make sense.
- Elicit the meaning for “They didn’t last.”
- Follow this pattern for each page discussing the pictures and what the different features are before reading each page.
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Model asking questions about the text to help reinforce the idea of reading with a purpose. Ask: What is an accidental invention? Give examples of how inventions have changed lives.
- Re-tell the text using the pictures on each page as a guide. Discuss the different types of inventions as they appear in the text.
- Look at the design on the page numbers. Ask: How does this effect add to the design of the book? Why do you think a light bulb was chosen?
- Students make a quiz where the answers are in a chapter of the text. For example, Nature, Question 1: What is one invention from nature? They ask a partner the questions.

## **Phonics**

- Identify and produce words with the vowel sound oi (oy). Write the words *oil, ballpoint, boil, foil, spoil, toil, moist, joining* on the board to chunk and say them as a group, e.g. *sp-oil, spoil*. Brainstorm more words with oi, e.g. *boiling, moisture, spoilt*. Draw attention to how the words with oy (*boy, toy, annoy*) have the same sound.
- Students identify syllables in words and clap as they are spoken, e.g. *in-vent-or*. Together find one-syllable words in the book to clap, e.g. *straw, lock*. Have students clap two-syllable words, e.g. *fris-bee, corn-flakes*.

## **Word Study**

- Talk about the words *old, when, new, first, another, thought, book, liked*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.

## **Fluency**

- Model fluent reading of a section of the text using expression to differentiate between old and new for students to repeat.

## **Writing**

- Students write and illustrate an invention from the story. They share it with a partner.
- They make a flow chart to show how the post-it note was invented. They include arrows, illustrations and labels or captions.
- Brainstorm a problem that might be solved by a new invention. Students write about it and draw their invention.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Mr Bright, Turn Off the Lights!

## GOALS

### Comprehension

Re-tell the text using the pictures on each page. Discuss what the different characters said about Mr Bright's lights and how it made them and him feel. What can be learnt from this story?

### Vocabulary

**High-frequency Words:** along, under, night, sleep, off, please, couldn't, because

**Content Words:** light, turn, complain, Mayor, flick, bright, dark, lighthouse, perfect, storm

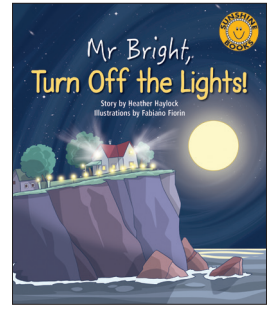
### Phonics

**Letters and Sounds:** Recognise and produce words that have the vowel sound /igh/ (long i) as in light.

**Words to Blend and Segment:** bright, light, night, lighthouse, right, tight, sight, fight

### Fluency

Model reading part of the text, noting the punctuation, interesting words and change of characters, e.g. page 20. Make your voice sound different for the different characters. Students repeat.



Mr Bright loves lights but they are keeping his neighbours awake. How can everyone be happy?

## Before Reading

- Read the title and the names of the author and illustrator. Notice the rhyme in the title. Read the title together. Ask: What could the title mean? Why would Mr Bright need to turn off the lights? How does the sound of the title set the scene for the story?
- Look at the cover. Ask: Could this be Mr Bright's house? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page. Ask: Who is this? What is he doing? What might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *light, turn, complain, Mayor, flick, bright, dark, lighthouse, perfect, storm* into the conversation. On page 23 have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together.
- Turn to pages 2–3. Ask: What is happening in the illustration? Locate the words *switched, cliff-top, cottage, flick, mirror* to confirm. Make sure the words look right, sound right and make sense. Discuss their meaning. Read the sentences together.
- Turn to pages 4–5. Ask: What do you see? Look for the words *twinkled, dangled, letterbox, runway* in the text to confirm. Read the words together. (Note the compound words and discuss their meaning.)
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. Why did the characters say Mr Bright would be perfect? What did they mean?
- Students read the text independently or with a partner.



## **After Reading**

Invite students to discuss the story.

