

# A robber at Pop's

Bronwyn Tainui

## Focus phonics

oo as in shoot, shooting, too, broom, loot, room, proof, soon

oo as in foot, looked, goodness, looking, shook, look, looks, good, woof

o as in Pop, top, Pop's, spots, rob, not, rotten, robber, Colin, from, odd, on, stops, pots, laptop, off, cannot

## Tricky words

all, are, as, be, come, do, full, go, has, have, he, her, here, his, I, into, is, like, love, me, my, no, of, oh, old, one, out, pulls, pushed, put, said, she, so, some, the, there, they, to, today, was, we, were, what, when, you, your

## Book summary

This graphic novel has the same characters as *One top dog* in Reading Road 1. Nick is shooting a film in which Pop stars as a robber. Unfortunately, the neighbours mistake Pop for a real robber and call the police. Nick finishes the film with the neighbours as stars, too.

## Learning intention

**Phonics:** To decode words with the vowel digraph /oo/ as in *too* and /oo/ as in *foot* that feature in the story and extend to other known words with the same phoneme. Discuss and decode words in the story with the short /o/ sound, as well as words with adjacent consonants.

## Comprehension:

- Retrieve key details from the text
- Explain the meaning of words in context
- Make inferences from the text
- Make connections

## Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: Who is the author? (Bronwyn Tainui) Have you read *One top dog* by Bronwyn in Reading Road 1? If so, say what you thought of it and why. Do you recognise any of these characters? Do you think this is a fiction or a non-fiction text and why? Look at the title page to compare the illustration to the cover. Ask: What do you notice in this illustration? Here are Nick, Pop and Ruff again. Look at the back cover. Read the blurb and discuss what it means. Flip through the book to get a sense of the story and the style, too. Discuss the graphic novel style and how it is slightly different to read. Ask: Who has read a graphic novel before? What is a graphic novel similar to? (a comic) Look at p 2 and discuss where to start reading. (Read the text at the top first and then the thought

bubble. Then read the next piece of text followed by the speech bubbles from the top down, then move to the top of p 3.) Notice that Ruff has a thought bubble. Read the words in the thought bubble just as you would a speech bubble, but remember these are Ruff's thoughts, not heard by anyone else.

**Quick phonics warm-up:** Read the words together on the inside front cover with the focus phonemes of /oo/, /oo/ and /o/. Flip through the story to find and read words with these same focus phonemes. Build the focus words *broom* and *shook* with letter or sound cards. Think of words that rhyme with *broom* and *shook*. List these to read together, e.g. loom, gloom, room; cook, book, look, brook, crook. Point out any with adjacent consonants like *gloom* and *crook*.

**Vocabulary check:**

loot p 2 stolen goods

lurking p 4 looking suspicious

**Morphology:** The suffix -ness means a state, condition or quality. *Goodness* means full of good. 'Thank goodness' means a feeling of happiness or relief that something has happened, e.g. on p 22 that the filming has finished. Are there any other words you know that end in -ess? (e.g. darkness, sadness, happiness, playfulness)

**Etymology:** *Robber* means a person who takes things that don't belong to him or her. *Rob* is the root word of *robber*. Late 12c from Anglo-French *robbere*, Old French *robeor*, agent noun from *rober* 'to rob, steal'.

**Tricky word practice:** Display the tricky words *you* and *your*. Ask: What are the tricky parts of these words? *ou* in *you* sounds like /oo/ as in moon. (/y/ /oo/) *our* in *your* sounds like /or/. (/y/ /or/) Practise saying and spelling these tricky words.

## During reading

**Read the story:** Reading could follow one or more of the following approaches:

- Begin by reading the text together, making sure students change voices for each character's speech bubbles. Students carry on reading silently at their own pace; listen to each student in turn as they read a brief passage.
- Reread using a readers' theatre method where groups of students read different parts using appropriate intonation and emphasis and another group of students reads the story lines.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with words containing the focus phonemes of /oo/, /oo/ and /o/.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text. At the end of p 7, ask: What do you know about the characters so far? What is Ruff thinking about what has happened on p 8? On p 10, pause to discuss what Pop does to prove to PC Colin that he is not a real robber. (shows his identify card with his photo on it) Ask: What do you think PC is short for? (Police Constable - this is a name given to police officers) Ask: Why did PC Colin arrive? (Frank rang him because he thought Pop was a robber) Ask: What does *shooting* mean in the story? (Shooting means filming. They are synonyms, they have a similar meaning.) Ask: What is a synonym for *robber*? (burglar, thief)

## After reading

**Apply learning:** Discuss the story. What new information have you learned about Pop? (Pop is good at acting, he is friends with his neighbours) Which page is your favourite? Why do you say that? How do you connect with it? What did Bronwyn (the author) need to know before writing this text? How does it compare to any of her other books? Is it similar or different? Ask: How does Pop feel at the end of the story? (happy with the film) Why are the neighbours there watching the film? (they were in the film, too) Ask: Who do you think is the star of the film and why?

**Comprehension:** What can you infer from the story? About Ruff? About Pop? Retell the story from Ruff's point of view. Read the thought bubbles in sequence. What can you say about Ruff? (he was concerned for Pop) Discuss the questions on the inside back cover.

**Fluency:** Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to their partner. They speed-read the focus words from the inside front cover to encourage automaticity.

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

page 24

Pop, Nick, Ruff, Flora and Frank look at the film.

Oh good job, Nick. This is a good film. I love it.

Flora, look at how you shook that broom! You are a star!

Thank you for ringing PC Colin. His car is so good in the film.

Woof! Woof!

You did a top job barking at that robber, Ruff! You are a star, too!

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Word sort. Create a table of definitions.

### **Worksheet 2: Comprehension**

Answer questions about the story. Create a visual storyboard of events.

### **Worksheet 3: Film-making**

Film-making vocabulary.

### **Worksheet 4: Script-writing**

Write a script for Pop and Nick's film.

# Cool cars

John Lockyer



## Focus phonics

ee as in speed, sleek, creeks, needs, green, beep, been, see, seem, keeps, speeds, keep, seen, feel, need, screech, bleep

oi as in airfoil, pointed, soil

ch as in churns, check, screech, checked

## Tricky words

all, are, as, be, comes, do, go, has, have, into, is, like, little, loved, my, no, of, old, one, out, pull, push, put, so, some, the, there, they, to, today, was, what, when, you, your

## Book summary

A discussion of a wide variety of cool cars, including hot rods, sports cars, racing cars, green cars, a flying car and a swimming car.

## Learning intention

**Phonics:** To focus on words with the long /ee/ vowel sound (and combined with adjacent consonants). Also to discuss words in the text with the /oi/ vowel digraph plus the /ch/ consonant digraph.

### Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas

### Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate

## Before reading

**Story discussion:** Look at the cover and read the title together. Ask: What might the title mean? Could it be about cars that keep you cool in summer? Or is it about cars that look cool to ride in? Flip through the book to get a sense of the contents. Invite students to share any prior knowledge about cool cars, and to make predictions about what kind of information might be given in this non-fiction text. Keep a note of predictions and return to them later.

**Quick phonics warm-up:** Quickly read the words listed in the phonics focus on the inside front cover for the long /ee/ vowel sound. Sort the list to show the words that have adjacent consonants as well: speed, sleek, creeks, green, speeds, screech, bleep. Read these words and say what the adjacent consonants are in each. (Aim for this not to last longer than a couple of minutes.)

