

Blockbusters!

John Lockyer

Focus phonics

oo (moon) written as ew as in crew, grew

oo (moon) written as u_e as in includes, Luke

y-oo written as u as in popular, regular, humans, costumer, computers, music

Tricky words

any, friend, many, people, their, there, through, where, who, work, would

Book summary

Blockbusters can take hundreds of people years to make. We find out about life on a film set – the various jobs and why they are important.

Learning intention

Phonics: To decode words with the phonemes /oo/ phoneme (as in moon) spelt ew, u_e; and /y-oo/ spelt u that feature in the text and extend to other known words with the same phonemes.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- 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
- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at the cover and read the title together. What is a blockbuster? (a very successful movie) Discuss what is happening in the picture. (lighting for a movie) Ask: Have you seen a movie on the big screen? Share anything you know about making movies. Do you think this is a fiction or non-fiction text and say why? (non-fiction) What do you think you will learn from this text? Record these thoughts to save for later discussion. Ask: Who wrote this text? Have you read any other books of John's? What were they called? (in the Reading Road series, John has written Stick Man and Cool cars) Were they non-fiction? (Cool cars is non-fiction) What did you think of them? Read and discuss the blurb on the back cover. Flip through the book to get a sense of the contents, too.

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /oo/ as in moon, written as ew or u_e and /y-oo/ written as u. Flip through the text to find and read words with a focus phoneme of /oo/ and /y-oo/. Build the focus words *grew* and *crew* with letter cards. Notice the adjacent consonants at the beginning of the words. List other words that rhyme with *crew*, e.g. *blew*, *flew*, *drew*.

Vocabulary check:

stunts p 12 difficult and risky activities where experts take the role of the main actor

prosthetics p 17 fake body parts which an actor will wear to make them look like the character, e.g. claws, hairy feet

Morphology: microphone p 27 – an instrument to make quiet voices sound louder. The word is Greek in origin, with the prefix *micro* meaning small and *phon* meaning sound. Think of other words starting with *micro* and discuss their meanings, e.g. microscope, microwave.

Etymology: gaffer p 24 – 1580s, “elderly rustic” apparently (based on continental analogies) a contraction of godfather (compare *gammer*). Originally a term of respect, also applied familiarly; from “old man” it was extended by 1841 to foremen and supervisors, which sense carried over in early 20th century to “electrician in charge of lighting on a film set”.

Tricky word practice: Display the words *friend* and *who*. Ask students to identify the tricky parts.

friend – the tricky part is ie which says /e/.

who – the tricky parts are wh which says /h/ and o which says /oo/ as in moon.

Practise reading and spelling these tricky words.

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 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, reading aloud at their own pace. 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. On p 2 discuss the word *plump*. What is a plump seat? Discuss the different types of movies – thriller, comedy, cartoon and fantasy. What does each mean? What are the differences? Which do you like? On p 3 why are the words *hundreds* and *years* in bold print? (for emphasis) What is the author emphasising? (it takes a lot of people a long time to make an expensive, successful movie)
- 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, summarise the main ideas and then report back on it. The sections could be: The script, The crew, Acting, Stunts, Make-up, Outfits, Props, Music, Sound effects, Lights, Cameras, Sound recording.

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 using the focus phonemes of /oo/ as in moon and /y-oo/. Make special mention of other words with adjacent consonants in the text.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 4 ask: How does a film script differ to a script written for a book? (the movie script needs details of everything that will be said, seen and acted out) On p 6, ask: What does *conflict* mean? (having different opinions) On p 7, ask: What is a film set? (the place where the action is filmed)

After reading

Apply learning: Discuss the text. Ask: What have you learned about making movies? What job would you like to have on a film set?

Comprehension: Return to the predictions and discuss if they were correct or how they differed. Were there any surprises? Encourage students to retell parts of the text in their own words, e.g. the passage about stunts. Read and discuss the questions on the inside back cover. Ask: What would an author need to know to write this text? On p 8, ask: What does "green light" mean? (the script is approved and the movie can be made) On p 11, what are "extras"? (non-speaking acting roles in crowd scenes) On p 20, what are "props"? (things actors use when acting, e.g. chair, table, cushion, bowl)

Look for synonyms (words with similar meanings) in the text and share their meaning with the group, e.g. script/story p 4; twists/turns p 5; evil/bad p 6; effects/stunts p 12. Discuss what could be synonyms of the following words: screen p 2, complete p 10, outfit p 19, frightened p 9.