- Ask: Why did the mayor write a grumpy letter? What is a grumpy letter? Do you think it was a good idea for Mr Bright to become a lighthouse keeper? Why? Which parts of the story were repetitive? How did they add to the story? Read them again.
- Re-tell the text using the pictures on each page. Discuss what the different characters said about Mr Bright's lights and how it made them and him feel. What can be learnt from this story? Record the re-telling for further reflection and discussion.
- Discuss and model how to identify the main idea of the story.
- Look at the back cover to discuss what students see. Discuss whether Mr Bright could be a lighthouse keeper today.
- Discuss the possible reasons for the author writing this text.

## **Phonics**

- Write the words *bright, light, night, lighthouse, right, tight, sight, fight* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *br-ight, bright*. Read them together and talk about the meaning of each. Students think of more -ight words to add to the list, e.g. *might*.
- Build a list of words with the suffix -age, e.g. *cottage, sausage*. Read them together.

## **Word Study**

- Talk about the words *along, under, night, sleep, off, please, couldn't, because*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game. Discuss the meaning or use of each word in the book.
- Notice the bold print on pages 11 and 16. Ask: Why are the words printed in this way? How would we read these words?
- Students identify and build up a list of compound words from the story, e.g. *lighthouse, supermarket, ponytail*. They say what the two words mean individually and when combined.
- Find the word *complain* in the text. Ask: What other words can be made from *complain*? What does complain mean?

## **Fluency**

- Model reading part of the text, noting the punctuation, interesting words and change of characters. Make your voice sound different for the different characters. Students repeat.

## **Writing**

- Students make another page for the story telling what Mr Bright does in his lighthouse.
- Students write an advertisement for a job of their choice. They can use page 23 as a model.
- Students write a grumpy letter to the mayor complaining about something they aren't happy with. They can use page 12 to help them.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Playing with Surveys

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. Discuss the order of instructions for a survey.

### Vocabulary

**High-frequency Words:** box, each, hard, let's, most, play, room, use

**Content Words:** survey, playground, internet, question, information, popular, equipment, graph

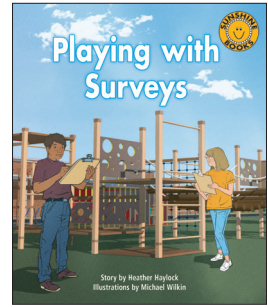
### Phonics

**Letters and Sounds:** Identify and produce words with -ion, e.g. decision

**Words to Blend and Segment:** decision, question, observation, information, lotion, location

### Fluency

Pick a page that most students can read easily. Ask them to re-read it with pace and expression. Model how to do this if necessary. Students repeat.



A class of children conduct surveys of the students so they can design the best school playground ever.

## Before Reading

- Look at the back cover. These pictures give an idea of what students will read about in the book. Discuss what playground equipment students like best.
- Read the title and the names of the author and illustrator. Ask: What could the title mean? What is a survey? Have they read any other stories written by Heather Haylock? Ask them to share their experiences.
- Together look at the cover picture. Ask: Where are the people? What are they doing? Explain that surveys are a way of finding out information.
- Help students to use the title, and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *survey*, *playground*, *internet*, *question*, *information*, *popular*, *equipment* and *graph* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Turn to pages 2–3. Ask: What do you see? Explain that after getting information, the information must be recorded in some way, e.g. on a tally chart. Locate the words *survey*, *information*, *decision*, *observation* and *interviewing* to confirm. Discuss their meaning. Make sure the words look right, sound right and make sense. Read the sentences together.
- Turn to pages 4–5. Ask: What do you see? Look for the words *bullying*, *question* and *decide* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Do you think the students will be happy with the new playground?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Ask: Do you think it was a good idea to have a survey about the playground? Why? What would you have done in a similar situation?
- Look at page 22. Which piece of equipment was the most popular and which was the least popular in the lunch hour? On page 23, which piece of equipment on the poster was the most popular? Least popular? Do you think this story is based on a true story?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. Discuss the order of instructions for a survey.
- Revisit the back cover. Do you still feel the same about which equipment you like best?