**Vocabulary check:**

racket p 23 a very loud noise

cockpit p 9 the place where the pilot or driver sits

**Morphology:** Look at the word *invented* on p 15. It is made up of a prefix *in-* and a root word *vent* and a suffix for the past tense *-ed*.

**Etymology:** The root word *vent* comes from the Latin word *venire* meaning to find, come upon, discover. Ask: Can you think of any other words that might come from the root word *vent*? (*invention, invents, inventing, inventor*)

**Tricky word practice:** Display the tricky words *loved* and *they*. Ask: What are the tricky parts of these words? (o\_e is the tricky part of *loved* which says /u/; ey is the tricky part of *they* which says /ai/) Practise reading and spelling these tricky words.

## During reading

**Read the story:** If you are reading the text in two sessions, a good place to break is at the end of p 13. Students can finish the book in a second session or for homework. Reading could follow one or more of the following approaches:

- Read the text together, modelling where necessary.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially in words with the phonemes /ee/, /oi/ and /ch/.

**Comprehension support:** Pause occasionally to talk about the book and encourage students to work out the most important information on a given page, e.g. on p 5 ask: What is an airfoil? Point to it in the picture. Discuss how it helps the car to go faster. On p 20, ask: What does this car have in common with a plane or boat? (a propeller to help it swim along in the water) How does the propeller do this?

## After reading

**Apply learning:** Revisit the ideas expressed before reading to see if students' predictions were correct or not. Discuss any differences.

Sort words from the text into their matching adjacent consonants. In pairs, find three examples of each, e.g. gl - *glimmer, glitter, glint*; cr - *crash, crushed, cross*; tr - *traffic, truck, trip*.

Turn to p 18, and point to and read '*glimmer and glint*'. Ask: What do these words mean? (shining) Notice how the phrase has two words starting the same way. This is called alliteration (a special tool the author has used to make the text sound interesting). Turn to p 7, can students find another example of alliteration? (*cross creeks, gas-guzzler*)

Compound words: Discuss what compound words are. (two words joined together to make a new word) Demonstrate how a compound word is formed, using the following words from the text: *airfoil*, *sunlight*. Discuss their meaning.

Sometimes compound words have a hyphen between the two words, like *gas-guzzler*, *power-up*. Discuss the meanings of these words. Practise reading and writing compound words from the text, with discussion of their meaning.

**Comprehension:** Discuss the questions on the inside back cover. Then ask: What happens at a pit stop for a stock car? (p 3: car is checked and filled up with gas) Why is the vehicle on p 6 not the best to take shopping? (it's huge, hard to park and hard to get into) Research and draw a picture of a propeller and explain how it works. (p 9)

**Fluency:** Turn to p 16 and model how to read the paragraphs about electric cars fluently and with appropriate accuracy, rate and prosody. Students read the same passage, copying your reading. Students then choose another brief passage and read it fluently to a partner. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following sentences for students to write. They are from the text and are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 5, 13, 17, 18)

The cars are sleek and sit near to the road. Some have an airfoil on the back. An airfoil keeps the tail end of the car down at high speeds.

In the test, the car zoomed like a rocket. It set the land speed record for a car.

There are lots of electric cars on the roads today. But they can be hard to hear. To stop them bumping into us, they beep and bleep to tell us that they are near. That's clever.

Classic cars are cars that are 20 to 40 years old. You will see a lot of classic cars at car fairs. They are old, but they are well loved. They will still glimmer and glint in the sun.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Read and write words with the long /ee/ sound. Complete the sentences.

### **Worksheet 2: Comprehension**

Summarise main ideas.

### **Worksheet 3: History/Research - written report**

Read and write about the famous racing car driver and designer, Bruce McLaren.

### **Worksheet 4: Science and technology**

Design a cool car.



## Look out!

Erin Howard

### Focus phonics

ur as in surf, hurt, burns, turn, surfers

ure as in picture

air as in air, pair

ear as in gear, hear, ear, near, year

### Tricky words

all, are, as, be, by, do, go, have, her, here, into, is, like, little, love, no, of, out, put, she, so, some, someone, something, the, there, they, to, today, was, we, were, what, when, you, your

### Book summary

Learn about ways to keep safe while having fun or doing a job.

## Learning intention

**Phonics:** Extend knowledge of the vowel digraph /ur/ and the trigraphs /ure/, /air/ and /ear/ and other words with adjacent consonants.

### Comprehension:

- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions

### Fluency:

- Read at a natural speaking pace with minimal sounding out

## Before reading

**Story discussion:** Look at and discuss the cover. Read the title together. Discuss the illustration. Ask: Why do you think the author chose this title? What is the person looking out for here? (rocks, deep water) Compare this with the title page illustration. Ask: Have you had to look out for anything dangerous when doing any activity? Who is the author? Have you read any other books by Erin? What were they called? Read the back cover blurb together. Flip through the book to get a sense of the contents. Invite students to share any prior knowledge of the topic of the book, and make predictions about what might happen in the text and what kind of information might be given. Keep a note of predictions and return to them later.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes /ur/, /ure/, /ear/, and /air/. Flip through the text to find and read words with a focus phoneme of /ur/, /ear/ or /air/. Ask students to think of words that rhyme with *picture*.

**Vocabulary check:**

puck p 8 a black disc that players hit in ice hockey

bib p 18 an apron that protects a welder from hot flex when welding

**Morphology:** -er on the end of a word can have different meanings, e.g. -er can mean more (*blacker* means more black, *deeper* means more deep); -er can mean a person or thing that performs an action (*player* means a person who plays, *farmer* means a person who farms, *welder* means a person who welds). Find more words in the text ending in -er and discuss what they mean, e.g. swimmer, surfer, higher, older, winner, upper.

**Etymology:** *lumberjack*, someone who cuts down logs or lumber; 1831, Canadian English, from lumber (n.) + jack (n.) 'man, fellow.' Lumberman in the same sense is from 1769. *Arborist*, a tree surgeon; someone who trims (prunes) or cuts down trees. 1570s, from Latin arbor 'tree' + -ist. In early use probably from French *arboriste*.

**Tricky word practice:** Display *no* and *go*. Point to the tricky parts of the words. (o sounds like /oa/) Practise reading and writing these words.

## During reading

**Read the story:** This book may not fit into a single reading session, so the end of p 13 is a good point to break. Students can finish the book in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Ask: What words tell you what you need to do when training on bars on p 3? (keep a tight grip) Look at pp 4-5, what different types of protection can you see on these pages? Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *near* /n/ /ear/ on p 16.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up into five sections and allocate them to students (pp 2-5, 6-9, 10-13, 14-17, 18-24); they read a section each and then report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with the vowel digraph /ur/ and the trigraphs /air/ and /ear/ and words with adjacent consonants.

**Comprehension support:** Pause occasionally to talk about the text and encourage students to find and retrieve key details from the text. Ask: Can you name some things you would use for protection in winter? (pp 6-9, puffer jacket, scarf, mittens, ear muffs, thick leggings, sunglasses, helmet with face guard) What will you need for safety if you want to do tricks at the track? (pp 10-11, arm and leg pads, helmet, footgear that grips)

## After reading

**Apply learning:** Discuss the text. Ask: What have you learned about keeping safe and having fun? How can you do both at the same time? What did the author need to know to write this text? What makes you say that?

