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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/

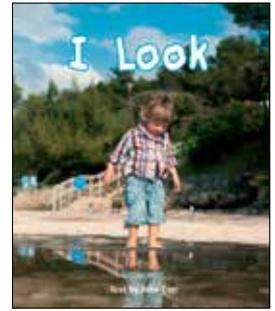
Phonics

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/

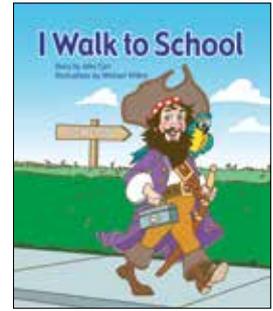
Phonics

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

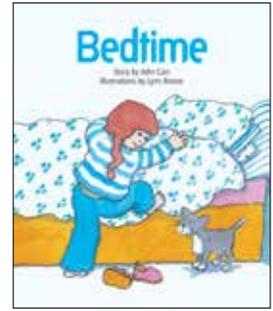
Phonics

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/

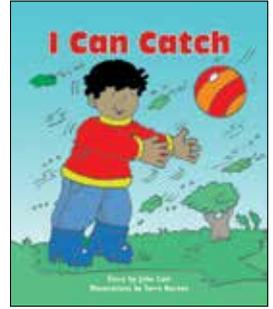
Phonics

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/

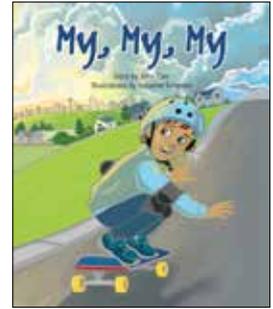
Phonics

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*

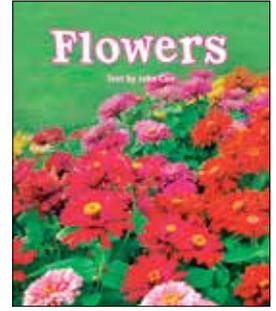
Phonics

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/

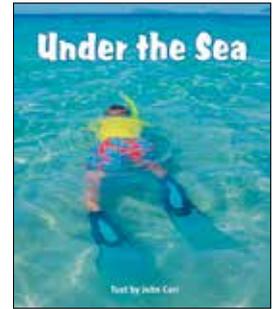
Phonics

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

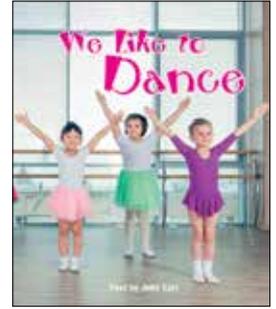
Phonics

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

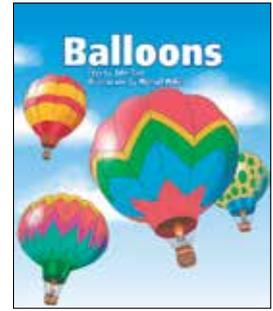
Phonics

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

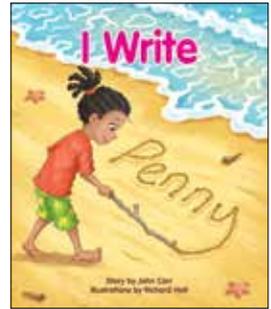
Phonics

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/

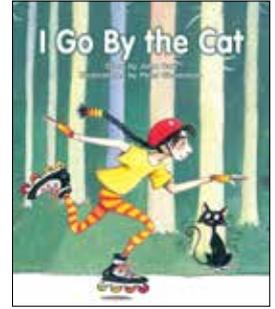
Phonics

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/

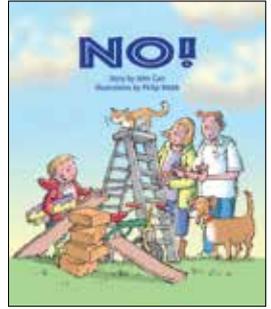
Phonics