## **Phonics**

- Write the words *decision, question, observation, information, lotion, location* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *de-cis-ion, decision*. Read the words together and talk about the meaning of each. Think of more *-ion* words to add to the list, e.g. *equation, motion, station*.
- Talk about words with *ph* in them, e.g. *graph, phone*. Build a list to share and read together.
- Find words with *ey* in them, e.g. *survey, they, prey*. List them and explain their meaning.

## **Word Study**

- Talk about the words *use, play, room, most, let's, each, box, hard*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in context.
- Find other contractions in the story to expand and discuss their meaning, e.g. *they'd* (page 12). Brainstorm others students already know. Build a list to read and expand.
- Discuss question words that can be used in a survey, questionnaire or interview, e.g. Who, What, Where, Why, How and When. Students practise asking questions using these words.
- Students draw a picture from the story. They find a matching sentence, write it and read it to a partner, e.g. They made tally charts to record the results of their survey (page 16).

## **Fluency**

- Pick a page that most students can read easily. Ask them to re-read it with pace and expression. Model how to do this if necessary. Students repeat.

## **Writing**

- Students draw their favourite piece of playground equipment. They label it and say why they like it. They share with the group.
- Students write their own survey about something they would like to know more about. They test it out on their family. Illustrate and display.
- As a group, students design a survey about a school matter, e.g. school lunches. Gather and analyse the information. They display the results on graphs, and share with another class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Saving for a Rainy Day

## GOALS

### Comprehension

Make connections: Think about a time when something similar has happened to you. Have you ever saved or collected something to keep for a later time?

### Vocabulary

**High-frequency Words:** much, bear, keep, any, only, most, mother, animals

**Content Words:** saving, rainy, father, extra, store, collect, honey, nectar, summer, winter

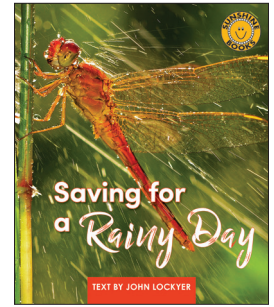
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same vowel sound -ur

**Words to Blend and Segment:** turns, burn, return, curls, purrs, burst

### Fluency

Pick a page that most students can read easily. Ask them to re-read it with pace and expression. Model how to do this if necessary. Students repeat.



All sorts of creatures need to be sure they have enough to eat in case there is a problem. Here is how they do it.

## Before Reading

- Read the title and the name of the author. Ask students what they think the title means. What do they know about saving? Discuss what they see on the cover and the title page.
- Talk about the meaning of saving. Ask: What do you think the reference to a rainy day might mean? Read the title and the name of the author together. Ask: What do you think this book will be about?
- Look at the pictures on the title page. Ask: What animals do you see? What could they be saving? And what for?
- Talk/walk through the pictures. Notice the various ways of saving. Discuss what students see on each page. Bring words like *saving, rainy, father, extra, store, collect, honey, nectar, summer, winter* into the conversation.
- Have students think about a time when they have saved or collected something to keep for a later time.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photos? What is the girl doing? What is she holding? Look for tricky words like *saving, rainy, extra, especially*. Break the words into chunks or syllables, e.g. *sav-ing, saving*. Talk about the meaning. Then read the text together pointing to the words as they are read, making sure they make sense, sound right and look right.
- On pages 4–5, discuss the picture. What do you see? What is the polar bear doing? Look in the text for clues. Share experiences of saving food. Why does the polar bear need to store food? Find the tricky words *store, summer, winter*. Read the words together.
- Follow this pattern for each page discussing the pictures, what is being saved and the tricky words before reading each page.
- Students look at the index and find the page with information about spiders. They ask a partner questions about the index, e.g. Which page has information about camels?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Ask: What do beavers save? What does a camel store? What does hibernate mean?
- Discuss the ending and what we do to store food. What have students learnt from this book?
- Discuss the possible reasons for the author writing this text, e.g. passion for saving; to share information; to stimulate interest; to encourage being careful with money.
- Re-tell the text using the pictures on each page as a guide. Discuss the things that can be saved and the ways they can be stored.
- What shape are the designs on the page numbers? What effect has the designer had on the book by adding these? Why has this raindrop shape been used?
- Look at the back cover and discuss which things students might save for a rainy day.