**Comprehension:** Return to students' predictions and discuss if they were correct or how they differed. Ask: Were there any surprises? What new things did you learn? Discuss the questions on the inside back cover.

Ask: What do you need to be aware of if you like swimming in the sea? (pp 14-17) What protection do welders need to keep safe from the hot flex? (p 18) What jobs and hobbies need hard hats or helmets?

Often -er on the end of a word is unstressed and sounds like a light version of /u/. This is called a schwa sound. Discuss how to say these words: welder, swimmer, surfer, higher, older, puffer, winner, upper. Discuss how to spell these words. (they all have -er on the end)

Find compound words in the story. These are two words joined to make one (lumberjack, something, someone, without, footgear) Talk about the meaning of each of the compound words.

**Fluency:** Choose a passage from the book and model how to read it fluently/with appropriate accuracy, rate and prosody. Students read the same passage, copying your reading. Students then choose another brief passage and read it at a natural speaking pace with minimal sounding out to their partner. They practise speed-reading the focus words from the inside front cover to encourage automaticity.

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 4)

It is good to have something to put on your teeth when you do a contact sport.

For sports like cricket, the bigger the kit is, the better it is. You need a strong helmet and thick shin pads. When you are batting, you might have a chest pad and an arm pad, as well.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Add suffixes s and ing to ur words.

Base words.

### **Worksheet 2: Comprehension**

Safety equipment Venn diagram.

Write a safety report.

### **Worksheet 3: Wellbeing**

Fill in the blanks.

### **Worksheet 4: Science**

Complete a table about sport injuries.

Label a helmet.



# Hair!

Erin Howard

## Focus phonics

air as in hair, pair, chair, haircut, hairdresser

i as in Jill, bit, with, fix, trim, snips, rich, grins, will, sit, his, wish, thick, quick, zigzag, dinner, chicken, clippers

## Tricky words

all, are, as, be, by, come, do, go, has, have, he, her, here, his, I, into, is, like, love, me, my, of, oh, old, one, our, out, pulling, puts, said, says, she, so, some, the, there, they, to, today, was, we, were, what, when, you, your

## Book summary

A story about a girl getting a haircut and being inspired by both a book she reads about hairstyles in the past and dogs she sees that have just been to the pet groomers.

## Learning intention

**Phonics:** Focus on words with the /air/ and /i/ phonemes from the inside front cover. Emphasise any with adjacent consonants.

### Comprehension:

- Explain the meaning of words in context
- Make predictions
- Make connections

### Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: Why would hair be a good topic to write a book about? What's important about hair? What do you notice about the girl's hair on the front cover? Now look at the back cover. Ask: What can you say about the illustrations? What do you notice about the dogs and their owners? (the dogs look similar to their owners) Read and discuss the blurb. Ask: What do you think will happen in the story? Why do you say that? (Record predictions to review after reading the text.) Who is the author? Have you read books by Erin before? What titles were they?

**Quick phonics warm-up:** Together, read the words on the inside front cover with the focus phonemes of /air/ and /i/. Emphasise those with adjacent consonants like *trim* and *grins*. Flip through the book to find and read a word with /i/ and adjacent consonants, e.g. *snips*. Think of words that rhyme with *quick* and *thick*, and list them. Read them together.

**Vocabulary check:**

groomers p 4 people who clean and care for an animal

braid p 20 a hairstyle like a plait where three lengths of hair are interwoven

**Morphology:** *hairstylist* – a person who dresses or cuts hair (a compound word of hair and dresser)

**Etymology:** *powdered* - from the root word *powder*, very fine matter like dust: Middle English *poudre*, from Anglo-French *pudre*, *podre*, from Latin *pulver-*, *pulvis* dust

**Tricky word practice:** Display the tricky words *puts* and *were*. Ask students to identify the tricky parts. (u in *puts* which says /oo / as in *book* and ere in *were* which says /ur/ as in *fur*) Practise writing and reading *puts* and *were*.

## During reading

**Read the story:** If this book does not fit into a single reading session, break at the end of p 13. Students can finish the book in a second session as a group or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Ask: Who is going for a haircut? (Jill) What does 'Hair Here' on p 2 mean? (it is the name of the hairdresser Jill is going to) Who waits with Jill? (her friend, Annika) Where is Annika's dad going? (to pick up their dog from the groomer)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with words containing the focus phonemes /air/ and /i/.

Locate and read words that are homophones like *to*, *too*. Discuss homophones students know, e.g. *bored*, *board*; *break*, *brake*; *ate*, *eight*. Make a list to read and write.

**Comprehension support:** Pause occasionally to talk about the text and encourage students to look for connections. Have they had any similar experiences? Ask: What style does the dog on p 5 have after being at the groomer? Why do you think the groomer cut the dog's hair short on p 7? Turn to p 8, how might a man's hair have looked in 1700?

## After reading

**Apply learning:** Discuss the text. Ask: What did you learn about hairstyles in the past? What else did you learn? What would the author need to know to write this story?

**Comprehension:** Revisit and discuss the predictions made earlier. Ask: Were your predictions correct? Were there any surprises in the story? Retell parts of the text in sequence. Ask: What happened first? What happened after that? What was the first dog seen by the girls? What happened next?

**Fluency:** Choose a passage from the book and model how to read it fluently, paying attention to punctuation when reading, pausing and changing tone as appropriate for the different characters. Students read the same passage, copying your reading. (echo-reading) Students then choose another brief passage and read it fluently with expression to their partner and then swap over. Choral-read part of the text together to build fluency and self-confidence.

Students practise speed-reading the list of focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 14)

Now it is Jill's turn for a haircut. She hops up into the chair. Stella puts a cloth on her.

"This will stop your neck and back getting wet. Now, how much shall I cut off?" she says, pulling out a curl.

Jill says, "Well, it is long and thick, and will be too hot in summer!" She thinks for a bit.

"Can you cut this much off?"

Stella nods, wets her hair, then snips and cuts. Soon there is a lot of cut hair to sweep up.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Write the /air/ trigraph and words that contain it.

Play a dice game.

### **Worksheet 2: Comprehension**

Answer questions about the text.

Write a paragraph agreeing or disagreeing with the statement that dogs look like their owners.

### **Worksheet 3: History**

Locate information for descriptions.

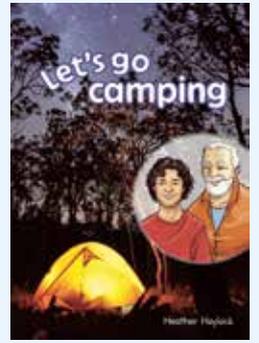
Match hairstyles to descriptions.

### **Worksheet 4: Maths**

Conduct a survey on hair.

Create a bar graph.

Summarise findings.



# Let's go camping

Heather Haylock

## Focus phonics

ear as in gear, near, years, hear, year

oa as in float, soaks, soaked

igh as in high, right, tight, night, tonight, might, higher

## Tricky words

all, are, as, be, by, come, do, full, go, has, have, he, here, his, I, into, is, like, little, me, my, no, of, old, one, our, out, pull, push, put, says, so, the, there, they, to, today, tonight, was, we, what, when, you

## Book summary

This part fiction, part non-fiction text gives useful tips on camping, such as how to find a good spot for the tent, along with ideas for activities whatever the weather.