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/

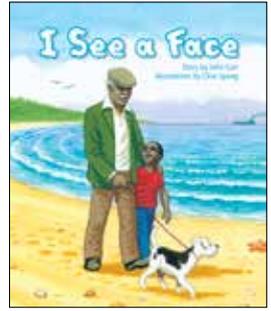
Phonics

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/

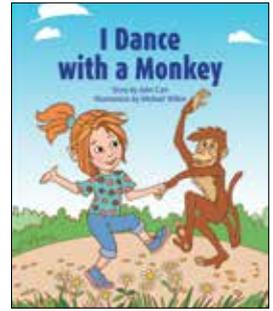
Phonics

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/

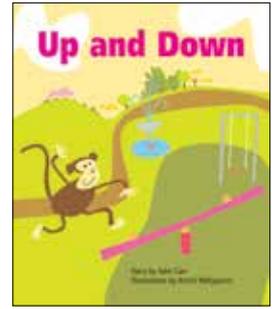
Phonics

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

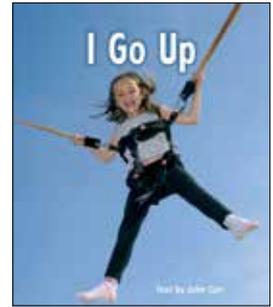
Phonics

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.

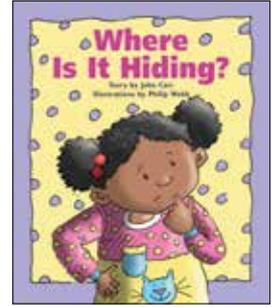
Phonics

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/

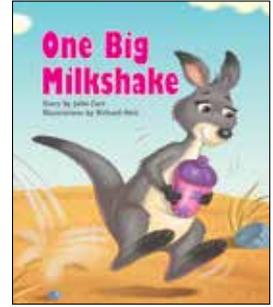
Phonics

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/

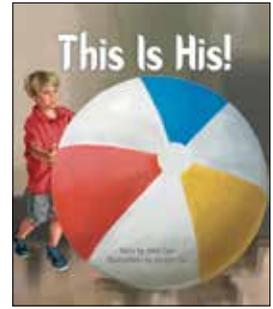
Phonics

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/

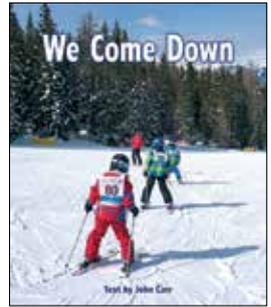
Phonics

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/

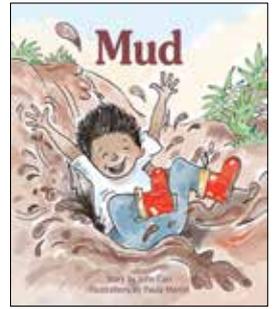
Phonics

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/

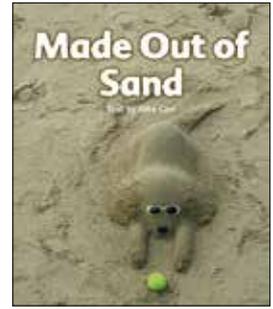
Phonics

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/

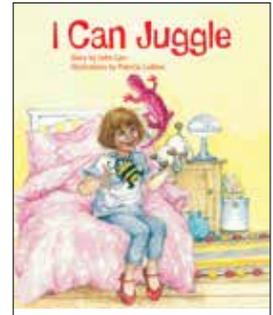
Phonics

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/

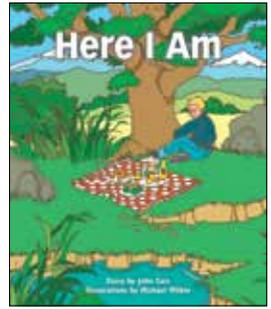
Phonics

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.