Students choose one heading to ask questions about to a partner. The partner finds the answer in the text. Then swap over using a different heading.

Fluency: Choose a passage from the book and model how to read it at a natural speaking pace with minimal sounding out. Students read the same passage, copying your reading. Students choose another brief passage and read it in the same manner to their partner, then swap over. Choral-read parts 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.

(pages 4-5)

The script

First, a film needs a script. The script is the story that will be told in the film. The script is very detailed and includes everything that will be said, seen and acted out in the film. It can take a long time to get the script just right.

One script that went through lots of twists and turns was for the film 'Toy Story'. In the first draft, Woody, a toy cowboy, was silly and unkind to the toys in the toy box. But in the script that was made into the film, Woody is smart and a good friend. 'Toy Story' became a much-loved film.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/oo/ as in 'moon' spelt ew, u_e. /y-oo/ spelt u.

Read words and write sentences.

Worksheet 2: Comprehension

Vocabulary.

Answer questions about the text.

Summarise paragraph.

Worksheet 3: History of film

Write about music in films.

Write about sound effects.

Write film facts.

Worksheet 4: Maths

Fractional parts.

Measurement.



Ducks in a row

Evan Croker

Focus phonics

ai written as ay as in okay, spray, away, way

ai written as a_e as in save, grate, lane, lake, came, waved, made, gave, lemonade, homemade, grates

ai written as a as in basin, baby

Tricky words

asked, could, friend, people, their, there, thought, through, two, want, where, who

Book summary

Tam and Emma are told about some ducklings trapped in a fountain in Green Park. They rush to the rescue and reunite the ducklings safely with the parent ducks on Lake Bert.

Learning intention

Phonics: To decode words with the phoneme /ai/ spelt ay, a_e, and a, and to work on this group of grapheme-phoneme correspondences that feature in the book. To understand that the word *fountain* has a schwa sound for /ai/.

Comprehension:

- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- 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: What could the title mean? What do you think the children are going to do? (catch something with the net) What are the ducks doing and why? (flapping and quacking; they may be scared of the bikes or the children) 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. Share prior knowledge

about ducks. Ask: Has anyone seen ducks before in a park or on a farm? What did they notice? (Walking in a row following each other?) Look at the title page to compare the illustration to the cover. Ask: What do you notice in this illustration? (7 ducklings in a row) Ask: Where could they be going? Note predictions to return to later in the lesson.

Quick phonics warm-up: Read together the /ai/ words on the inside front cover. Notice the three alternate spellings (graphemes) for the phoneme /ai/ (ay, a_e, a). Think of and record other words that rhyme with these or have the same spellings for /ai/, e.g. day, say, play; mate, same, late; bacon, apricot, paper. When we read the word *fountain*, it has the letters ai in the second syllable. This is not read as a long /ai/ sound. It is a schwa sound, which is an unstressed vowel sound. In this word the schwa sound is /i/. Sound out the word: /f/ /ou/ (as in cow) /n/ /t/ /i/ /n/ fountain. (*captain* also follows this model)

Vocabulary check:

grate p 6 frame of metal bars

siblings p 22 brothers and sisters

Morphology: duckling p 3 the suffix -ling means small, immature, young or inferior; duckling means a young duck.

Etymology: duck (n) a diving bird or a water fowl, generally shorter necks than geese or swans. The word duck comes from Old English *duce* "diver", a derivative of the verb *ducan* "to duck, bend down low as if to get under something, or dive", because of the way many ducks feed by upending.

Duck (v) c1300, "to suddenly go under water and immediately withdraw"; from Old English *ducan* "to duck", found only in derivative *duce* (n) "duck". Hence, "duck out" p 4 and "duck home" p 28 mean to go suddenly and return quickly.

Tricky word practice: Display the tricky words *could* and *friend*. Ask: What are the tricky parts of these words?

could – oul is the tricky part which says /oo/ as in put.

friend – ie is the tricky part which says /e/.