## Learning intention

**Phonics:** Focus on words with the trigraphs /ear/ and /igh/, plus the long vowel digraph /oa/. Add an extra focus on apostrophes for contractions and possessives.

### Comprehension:

- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Visualise

### Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: What do you notice about the word *Let's*? (it has an apostrophe) It's called a contraction which means it is two words that have been shortened into one word. Ask: Which two words make up the contraction *Let's*? (Let us) Does *Let's go camping* sound better than *Let us go camping*? (*Let's* sounds more like the way we speak)

Share prior knowledge: Ask: What is camping? Who are the people on the cover? (this is a story about Oliver and his grandad going camping) Would it be fun to be in a tent on a starry night? Ask: Have you been camping? What does camping mean to you? Share experiences.

Turn to the title page. What is happening in the illustration? (Oliver is sitting outside their tent and looks happy) Make predictions: Ask: What do you expect to see in or learn from the text? Keep a note of predictions and return to them later. Who is the author? Have you read any of Heather's books before? Which ones? Read and discuss the blurb on the back cover together. Flip through the book to get a sense of the contents.

**Quick phonics warm-up:** Read together the words on the inside front cover with the focus phonemes of /ear/, /igh/ and /oa/. Flip through the text to find and read words with the focus phonemes. Build the focus word *float* with letter cards. Think of words that rhyme with *float*. List these and read them together.

### **Vocabulary check:**

sheet p 8 a waterproof piece of material like plastic or rubber. Oliver's tent has a top sheet to keep out the rain and an inner sheet on the ground to keep out the damp.

porch p 19 a cover that extends over the entrance to the tent.

**Morphology:** *unzip* p 17 has the prefix un. un means not. *unzip* is the opposite of *zip* and means to undo a zip.

**Etymology:** *stoops* p 14 means bends down. First recorded before 900; Middle English verb *stoupen*, *stupen*, Old English *stupian*; 'to bend, bow'.

**Tricky word practice:** Display *pull* and *full*. Ask students to identify the tricky parts. (u which says /oo/ as in *book*) Practise writing and reading *pull* and *full*.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 13 is a good point to break the reading. Students can complete the book in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Ask: What do you think Oliver is thinking about on p 2? How do you know? On p 3, is there anything else you would pack to take camping? On p 6, why would they want a place with no bumps for the tent?
- Students read silently at their own pace; listen to each in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with words containing the trigraphs /ear/ and /igh/ plus the long vowel digraph /oa/.

Locate and read words with an apostrophe (contractions) and say what they are short for (e.g. *I'm* p 2, *that's* p 6, *It's* p 13). Discuss what letters are replaced by the apostrophe, e.g. *I'm* = I am. (the 'a' is replaced)

Compare these words with the word *tent's* on p 19. This has a possessive apostrophe - it shows that something belongs to the tent (in this case it is the porch that belongs – the tent's porch). Students practise using this with a partner's name, e.g. *John's pen*, *Mary's chair*. They write the words to show where the apostrophe goes. (The pen belongs to John, so the apostrophe goes after John.)

Review words with -er that makes the schwa /u/ sound – *dinner*, *hammer*, *better*, *higher*.

**Comprehension support:** Pause occasionally to talk about the text and encourage students to look for connections. Ask: On p 10 why does Grandad wink when he says "No dinner for us tonight, Oliver!"? (he is tricking) How might Oliver feel if Grandad was serious about "No fish, no dinner"? Imagine if you were Oliver, how would you feel? What did they have with them to eat instead of fish?

## After reading

**Apply learning:** Discuss the text. Ask: What new information have you learned about camping? Have your feelings about camping changed in any way? Which page is your favourite? What do you say that? How do you connect with it? What did the author need to know before writing this text? How does it compare to any of her other books? Is it similar or different?

**Comprehension:** Review the predictions made earlier. Ask: Were they correct? Were there any surprises? On p 8, why do tent pegs need to be hammered in hard? On p 11, why can ants be annoying?

Retelling the text. Ask students to retell different parts of the text, e.g. what happened when Oliver and Grandad went looking for eels? What happened when they went trekking? Look for opposites in the text: zip/unzip, morning/night, can/cannot, up/down, far/near. Find compound words with hyphens and discuss their meaning, e.g. choc-chip, cook-up.

**Fluency:** Choose a passage from the book and model how to read it fluently paying attention to punctuation when reading, pausing and changing tone as appropriate for different characters. Notice and reflect the speech marks and quotation marks in your reading. Students read the same passage, copying your reading. (echo-reading) Choral-read part of the text together to build fluency and self-confidence. Students then choose another brief passage and read it fluently with expression to their partner, then swap. They practise speed-reading the list of focus words to encourage automaticity.

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 14)

Looking for eels

"Let's go and look for eels," says Grandad. "Eels hunt at night, too."

So we go back down the hill. Soon I can hear the creek, but it is too dark to see much. I turn my torch on and look under weeds and rocks.

Grandad stoops to look. Then I spot one. "Look! A long, dark eel!"

"I see it," says Grandad. "It is hunting for little fish and snails."

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

The /ear/ trigraph and meaning of words.

### **Worksheet 2: Comprehension**

Answer questions about the text.

Write solutions to problems.

### **Worksheet 3: Science**

Explain about essential equipment.

Extract information about eels.

### **Worksheet 4: Geography**

Look at maps.



# Sleeping spots

Sandy McKay

## Focus phonics

or as in formed, porch, sort, sorts, short, stork, or, for, forget, storks

igh as in might, right, tight, flight, high, night

sh as in shed, sheets, ship, short, ship's

## Tricky words

all, are, as, be, by, come, do, go, has, have, her, here, into, is, like, little, no, of, old, one, our, out, so, some, the, there, they, to, we, what, when, you, your

## Book summary

Sleep is important to living things. Animals have many interesting sleeping spots to help them keep safe when they are asleep, such as nests, dens, and up trees. Humans sleep in a big variety of spots, too, such as camper vans, cabins, tents and on ships.

## Learning intention

**Phonics:** Extend knowledge of the digraphs /or/, /sh/ and the trigraph /igh/ by combining with adjacent consonants, e.g. storks, flight.

### Comprehension:

- Retrieve and record key details from the text
- Explain the meaning of words in context
- Make predictions that fit with information given in the text

### Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Discuss the photograph. Ask: What animal is this? Does it have a good sleeping spot? Compare the photograph with the photograph on the title page. Ask: Who could sleep here? Do you think this is a fiction or non-fiction text? How do you know? Invite students to share any ideas about good sleeping spots for animals. Where do the students like to sleep? Ask students to make predictions about what kind of information might be given in a non-fiction text. Keep a note of predictions and return to them later. Read the blurb on the back cover together.

**Quick phonics warm-up:** Read the words on the inside front cover together. They have the focus phonemes of /or/, /igh/ and /sh/. Flip through the text to find and read words with a focus phoneme of /or/, /igh/, /sh/.

**Vocabulary check:**

holt p 5 a river otter's den

glamping p 18 camping which has been made a bit easier as it has lots of home comforts

**Morphology:** *wooden* p 18 has the suffix -en which means *made of*. *Wooden* means made of wood. Ask: Think of other words with the -en suffix. (woollen, golden) A noun is turned into an adjective by adding -en.