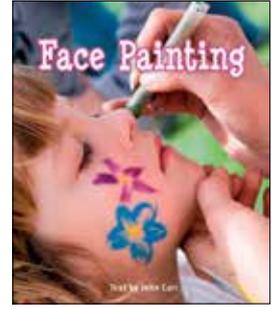
Phonics

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/

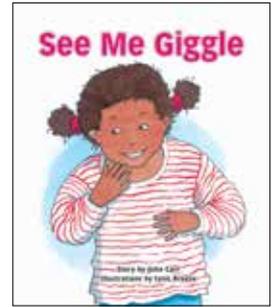
Phonics

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

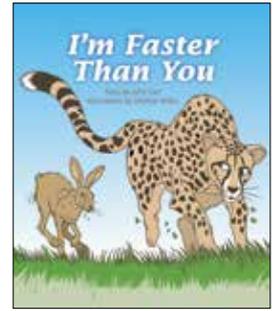
Phonics

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/phant*, (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/

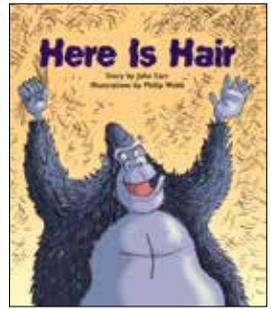
Phonics

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/

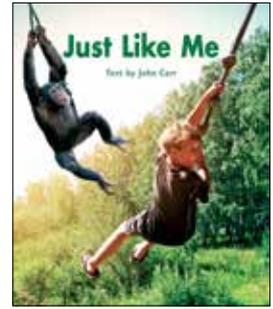
Phonics

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/

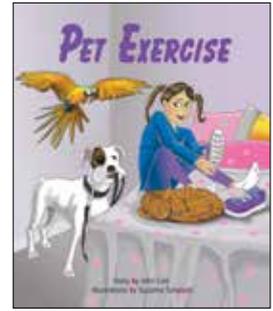
Phonics

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/

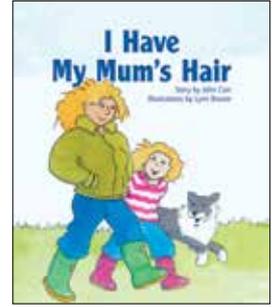
Phonics

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/

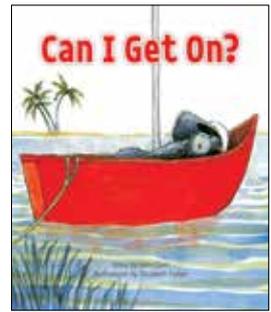
Phonics

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/

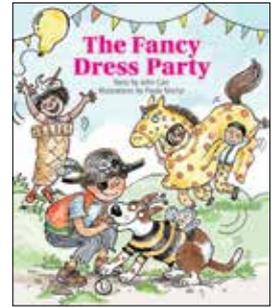
Phonics

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/

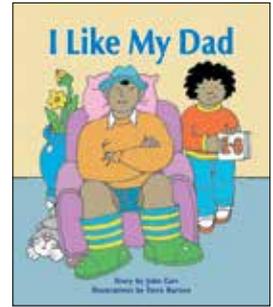
Phonics

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

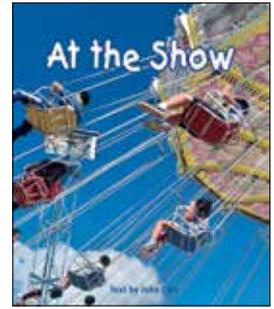
Phonics

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/

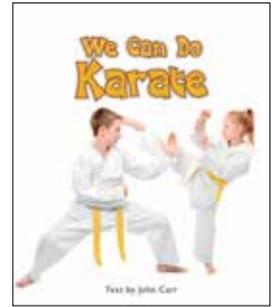
Phonics

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*

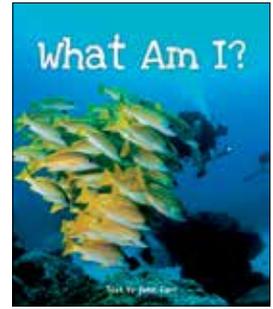
Phonics

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/