## **Phonics**

- Recognise and produce words that have the same vowel sound -ur. Write the words *turns*, *burn*, *return*, *curls*, *purrs*, *burst* on the board to blend and segment and say them as a group, e.g. *t-ur-ns*, *turns*. Together brainstorm more words that have -ur, e.g. *burning*, *curled*, *bursting*, *burnt*.

## **Word Study**

- Talk about the words *much*, *bear*, *keep*, *any*, *only*, *most*, *mother*, *animals*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Make up a crossword together using the meanings as clues, e.g. What is the opposite of least? (most)

## **Fluency**

- Pick a page that most students can read. Ask them to re-read it with pace and expression. Model how to do this if necessary. Students repeat after you.

## **Writing**

- Students write and illustrate a fact from the text, e.g. Moles collect live earthworms. They share this with a partner.
- They write about something they have saved or collected to keep for a later time. They illustrate and share.
- They make a diagram to show how the Emperor penguin family look after themselves and their chick. They can use arrows to show who goes for food and when.
- They make a web with “Saving” in the middle and animals that save something branching out from the web. They illustrate and label the names of the animals and what they store.
- They design a poster showing the importance of saving. They label and illustrate it and share with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Shooting for the Stars

## GOALS

### Comprehension

Re-tell the text using the pictures on each page. Discuss what the different characters said about choosing Mia to be the spaceship pilot and how it made her feel. What can be learnt from this story?

### Vocabulary

**High-frequency Words:** end, best, ever, said, out, before, need, their

**Content Words:** show, space, aliens, spaceship, stars, shooting, pilot, dance, planet

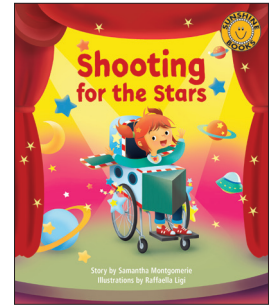
### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken

**Words to Blend and Segment:** sh: show, she, shooting, showed, spaceship, rushed

### Fluency

Model fluent reading of a section of the text using intonation for students to repeat. On pages 8 and 22, notice how you say the alliterative words (twisted and twirled)



Martina wants her end of year show to be the best one ever. She also wants to make sure that Mia, who uses a wheelchair, can join in.

## Before Reading

- Look at the cover together. Ask: What is happening? What do you notice about the girl? What do you notice about her wheelchair? Explain that Mia is on the stage performing in a show. Even her wheelchair has a costume.
- Read the title and the names of the author and illustrator. Ask if students have read any other stories by Samantha Montgomerie. Ask if they liked reading them.
- Look at the title page illustration. Ask: What is the same or different about this picture compared to the cover? How does Mia look? Help students to use the title and cover and title page illustrations to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening with the class and Mia on each page. Bring words like *show, space, aliens, lasers, spaceship, stars, shooting, pilot, dance, planet* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues.
- Turn to pages 2–3. Ask: What are the class doing? Find the words *Martina, planning, excited*. Discuss their meaning. Who is Martina? What is she thinking about? Read the page together.
- Turn to pages 4–5. Ask: What do you see? What do you think she is talking about? Find the words *space, loved, aliens, flashing* and *world* in the text to confirm this. Discuss their meaning. Read the sentences together. Follow this pattern for each page up to page 23, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Discuss what is happening in the illustration. Read the text together. Ask: How would you read the last two sentences? How are the girls feeling? Why did Martina say “It was out of this world”? What does that mean? Who else said those words? (Miss Lee on page 4.)
- Students read the text independently or with a partner.



## **After Reading**

Invite students to discuss the story.

- Ask: How would you describe Mia? How would you describe Martina and Miss Lee?
- Re-tell the text using the pictures on each page. Discuss what the different characters said about choosing Mia to be the spaceship pilot and how it made her feel. Ask: What have you learnt from this story?
- Look at the back cover. Talk about how Mia is feeling on these pages from the story. Why is she feeling this way?