**Etymology:** The root word of *attendant* is *attend*. *Attend* means to mind or look after someone or something. When the suffix -ant is added to attend, it means someone who attends to others. (In this case the person being attended to is on a plane.) The origin of attend is from Old French *attendre* 'to expect, wait for, pay attention' then Modern French, *attendre*, and directly from Latin *attendere* 'give heed to'.

**Tricky word practice:** Display *when* and *little*. Ask students to point to the tricky parts of the words. (wh says /w/ in *when*, and le says /l/ in *little*) Read and spell the two tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 11 is a good point at which to break the reading. Students can finish the book in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. Ask: What word is where a bobcat sleeps on p 2? (den) What different types of dens can you see? (pp 2-5). Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *might* on p 5 (/m/ /igh/ /t/).
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between 8 students or 8 small groups; they read a section each and then report back on it, e.g. dens, nests, trees, in water, cabins, high in the air, glamping, summer huts.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially in words containing /or/, /igh/, /sh/ and adjacent consonants. Ask students to find words in the text that start with the same adjacent consonants as *spot*, *stack*, *trek*, and *cliff*.

**Comprehension support:** Pause occasionally to talk about the text and encourage students to find and retrieve key details from the text. Ask: Can you name some animals that sleep in dens? (p 4, skunks, chipmunks, river otters, mink, muskrats, possums, wombats) Which animal has a den with lots of rooms? (a chipmunk)

Where might a stork build a nest to sleep in? (p 6, in trees or on roofs)

What does a flight attendant do? (p 17, they look after you on a plane) Say the word *attendant* and break it into syllables. How many syllables are there? a/ttend/ant (3). Clap the syllables as you read the word.

## After reading

**Apply learning:** Discuss the text. What can you say about places to sleep? Do you think it would be fun to sleep in a tree? (p 8)

**Comprehension:** Return to students' predictions and discuss if students were correct or how they differed. Were there any surprises? Discuss the questions on the inside back cover.

Then ask: If you sleep in a cabin, what should you do before you leave and why? (p 13)

What do you know about a river otter's den? (p 5)

Find words in the text that have 1, 2 or 3 syllables. Read and clap the syllables, e.g. spot, stack, wom/bat, chip/munks, Af/ri/ca.

**Fluency:** Choose a passage from the book and model how to read it fluently and with appropriate accuracy, rate and prosody. Students read the same passage, copying your reading. (echo-reading) Students then choose another brief passage and read it with appropriate emphasis and intonation to support the meaning of the text. They practise speed-reading the focus words from the inside front cover to encourage automaticity.

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 14)

A hammock is a swinging bed. It might be cloth or netting. It will rock as you sleep.

A hammock is high up, so it is a good bed if you have to sleep in the woods. There are lots of bugs and things that come out at night in the woods. You do not need them creeping into bed with you!

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Highlight /or/ sound and complete sentences.

### **Worksheet 2: Comprehension**

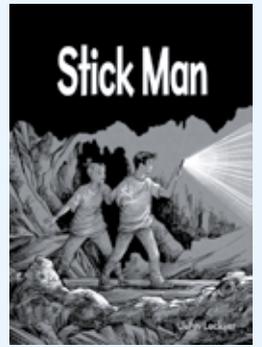
Match the words to definitions.

### **Worksheet 3: Wellbeing**

Keep a sleep diary.

### **Worksheet 4: Science**

Research sleeping positions of animals.



# Stick Man

John Lockyer

## Focus phonics

oi as in pointed, coins, coin

e as in Dev, den, tell, wet, stepped, kept, red, well, legs, better, then, get, went, bet, them, yelled, held, yes

th as in then, they, the, that, there, them

th as in with, thinks, Kath, thick, think

## Tricky words

all, are, as, be, by, come, do, go, has, have, he, here, his, I, into, is, like, me, my, no, of, oh, old, out, pulled, put, said, she, so, something, the, there, they, to, was, we, were, what, when, you, your

## Book summary

Dev and Kath explore a dark cave. Dev's Grandad had told him that a mysterious Stick Man used to live there and was still in there searching for lost coins. Dev and Kath get lost and get a fright when they think they can hear Stick Man chasing them, but it is just Grandad.

## Learning intention

**Phonics:** To decode words that feature in the story with the vowel digraph /oi/ and extend to other known words with the same phoneme. Discuss and decode words in the story with the short /e/ sound, as well as words with the voiced digraph /th/ (as in *the*) and the voiceless digraph /th/ (as in *think*).

### Comprehension:

- Make connections (text to self, text to text, text to world)
- Ask questions

### Fluency:

- Read at a natural speaking pace with minimal sounding out

## Before reading

**Story discussion:** Look at and discuss the cover. Read the title together. Ask: What do you think a stick man would look like? Do either of these characters look like a stick man? Where is the story taking place? Do you think this is a fiction or a non-fiction text and why? Look at the back cover. Read the blurb and discuss what it means. Ask: What picture is on the back cover? (a cave) Ask: What do you now know about the characters on the front cover and where they are? Ask: What is a 'tale'? (a fiction story) Share prior knowledge about caves and caving. Ask: Has anyone been in a cave before? Has anyone once heard something odd and not been able to work out what it was? Look at the title page to compare the illustration to the cover. Ask: What do you notice in this illustration? (there is a light in the distance) Ask: Where could the light be coming from?

**Quick phonics warm-up:** Read together the words starting with /th/ on the inside front cover. Tell students that for the words with a voiceless /th/, if they hold their hand in front of their mouth, they will feel air as the word is spoken.

**Vocabulary check:**

torch (p 8) a battery-powered light

shrugged (p 13) lifted shoulders up to show that you don't know something

**Morphology:** suffix -ed – changes a verb from the present tense to the past tense, e.g. *block* to *blocked*. Sometimes the last letter is doubled before adding -ed, e.g. *hop*, *hopped*; *nod*, *nodded*. Ask: Can you find other examples of words ending in -ed in the book?

**Etymology:** Locate and read the word *darkness* on p 15. Discuss what the root word is (*dark*) and what the suffix is (*ness*). Ask: What do they both mean? (*dark* means not much light; *ness* means the state of) Ask: If we add the suffix *ness* to *dark*, what does the word *darkness* mean now? (*darkness* means 'the state of being dark') The word *dark* has been known since the thirteenth century, first as middle English *derk* and later *dark* from old English meaning without light. Ask: Can you think of another word containing the word *dark*? (*darker*, *darkest*, *darken*)

**Tricky word practice:** Display the tricky words *come* and *something*. Ask: What are the tricky parts of these words? (o\_e is the tricky part which says /u/)

## During reading

**Read the story:** Start by reading the story aloud together, then invite students to take over the reading. Ask students to read aloud at their own pace, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Ask: On p 3 what word means *dark*? (*dim*) What words in the same sentence confirm the meaning? (*hard to see*). Ask: Why did Kath say "Yuck!"? (*mud splashed on her*). What else helps you with the meaning? (*the illustration*)

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially in words with the phonemes /oi/, /e/, /th/.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. pause at the end of p 5, and ask: What is a *lair*? What do you know so far about *Stick Man* and his *lair*?