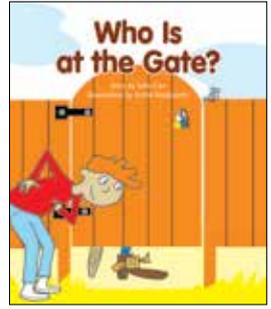
Phonics

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/

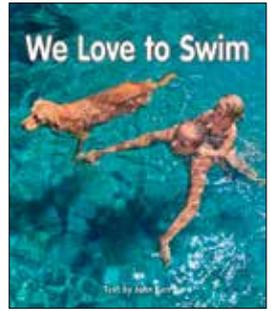
Phonics

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

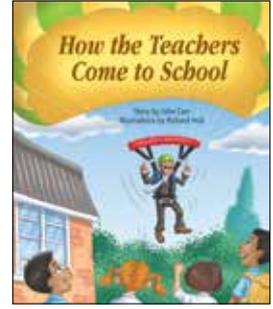
Phonics

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/

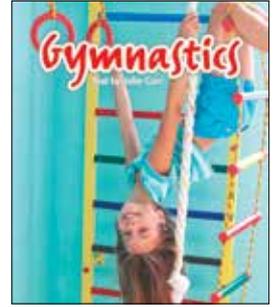
Phonics

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

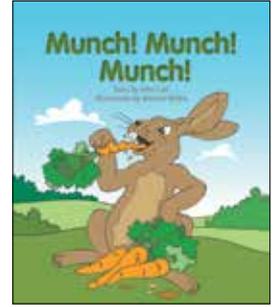
Phonics

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*

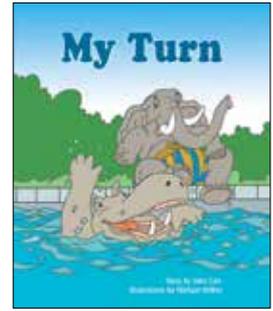
Phonics

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/phant* = 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/

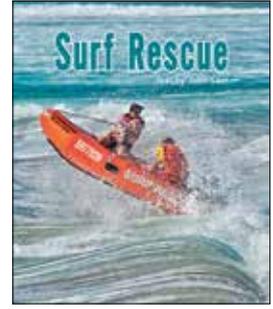
Phonics

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/

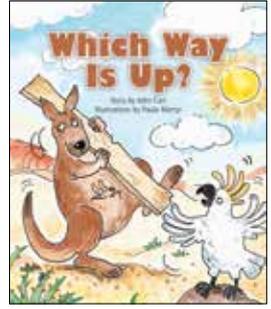
Phonics

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/

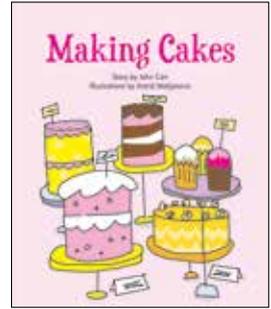
Phonics

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/

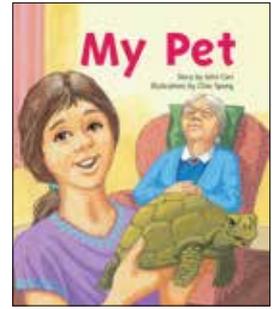
Phonics

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.

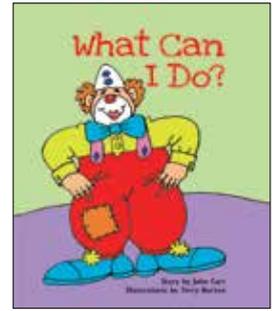
Phonics

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/

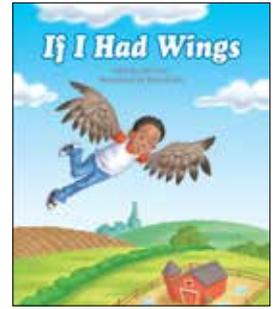
Phonics

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/

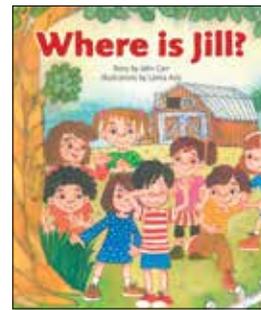
Phonics

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.