## **Phonics**

- Write the words *show, she, shooting, showed, spaceship, rushed* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-ow, show*.
- Brainstorm other words with *sh* as in *show* to write on the board. Read them together, e.g. *shout, share, shop*.
- Look for words with *oo* in them, e.g. *shooting, looking*. Notice there are two different sounds for *oo*. Build two separate lists for the two sounds. Use words like *moon, stood, looped, took, looking, soon*. Read the lists as a class.

## **Word Study**

- Talk about the words *end, best, ever, said, out, before, need, their*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book. Make sentence strip definitions to match to the words. Convert these into a crossword puzzle for others to do.
- Look at the words *best* on page 2 and *worst* on page 8. Ask: What do they mean? Explain that they are superlatives for the adjectives *good* and *bad*. What is the superlative for *great*? Do the same for other adjectives, e.g. *small, big, long, dark, tall*. Add the comparatives. Build a three-column chart for the adjective, comparative and superlative.

## **Fluency**

- Model fluent reading of a section of the text using intonation for students to repeat. On pages 8 and 22, notice how you say the alliterative words (*twisted* and *twirled*).

## **Writing**

- Students make a time line noting the events in the story from Mia's point of view. They illustrate and label it, then use it to re-tell the story to the class pretending they are Mia.
- Students draw a picture from the story. They find a matching sentence, write it and read it to a partner, e.g. *It felt like the worst show ever for Mia* (page 8).
- They write instructions for converting Mia's wheelchair into a spaceship. They include some of the words: *first, next, then, last*. They can use page 18 to help.
- In groups students write a script for the play. They list the cast and the scenery. They write parts for the characters to say and act it out to another group.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Standing Strong

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? (photos) What is the difference? (Non-fiction is true and informs.) Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.

### Vocabulary

**High-frequency Words:** people, better, take, want, wanted, white, many, same

**Content Words:** standing, strong, differently, changed, stood, improve, world, ideas, equal, actions

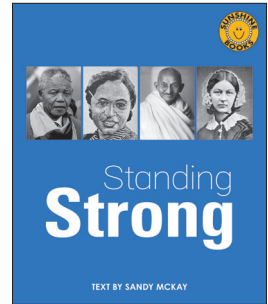
### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken.

**Words to Blend and Segment:** stand/ing, strong, peo/ple, be/cause, coun/try

### Fluency

Choose a heading from the contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner



This book looks at people who stood up for the principles of fairness and justice.

## Before Reading

- Ask: What do you see on the cover? What do you understand by the expression *standing strong*? Discuss the different people on the cover. Do you recognise any of these people? Look at the contents page for clues.
- Read the title. Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Students make predictions about the text from the cover and title page photographs.
- Talk/walk through the pictures. Notice the photos of people throughout. Ask: Why do you think most of them are black-and-white photos? Discuss what the people were standing strong for. Bring words like *standing, strong, differently, changed, stood, improve, world, ideas, equal, actions* into the conversation.

## Reading the Text

- Read the cover and the title page together. Ask: What is happening in the photo on the contents page? Read the table of contents.
- On pages 2–3, ask: Who are the photos of? What did they stand strong for? Look for tricky words like *stood, strong, action, dangerous, difficult*. Break the words into chunks or syllables, e.g. *ac-tion, action*. Talk about the meaning of the words. Then read the text together, pointing to the words as you read.
- On pages 4–5, discuss the photos and whether students know anything about Emmeline Pankhurst. Find the words *country, thought, unfair* in the text. Talk about their meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the people are standing strong for. On page 24 ask: Do you recognise anyone on this page?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Ask: Why did Nelson Mandela go to prison?
- Re-tell the text using the pictures on each page as a guide. Discuss the ending. Ask: Is it good to stand strong? Why do we need people like these to stand up for fairness? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Read the back cover. Have a discussion on standing strong for the planet. Link to page 24 and what Greta Thunberg stands strong for.

## **Phonics**

- Students identify syllables in words and clap as they are spoken. They find words with one, two, three and four syllables in the text to say and clap, e.g. *black, pris-on, Man-del-a, com-for-ta-ble*. Organise the words into a four-column table.