## After reading

**Apply learning:** Discuss the story. Encourage students to retell events in the right order. Ask: When did *Dev* and *Kath* realise that there was no *Stick Man*? Look at the word *grandkids* on p 22. Notice that it is made up of two words. What are they? What do they mean? (*Grand* means from another generation, *kids* is a colloquial word for children = grandchildren) This is called a compound word. Find or think of other compound words to discuss, e.g. *grandmother*, *football*, *firefighter*, *notebook*, *laptop*.

**Comprehension:** Discuss the questions on the inside back cover. Ask: How did this story make you feel? Do you have a friend or family member who might make up a story like *Grandad* did? How would you feel if he or she did that? Should *Dev* and *Kath* have gone in the cave by themselves? Do you know any other mystery or ghost stories?

**Fluency:** Choose a passage from the book and model how to read it fluently with appropriate accuracy, rate and prosody (the three elements of fluency). Students read the same passage, copying your reading. (echo-reading) Students then choose another brief passage and read it at a natural speaking pace with minimal sounding out. Students practise speed-reading the focus words on the inside front cover to encourage automaticity (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 4)

There were twists and turns in the dark lair.

Dev and Kath hopped across pools of mud.

They stepped up into gaps.

They jumped down off rocks.

They kept going.

They chatted as they went.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Add suffixes -s and -ing to words with /e/ phoneme.

Highlight short /e/ vowel in words.

### **Worksheet 2: Comprehension**

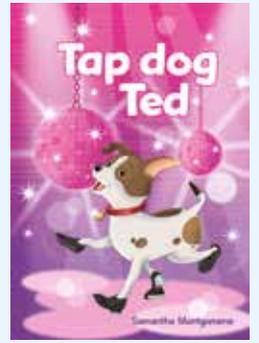
Retell the story using a story framework.

### **Worksheet 3: Science**

Fill in the safety guidelines grid.

### **Worksheet 4: History and Geography**

Creating key words for an AI program.



# Tap dog Ted

Samantha Montgomerie

## Focus phonics

ow as in bow, wow, flowers, howl, crowd, bows, down, howls

ng as in song, strumming, dazzling, rings, splashing, darting, dashing, swimming, morning, tip-tapping, getting, zooming, spinning, blushing, sparkling, drumming

nk as in honks, thanks, thinks, pink, twinkling

## Tricky words

all, are, as, be, by, come, do, go, has, have, he, her, here, his, I, into, is, like, love, of, out, puts, says, she, so, the, there, they, to, we, were, what, when, you

## Book summary

Ted is a dog who wants to tap dance. His family think he should be fetching sticks and splashing about in mud instead. One night Ted sneaks into the Bow Wow Hop and dazzles the crowd with his dancing. At last, he is a tap-dance star.

## Learning intention

**Phonics:** To decode words with the phoneme /ow/ that feature in the story and extend to other known words with the same phoneme. Discuss and decode words in the story with the /ng/ sound, as well as words with the /nk/ sound. Emphasise any words with adjacent consonants, e.g. flowers, splashing, twinkling.

### Comprehension:

- Explain the meaning of words in context
- Make inferences from the text
- Make connections

### Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: Does anyone like to tap dance? If so, share your experience. Ask: What is a tap dog? Can you see the taps on Ted's shoes? What does a tap do? (makes a sound when dancing) Do you think Ted likes to tap dance? Why do you say so? Do you think this is a fiction or a non-fiction text and why? Look at the title page to compare the illustration to the cover. Ask: What do you notice in this illustration? Why are there four tap shoes? (Ted has four feet) Why are there taps on the toe and heel? (tap dancers use both parts (toe and heel) of the shoe when dancing) Touch the heel of your foot and then your toes. Who is the author? (Samantha Montgomerie) Have you read any other stories written by Samantha? If so, say the title, what you thought of the book and why. Look at the back cover. Read the blurb and discuss what it means.

**Quick phonics warm-up:** Read the words together on the inside front cover with the focus phonemes of /ow/, /ng/ and /nk/. Flip through the story to find and read words with these focus phonemes. Build the focus word *down* with letter cards. Think of words that rhyme with *down*. List these and read them together, e.g. town, clown. Point out any with adjacent consonants like *clown*.

**Vocabulary check:**

splendid p 10 very good or excellent

glitter p 12 tiny pieces of sparkling material used for decoration

**Morphology:** p 22 *hardest* means using the most effort, e.g. "Dad's tail waved the hardest" on p 22. -est is a suffix making the noun *hard* into a superlative adjective. Other examples of superlatives are brightest, loudest, fastest.

**Etymology:** p 22 *blushing* means going red in the face from shyness or embarrassment. The root word is *blush*. Originates in late 14c., *bluschen, blischen*, 'to shine brightly; to look, gaze, stare,' probably from Old English *blyscan* 'blush, become red, glow'.

**Tricky word practice:** Display the tricky words *what* and *says*. Ask: What are the tricky parts of these words? (wh and a are the tricky parts of *what*, wh says w and a says o; ays is the tricky part of *says*; *says* is spoken /s/ /e/ /z/)

## During reading

**Read the story:** If this book does not fit into a single session, the end of p 11 is a good point to break the reading. Students can finish the book in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Ask: How do you think Ted says "will" at the bottom of p 2? Why do you think that? (loudly because of the bold print) On pp 4-5, ask: How many dogs are in Ted's family? (six - Ted, Spark, Fluff, Dexter, Mum, Dad) What are the names of Ted's siblings? (Fluff, Spark, Dexter). On p 6, what does Dad expect Ted to do in the park and how do you know? (run for sticks and dash to get things - Dad said on p 2 what he thinks dogs do) Ask: Does Ted do what Dad expects? (no, he dances)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with words containing the focus phonemes /ow/, /ng/ or /nk/ and/or adjacent consonants.

Practise reading words and clapping/counting the syllables, e.g. spins (1), splen/did (2), fan/tas/tic (3). Find compound words. Discuss the meaning of the two words and the joined word, e.g. moonlight, footsteps.

**Comprehension support:** Pause occasionally to talk about the text and encourage students to look for connections. On p 10, ask: What does 'posh' mean? (smart or elegant) What is the Bow Wow Hop? (a concert or party for dogs to dance at) How do you think Ted felt doing his dancing when his family thought he should fetch sticks? (brave, scared, proud, embarrassed)

On p 22, what does "grins from ear to ear" mean? (smiles widely) Who is doing this and why? (Dad because he is proud of Ted)

## After reading

**Apply learning:** Discuss the text. Ask: What new information have you learned about tap-dancing? Which page is your favourite? Why do you say that? How do you connect with it? What did Samantha (the author) need to know before writing this text? How does it compare to any of her other books? Is it similar or different?

**Comprehension:** Ask: Is there a message in this book and if so what do you think the message is? (follow your passion; anyone can do anything; anything is possible) Read and discuss the questions on the inside back cover. Retell parts of the text, e.g. what happened when the family went to the park or when Mum and Dad went to the Bow Wow Hop? How did the crowd show that they liked Ted's dancing? (they wagged and barked)

The author has used rhyming ideas to make the story interesting. Notice "strumming and drumming" on p 17. This is called assonance where the vowel sound is repeated. Another is on p 18: "Ted grins as he spins". Examples of alliteration are "tip-tip-taps" p 7; darting/dashing p 8, "clips and clops" p 19. Alliteration is when the initial sound is repeated.