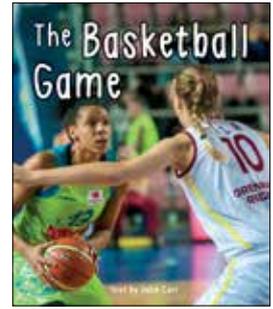
Phonics

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.

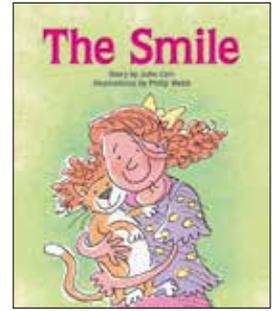
Phonics

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.

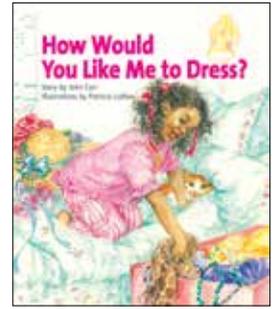
Phonics

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/

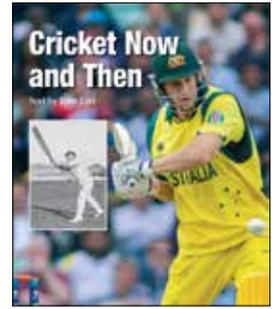
Phonics

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.

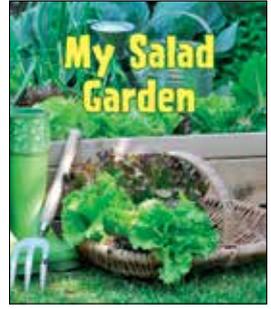
Phonics

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.

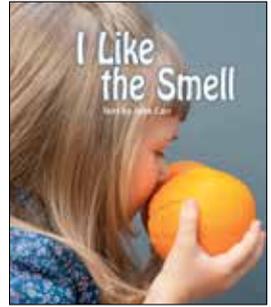
Phonics

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/

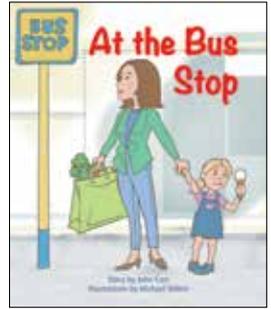
Phonics

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.

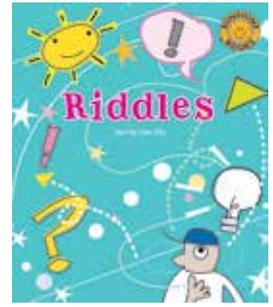
Phonics

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/

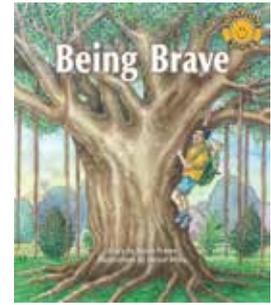
Phonics

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/

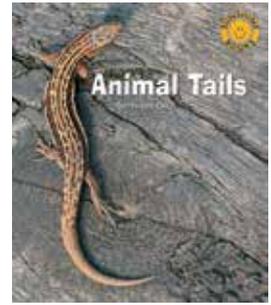
Phonics

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/

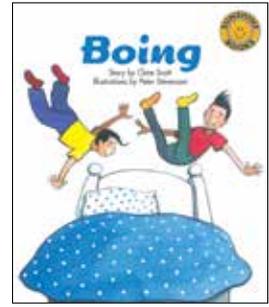
Phonics

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.