## **Word Study**

- Talk about the words *people, better, take, want, wanted, white, many, same*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book and discuss their meaning in context. Write the meaning on a sentence strip so students can play a game to match the words with their meanings.
- Brainstorm words that end in -le where the e is silent, e.g. *people, comfortable, example, terrible, able*. Together discuss their meaning. Find *able* on page 18 and discuss how it is used in the text.
- Talk about the r controlled vowel sound. This is where the vowel changes when followed by the letter r. Students locate words with the ar vowel sound in the text, e.g. *hard, parks, marched*.

## **Fluency**

- Choose a heading from the contents page, find the related pages and model reading them in an interesting way. Students repeat the process with a partner.

## **Writing**

- Students write a new chapter using the pattern of the text, e.g. People stand strong because.... They illustrate their writing and share with a partner.
- They draw a picture of someone standing strong from the book. They write the matching sentence from the text.
- They choose one person from the book. They read about them and write a quiz where the answers are in the text. For example, Mahatma Gandhi, Question 1: What year was he born? They have fun with a partner answering and asking quiz questions.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# Taking Pictures

## GOALS

### Comprehension

Re-tell the text using the pictures (photos) on each page. Ask questions.

What can be learnt from this text?

### Vocabulary

**High-frequency Words:** first, dark, began, ever, found, room, really, through

**Content Words:** cameras, taking, pictures, digital, computer, light, photo, colour, movies, phone

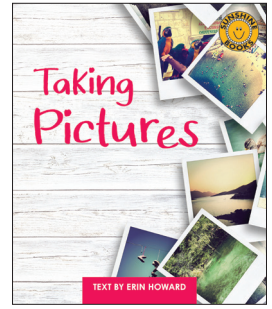
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same ph /f/ sound

**Words to Blend and Segment:** photo, phone, photograph, dolphin, elephant

### Fluency

Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.



Nowadays we can take a photograph on our phone, but it wasn't always like that. This book explores the history of photography.

## Before Reading

- Read the title together. Ask: Have you ever taken pictures? Discuss what students see on the cover and the title page. What do the photos show about photography? Who wrote this text? Have you read any other books by Erin Howard? Students share their experiences. How do you know that this book is non-fiction?
- Read the table of contents to get an idea of what might be in the text.
- Talk/walk through the pictures. Notice the different types of camera that have been invented over the years. Discuss what students see on each page. Bring words like *cameras*, *taking*, *pictures*, *digital*, *computer*, *light*, *photo*, *colour*, *movies*, *phone* into the conversation. Ask: What was the first camera like? What kind of camera do we mostly use today?

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photo? What kind of photo are the children taking and what are they using to take the photo? Look for tricky words like *camera*, *pictures*, *began*. Break the words into chunks or syllables, e.g. *cam-er-a*, *camera*. Discuss their meaning. Then read the text together.
- On pages 4–5, discuss the picture. Ask: What do you see? Share experiences if anyone has used one of these. Was it easy to use? Look for and discuss tricky words like *obscure* and *pinhole*. Read the text together.
- Follow this pattern for each page, discussing the pictures and the different features before reading each page.
- Look at the index and find the page with information about filters. Students ask a partner questions about the index, e.g. Which page has information about movies?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the text.

- Look at the back cover to see the cameras and to discuss who they might be taking pictures of.
- On pages 18–19, ask: What changes did Kodak make?
- Re-tell the text using the pictures on each page. Ask: What can be learnt from this text?
- Look at the design of the page numbers. How does this effect add to the design of the book?
- Discuss the ending and what filters are for.
- Ask: What was the author's purpose for writing the book?

## **Phonics**

- Recognise and produce words that have the ph /f/ sound. Write the words *photo, phone, photograph, dolphin, elephant* on the board to chunk and say them as a group, e.g. *pho-to, photo*. Together brainstorm more words with ph, e.g. *alphabet, sphere, nephew*.

## **Word Study**

- Talk about the words *first, dark, began, ever, found, room, really, through*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book and discuss their meaning in context. Make a crossword puzzle together using these words as answers and their meanings as clues.
- Have students look for compound words in the story, e.g. *pinhole, sunlight, anything, outside*. List the two words and the compound word on the board along with the meaning. Add other compound words students suggest.