**Fluency:** Choose a passage from the book and model how to read it fluently paying attention to punctuation when reading, pausing and changing tone as appropriate for different characters. Notice and reflect the speech marks and quotation marks in your reading. Students read the same passage, copying your reading. (echo-reading) Choral-read part of the text together to build fluency and self-confidence. Students then choose another brief passage and read it fluently with expression to their partner, then swap over. They practise speed-reading the focus words from the inside front cover to encourage automaticity.

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

page 22

The band stops. The crowd barks and howls. Ted tips his hat. Flowers rain down on him. Ted bows and bows. He cannot stop grinning! Mum and Dad rush up to Ted.

"You were fantastic!" says Mum.

"Thanks, Mum," says Ted, blushing.

Dad's tail wags the hardest. He grins from ear to ear.

"You were dazzling, Ted. What a tap star you are!" he says.

"Thanks, Dad," says Ted. Ted's tail wags hard, too.

## Follow-up activities

Students complete the follow-up activities:

### Worksheet 1: Phonics

Complete /ow/ words.

### Worksheet 2: Comprehension

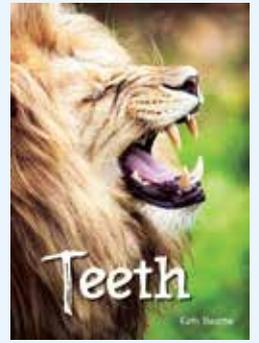
Fill in a graphic organiser about Ted. Complete a story map.

### Worksheet 3: Vocabulary

Fill in a word web. Read sentences and find the meaning of words.

### Worksheet 4: Word work

Choose verbs and adjectives.



# Teeth

Kath Beattie

## Focus phonics

-er as in hunters, dinner, clever, killer, bigger, never, river, hunter, winter, proper, Goosander

ee as in teeth, green, greens, deep, sleeps, sleeping, keep, needs, seeds, sheep, free, cheeks, three, see, keeps, cheek, keeping

## Tricky words

all, are, as, be, by, come, do, full, go, has, have, he, her, here, his, into, is, like, little, loves, no, of, old, one, out, pushes, she, so, some, the, there, they, to, we, when, you, your

## Book summary

There are three main sorts of teeth - flat, sharp and pointed. This text looks at all sorts of different animals, what sort of teeth they have and what they use them for.

## Learning intention

**Phonics:** Focus on words with the schwa sound (er making the sound /u/) on the inside front cover plus the /ee/ sound. Emphasise any with adjacent consonants (e.g. hunters, clever, winter, proper, green, sleeps, sheep, etc). Add an extra focus on words with the adjacent consonants shr (shreds, shrub, shrimp).

### Comprehension:

- Explain the meaning of words in context
- Summarise main ideas

### Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover. Read the title together. Ask: Why would teeth be a good topic to write a book about? Why are teeth important? What do you know about teeth? Discuss the photo. Ask: What animal is this? How do you think it is feeling? What makes you say that? What do you notice about these teeth? (sharp and pointy) Compare this with the title page photo. Ask: What animal is this? How do you think it is feeling? What is different about these teeth? (not pointy, but still sharp) Ask: How do our teeth show how we are feeling? (we smile or laugh when we are happy, and often our teeth are visible) Ask: Who is the author? Have you read any other books by Kath Beattie? What were they called? Read and discuss the back cover blurb together. Flip through the book to get a sense of the contents.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /er/ (schwa) and /ee/. Explain that er makes a light /u/ sound (schwa). Flip through the text to find and read words with these same focus phonemes. Pay extra attention to those with adjacent consonants like green, sleep.

**Vocabulary check:**

pointed p 6 very sharp or jagged. Demonstrate with your hands/fingers to show something pointed. (It can also mean pointing to something.)

gulps p 14 swallow without chewing. A croc gulps its food. Act out taking a gulp of air.

**Morphology:** dragonfish - a fish with a special set of sharp teeth and a light that attracts other fish for it to eat. Other words that start with the prefix *dragon* are dragonfly and dragonhead. Dragon means a huge serpent often breathing fire or associated with water. Origin of dragon is Middle English, from Anglo-French *dragun*, from Latin *dracon-*, *draco* serpent, dragon, from Greek *drakōn* serpent.

**Etymology:** Gooseander – a duck having a dark head and white body in a male, and a grey body and a brown head in a female; it has very sharp saw-like teeth in its bill to grip fish. Word origin: 17C: probably from goose + Old Norse *önd andar* duck.

**Tricky word practice:** Display the words *they* and *there*. Ask students to identify the tricky parts. (ey which says /ay/; ere which says /air/) Practise writing and reading *they* and *there*.

## During reading

**Read the story:** This book may not fit into a single reading session, so the end of p 13 is a good point to break. Students can finish the book in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Ask: Why are there words in bold type on p 2. (these are important words for the text) What are the three main sorts of teeth? (flat, pointed and sharp) On p 3, what is another name for pointed teeth? (fangs) Where else have you already seen fangs? (on the cover) Check pp 6-7 for more pictures of fangs. Do you think the lion on p 6 is the same lion as on the cover? Why or why not? What do fangs do to food? (rip it apart)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each (1 or 2 pages), summarise the main ideas of the section and share with the group.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially when applied to the focus phonemes in this text - schwa sound (er) from the inside front cover plus the /ee/ sound.

Locate and read words starting with shr: shreds p 11, shrubs p 12, shrimp p 19. Discuss the meaning of these words in the text. (shreds - small strips or pieces; shrubs - small bushes or trees; shrimp - a small fish)

**Comprehension support:** Pause occasionally to talk about the text and encourage students to look for the main ideas. On p 5, look at the word in bold print. Read it together. (snaps) Why is this word important to the text? What is the main idea here? (the dragonfish snaps its teeth on its dinner) What kind of teeth does the dragonfish have? (sharp, hooked) What is special about a dragonfish? (it has a light that changes colour to help it catch dinner)

## After reading

**Apply learning:** Discuss the text. Ask: What have you learned about teeth? What are the main types of teeth and what do they do? (sharp to cut, flat to mash, and pointed to rip and shred)

**Comprehension:** Look at p 6. A big cat is a hunter. How many fangs does it have? (4) Name a big cat. (lion, tiger, leopard, etc) Say the word *hunter*. Notice the schwa /u/ sound for the er. Ask students to locate and say another word with the same sound on the end.

Look at pp 14-15. What is special about a croc's teeth? (they close like a zip and they never run out - a new one appears as soon as one drops out) Look at the silhouette of the croc. Can you draw a croc with its teeth zipped up?

Look at p 24. What is a clever about the tooth duck? (it looks as though it has lots of teeth but it has no real teeth, it grips fish tight in its bill)

**Fluency:** Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it fluently with expression to their partner, then swap over. Choral-read part of the text together to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 20)

Honk!

This one has 32 teeth and 4 big 'tusks'. Tusks look like fangs, but they are not for ripping food. Her tusks are for fighting for her little ones. The flat teeth at the back of her cheeks are for crushing her greens. Her teeth keep getting bigger and bigger. She keeps them sharp and short by chomping on things.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Words with -er spelling pattern; reading /u/ phoneme for -er spelling pattern.

### **Worksheet 2: Comprehension**

Fill in a chart comparing animals' teeth.

Write a paragraph about a hunter.

### **Worksheet 3: Science**

Write about which animals have which types of teeth.

### **Worksheet 4: Wellbeing**

Looking after teeth and healthy options - true/false questions.