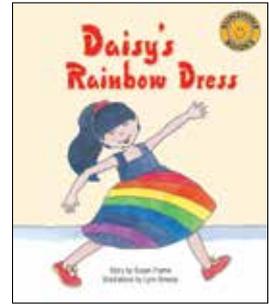
Phonics

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/

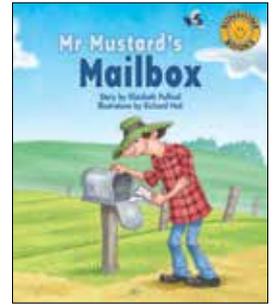
Phonics

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

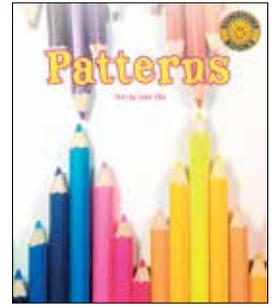
Phonics

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/

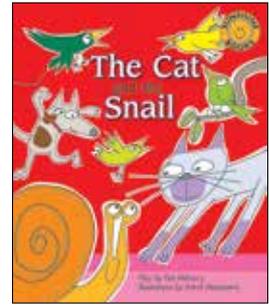
Phonics

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/

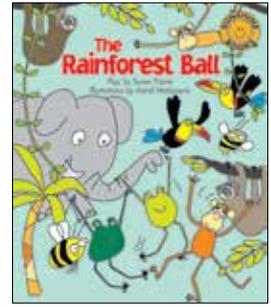
Phonics

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.