## **Fluency**

- Choose an item from the index and find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.

## **Writing**

- Students draw one of the cameras from the book. They write the matching sentence from the text.
- Students write and illustrate a fact from the story. They share their fact with a partner.
- Students create a new text called *Moving Pictures*. They write a chapter about what it would have been like to see movies for the first time.
- Students collaborate to make a model of a pinhole camera with a cardboard box. They write step-by-step instructions.
- Students draw a time line showing the developments in camera technology. They can use pages 22–23 for reference. They illustrate, label and share.
- Students make a quiz based on a chapter in the book. For example, Letting in Light, Question 1: Why was a black cloth used? Students ask a partner their questions.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.

# What Does Happiness Look Like?

## GOALS

### Comprehension

Reading strategies: Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** would, who, tell, really, new, was, friends, things

**Content Words:** happiness, reads, clothes, money, beach, ice-creams, football, proud, bike, happy

### Phonics

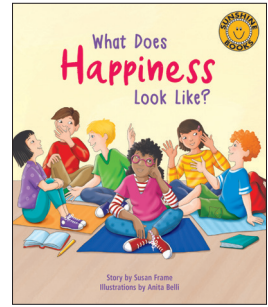
**Letters and Sounds:** Identify and make rhyming words, e.g. McPhee/me; decide/cried

**Words to Blend and Segment:** ea (long e): beach, ice-cream, sea, peaceful, mean, reads

### Fluency

Model reading of the text with expression, noting the punctuation, rhythm and rhyme.

Students repeat.



The teacher asks her class what happiness is. Some children think it is new things, clothes or money. The narrator concludes for her it is friends and family. This rhyming story explores children's ideas.

## Before Reading

- Read the title and the names of the author and illustrator. Ask: What could the title mean?
- Look at the back cover. Discuss which pictures students think would make them feel happy.
- Look at the cover picture. Discuss what students see. Ask: What is the setting?
- Help students to use the title and cover illustration to make predictions about the story. Discuss the title page illustration.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *happiness, reads, clothes, money, beach, ice-creams, football, proud, bike, happy* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Turn to pages 2–3. Ask: How would you describe this class? Locate the tricky words like *everybody, question, happiness, explain* to confirm. Break them into chunks or syllables, e.g. *hap-pi-ness, happiness*. Make sure the words look right, sound right and make sense. Read the sentences together. Remind students to change their voice for the questions.
- Turn to pages 4–5. Ask: What is happening in the pictures? Look for the words *thought, really, decide, answer* to confirm. Discuss their meaning. Read the words together.
- Follow this pattern up to page 23, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Discuss the illustration. Ask: Did you like the ending? Did it make you think about what happiness really means to you? What changes did you make in your thinking?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. What did the children do that would make Ms McPhee feel proud?
- Review what the title means now that you have read the story. Ask: Is it different to what you thought when looking at the back cover at the beginning of the lesson? Who is telling the story?

## **Phonics**

- Write the words *beach, ice-cream, sea, peaceful, mean, reads* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *b-ea-ch, beach*. Read the words together and talk about the meaning of each. Think of more ea words to add to the list, e.g. *lead, reading, meaning, peace, team*.

## **Word Study**

- Talk about the words *would, who, tell, really, new, was, friends, things*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Discuss the meaning or use of each word in the book.
- Locate the word *decide* on page 5. Build a list of words with the letter cluster -ide, e.g. *ride, side, slide, inside, outside*.
- Find words with the suffix -ful, e.g. *peaceful, grateful*. Have students build a list and explain the meaning of each word.

## **Fluency**

- Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.

## **Writing**

- Have students think about when they feel peaceful, grateful and happy. They write about what happiness looks like for them. They illustrate their writing and share.
- Students make a time line showing the suggestions for happiness made by the children in the class. They label it and illustrate. They use the time line to re-tell the story. They can record the re-telling for further discussion and reflection.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.



# Why Cats Eat Rats

## GOALS

### Comprehension

Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the story.