Name some healthy alternatives to sugary snacks.



# Ticking-clock quicksand

Verity Croker

## Focus phonics

ur as in surf, turns, further, fur, turn

ar as in starts, bark, far, arms, hard, barks, start, smart, harder

ai as in wait, tail, waits

## Tricky words

all, are, as, be, come, do, go, has, he, her, here, his, I, into, is, like, little, loves, me, my, no, of, oh, one, onto, our, out, pull, push, put, says, she, so, some, the, there, to, we, what, when, you

## Book summary

Bud the dog has got stuck in quicksand on the beach. His owners try to get him out, but they need the help of many friends in order to finally bring him to safety.

## Learning intention

**Phonics:** To decode words with the r-controlled vowel sounds /ar/, /ur/ and the vowel digraph /ai/ that feature in the story, and extend to other known words with the same phonemes. Also mention adjacent consonants when appropriate, e.g. smart. /s/ /m/ /ar/ /t/

## Comprehension:

- Explain the meaning of words in context
- Make inferences from the text
- Make connections
- Answer questions
- Visualise

## Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate, especially for different characters
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover. Ask: What do you think is happening in the illustration? Share ideas. Read the title together. Ask: What is 'quicksand'? (sinking sand) What is meant by the words 'Ticking-clock'? (time could run out) Where do you think this story takes place? Look at the title page to compare the illustration to the cover. Ask: What is different in this illustration? (the dog is in the sand) Who is the author? (Verity Croker) Have you read any other stories by Verity? If so, say the title and what you thought of it. Look at the back cover. Read the blurb and discuss its meaning.

**Quick phonics warm-up:** Read the words on the inside front cover with the focus phonemes /ur/, /ar/ and /ai/. Flip through the story to find and read words with these same focus phonemes. Build the focus word *surf* with letter cards. Think of words that rhyme with *surf*. List these to read together, e.g. *turf*, *smurf*. Point out any with adjacent consonants like *smurf*.

**Vocabulary check:**

object (noun) p 10 a thing that can be seen or touched

inch (verb) p 13 to move along slowly and carefully

**Morphology:** suffix -ing is added to a verb to make the present tense, e.g. grinning, clapping p 24. These two words also have adjacent consonants. Say the words slowly decoding the sounds: /g/ /r/ /i/ /n/ /i/ /ng/, grinning; /c/ /l/ /a/ /p/ /i/ /ng/, clapping. Look for more words in the story with the -ing suffix, e.g. gripping, getting. (Notice the consonant sometimes doubles after a short vowel sound when adding -ing, e.g. grin/grinning.)

**Etymology:** Quicksand is loose wet sand that sucks things into it; it is not fast moving but is called 'quick' because things that move look like they are alive. Quick is an old word meaning 'living, alive'. From Middle English *quyksande*, from Old English *cwecesand* ('quicksand'), equivalent to quick ('living') + sand. Think of other words starting with quick. (quickstep, quickfire) In these cases the word *quick* does mean fast.

**Tricky word practice:** Display the tricky words *like* and *has*. Ask: What are the tricky parts of these words? i-e is the tricky part of *like* as it says /igh/; *like* says /l/ /igh/ /k/; s is the tricky part of *has* as it says /z/; *has* says /h/ /a/ /z/. Practise saying and spelling these tricky words.

## During reading

**Read the story:** If you want to break the reading into two sessions, the end of p 13 is a good point to stop. Students can finish the reading in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. On p 3, ask: What made Bud the dog run off? (he was chasing gulls) How does Emma know that he is in quicksand? (she sees Bud sinking in the sand) Which words tell you in the text? (sink, sinking, sunk, deeper and deeper) How far did Bud sink? (to the tops of his legs) On pp 4-5, what are Emma and Trent trying to do? (creep along the sand to reach Bud) What stops them reaching Bud? (fear of sinking in the sand) How can you tell they are afraid? (their faces in the illustration and the text) What do they need? (help) On pp 6-7, ask: What can you say about Bud? (he is sinking further and he looks scared) Ask: What does 'fear oozing from him' mean? (Bud looked really scared) How can you tell Bud is scared? (the look on his face)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with words containing the focus phonemes /ur/, /ar/ and /ai/ along with adjacent consonants.

Find words that rhyme in the story, e.g. licks/flicks; grip/slip; link/sink. Say the words slowly to hear each sound and then blend, e.g. /l/ /i/ /k/ /s/, licks.

Locate or display these words: Trent's legs p 11, Bud's tail p 11, Linda's cord p 24, and ask: What

do the apostrophes tell us in these words? (this is a possessive apostrophe showing something belongs to someone) Make up a phrase about something personal for yourself using an apostrophe, e.g. Jane's hat.

Find comparatives in the story with -er on the end. These occur when two things are compared, e.g. p 13 nearer, p 15 higher. Look for more examples in the text. Read the words and remember that er sounds like /u/.

**Comprehension support:** Pause occasionally to talk about the text and encourage students to look for connections. On p 7, ask: How do Trent and Kim look? (worried) How would they say the words in the speech bubble? Read the words as though you are them.

On p 13, why is it hard to grip Bud? (because his fur is short and wet) How would you feel if you were Emma? Visualise yourself. What would you be doing?

## After reading

**Apply learning:** Discuss the text. Ask: What have you learned from this story? Which page is your favourite? Why do you say that? How do you connect with it? Do you think this is a fiction or a non-fiction text and why? Could it have been based on a true story? What did Verity (the author) need to know before writing this text?

**Comprehension:** Ask: What was the problem and solution in this story? How many people were needed in the human chain to pull Bud out? (8) What were the main things that helped pull out Bud in the end? (the cord Linda brought and Baxter as he was big and strong) How should the word 'pull' be read on pp 21 and 23? (loudly as it's in bold and it tells everyone to pull at the same time) Read the sentence on p 21 together. "'Keep pulling! 1, 2, 3, **pull!**" yells Baxter'. Review the text together retelling the sequence of events and the order that people came to help. Who was first? Next? Was there a funny part to the story? (pp 22-23 when they all fall on top of each other) How did they all feel on p 24? (happy and relieved) Read and discuss the questions on the inside back cover.

**Fluency:** Choose a passage from the book and model how to read it fluently, paying attention to punctuation when reading, pausing and changing tone as appropriate for different characters. Notice and reflect the speech marks and quotation marks in your reading. Students read the same passage, copying your reading. (echo-reading) Choral-read part of the text together to build fluency and self-confidence. Students then choose another brief passage and read it fluently with expression to their partner, then swap over. They practise speed-reading the list of focus words on the inside front cover to encourage automaticity.

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 13)

"Can you ring for help? I do not think we can do this with just us," I tell her.

Erin nods, then rings Caz.

"Quick, Caz, quick!" says Erin. "And bring Fred."

Soon Caz and Fred are running up to us. We all get flat on the sand, Caz gripping Fred, Fred gripping Erin, Erin gripping Kim, Kim gripping Trent, and Trent gripping me tight. I inch nearer to Bud. I am near now, but I cannot get a grip on his short wet fur.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Word sort – ur, ar words. Sort, read and write words.

### **Worksheet 2: Comprehension**

Fill in a story framework. Find out meanings of words.

### **Worksheet 3: Science**

Do a quicksand experiment.

### **Worksheet 4: Geography**

Read information about quicksand. Where does quicksand occur?