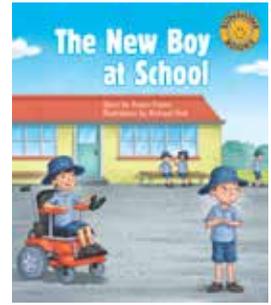
Phonics

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

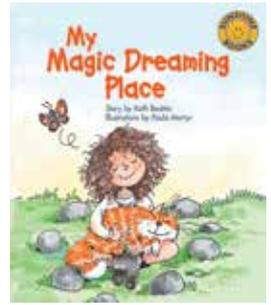
Phonics

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

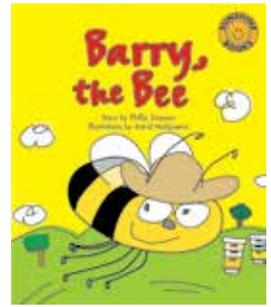
Phonics

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/

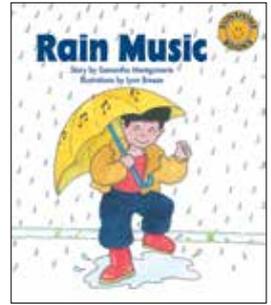
Phonics

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/

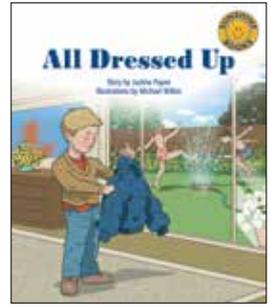
Phonics

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/

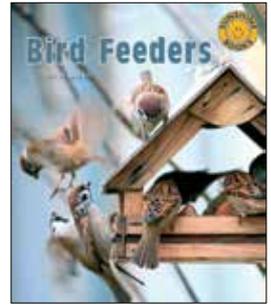
Phonics

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

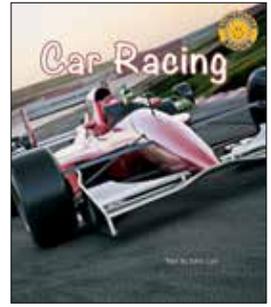
Phonics

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/

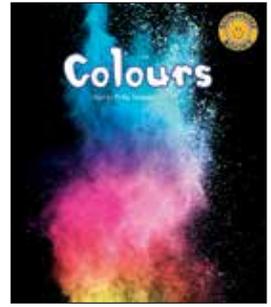
Phonics

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

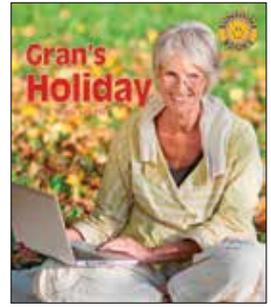
Phonics

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/

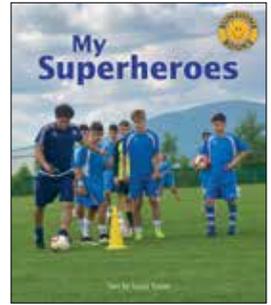
Phonics

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

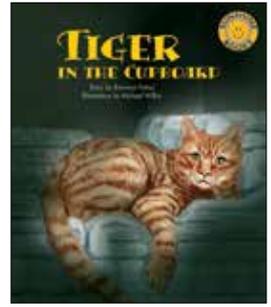
Reading Strategies: Ask students, “What are some of the things good readers do?”

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/

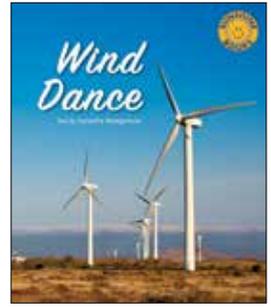
Phonics

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

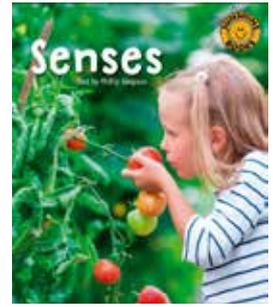
Phonics

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

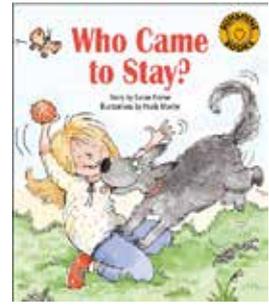
Comprehension

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.

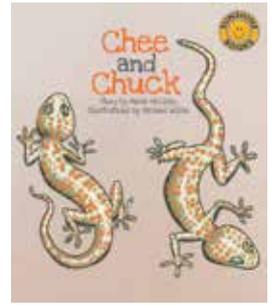
Phonics

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/

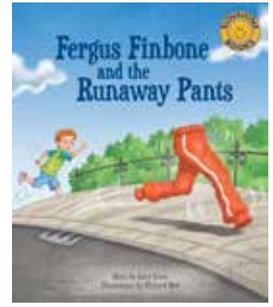
Phonics

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/

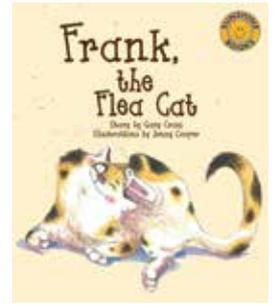
Phonics

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

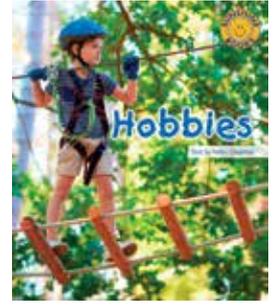
Phonics

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

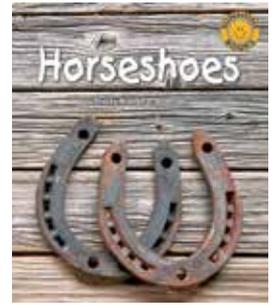
Phonics

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/

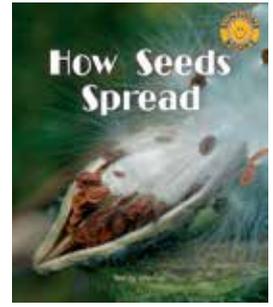
Phonics

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/

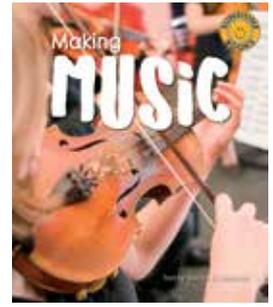
Phonics

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/

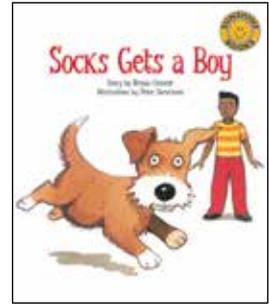
Phonics

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.