### Vocabulary

**High-frequency Words:** cat, dragon, jumped, horse, rabbit, fast, animals, water

**Content Words:** tiger, ox, monkey, rat, snake, sheep, rooster, swimming, happy, angry

### Phonics

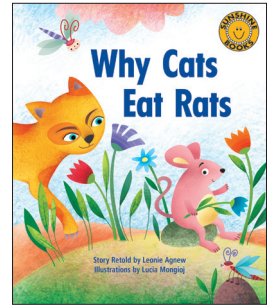
**Letters and Sounds:** Identify and produce words that start with th as in thin (voiceless)

**Words to Blend and Segment:** think, thirteen, thought, through, thin, thick, three

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.

What can be learnt from this story? Discuss the ending. Is it satisfying?



This is a traditional tale about why the Jade Emperor did not name a year in the calendar after cats.

## Before Reading

- Read the title and the names of the author and illustrator. Read the title together. Ask: How does the sound of the title set the scene for the story? The words cats and rats rhyme. This is called assonance. It is a skills writers use to enhance their writing.
- Ask: Leonie Agnew retold this story. What does that mean? Tell students that this is a traditional tale. It has been reimaged by the author from an old story.
- Together look at the cover picture. Discuss what students see. Ask: What are the cat and rat doing? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the cover and title page illustrations to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *tiger, ox, monkey, rat, snake, sheep rooster, swimming, happy, angry* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together.
- On pages 2–3, ask: What do you see happening? Locate the tricky words *Jade, emperor, calendar, decided, kingdom* to confirm. Discuss their meaning. Make sure the words look right, sound right and make sense.
- Read the sentences together. Ask: What animals do you see on the circular calendar? Can you name them? There are 12 animals on the calendar.
- On pages 4–5, have students discuss the 13 animals they see in the illustration. Look for the tricky words *thirteen, rooster, rabbit* to confirm. Read the sentences together.
- Follow this pattern up to page 23. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Ask: Who did you think would win the swimming race? Why was the race unfair? Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?
- Students read the text independently or with a partner.

## **After Reading**

Invite students to discuss the story.

- Ask: Which animal missed out on being on the calendar? Why did rat come first? Why was Ox unhappy? Do you think Ox is smarter than rat? Why? Why was Cat angry? What message can we learn from this story? Why do you think the author chose this traditional story?
- What type of genre is this story? Do you think it could be based on facts?
- Reread the story together making sure students are aware of the punctuation marks and changing voices for the characters.
- Students look at the back cover and discuss when they were born and which animal they are.
- Reread page 10 focusing on the punctuation. Demonstrate how reading without punctuation marks sounds and then repeat acknowledging the difference when you use them. Have students notice how the meaning becomes clearer when punctuation marks are observed.

## **Phonics:**

- Identify and produce words that start with th as in *thin* /th/(voiceless).
- Write the words *think, thirteen, thought, through, thin, thick, three* on the board to practise blending and segmenting the onsets and rimes together as a group. e.g. th-ink, think. Read them together and talk about the meaning of each. Think of more th words to add to the list.

## **Word Study**

- Talk about the words *cat, dragon, jumped, horse, rabbit, fast, animals, water*. Read them together. Ask students to locate the words in the text. Discuss the meaning or use of each word in the book, e.g. on page 12 *jumped* is the past tense of jump.
- Discuss the past tense verbs *crept, forgave, frowned*. Ask: What are the base verbs? Build a list of other past tense verbs from the story.
- Look for present tense verbs ending with -ing, e.g. *swimming, pulling, fighting*. Brainstorm a list and read them together. Note that swim has an extra m before -ing.
- Ask students to retell the story in their own words. They record the retelling for further discussion and reflection.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story? Discuss the ending. Is it satisfying?

## **Writing**

- Have students make a web about one of the animals. They draw the animal and list their characteristics.
- Ask: Do you have a cat or know someone with a cat? Write about what the cat likes or dislikes, e.g. Does it like rats? Does it like going in water? Students illustrate and share.
- Ask if students know the saying , “strong as an ox”. Where do they think it originated? Brainstorm other sayings and research where they came from. Students record and share.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.