Practise writing and reading these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of Chapter 2, p 13 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 story aloud together, then invite students to take over the reading. Tell 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. On p 2, ask: What do you notice about the words *homemade* and *lemonade*? (they rhyme and have the alternative grapheme a_e for phoneme /ai/) Read the words together. On p 2, ask: What does *bitter* mean? (sour) What else helps you with the meaning? (the illustration of Emma's face) What do you do if you taste something sour? How do you feel? What does the word *don't* mean on p 3? (do not – it's a contraction where the apostrophe replaces the o in not) This sentence is a question – it is asking Tam if he likes birds – "don't you?" means "do you not?"
- 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 using the alternate graphemes for /ai/ (ay, a_e, a).

Find other words in the story that are contractions, e.g. let's p 4, didn't p 12, it's p 13. Read the sentences that contain these contractions aloud.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 3, ask: What do you know so far about Emma and Tam? (Tam liked his homemade lemonade because it's cheap, Emma didn't because it's sour. Tam likes birds). On p 11, ask: What do you think the mum duck was saying? What did her quack mean? On p 12, ask: Why do you think the mum and dad ducks are flapping?

After reading

Apply learning: Revisit the book and discuss the story. Encourage students to retell events in the right order. Ask: When did Tam and Emma realise the ducklings were in trouble? Do you think it was right for them to put the ducklings in a box? Is there anything else they could have done? What can you say about the mother and father ducks? Were they caring parents? Say how you know.

Look at the words *lemonade* and *handmade* on p 2. Count and clap the syllables in each. Home/made (2) lem/on/ade (3). Notice that they rhyme. This technique where a vowel sound is repeated is called assonance. It is used by authors to make the reading sound interesting. (In this case it's the /ai/ sound spelt a_e) that is repeated.)

Count and clap the syllables in words ending in the suffix "ly", e.g. happily p 20, suddenly p 25, loudly p 14, slowly p 14. Discuss the meaning of the words. ("ly" makes an adjective into an adverb.)

Find the words *cheep* and *chirp* on p 17. This is alliteration where the initial sound is repeated (another technique the author has used to make the story sound interesting). Look for other examples in the book, e.g. Dad duck on p 18.

Comprehension: Ask: How did this book make you feel? Would you like to have been helping Tam and Emma? Do you know any other books about animals being rescued? Do you think this could have been a true story and why or why not? Revisit predictions. Were they correct? Take a chapter per group to retell and summarise the main ideas.

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 and paying attention to punctuation. (echo-reading) Students choose another brief passage and read it fluently/with expression to their partner changing tone when appropriate. 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.

(pages 5-6)

Emma and Tam rode their bikes to Green Park. The fountain was a big basin with a spray of water shooting up. The water splashed down, and drained away through grates in the bottom of the basin.

Tam and Emma saw that seven little ducklings were stuck on a grate. Water gushed onto them, pushing them down. They were too little to fly out of the basin to the lawn, where the mum and dad ducks waited.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Spelling patterns for /ai/.

Use words in sentences.

The schwa sound – fountain, captain. Use words in sentences.

Worksheet 2: Comprehension

Answer questions about the text.

Summarise a chapter using RAP technique.

Worksheet 3: Social Science

Everyday heroes – describe heroes and create a poster.

Worksheet 4: Maths

7x table



Go, Eve, go!

Verity Croker

Focus phonics

f written as ph as in trophy

ee written as ea as in each, team, beat, teacher, seats, leap, reach, loudspeaker

ur written as er as in her, sternly

Tricky words

again, asks, could, friend, school, there, through, two, want, where

Book summary

Eve is one of the best swimmers in her school, but at the annual district schools swimming competition things don't go her way and she doesn't win any of the individual race medals. But in the relay she finally triumphs with her three friends.

Learning intention

Phonics: To decode words with the phonemes /ee/ spelt as ea; /ur/ spelt as er; and /f/ spelt as ph that feature in the story and extend to other known words with the same phonemes, e.g. dolphin, treat, perfect.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- Read at a natural speaking pace with minimal sounding out
- 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 is Eve doing in the illustration? Ask students to share any prior knowledge of swimming competitions and make predictions about what might happen in the story. Keep a note of predictions and return to them later. Read the title page and discuss what students see in the illustration. Read and discuss the back cover blurb together. Flick through the book to get an idea of the story from the illustrations.

Quick phonics warm-up: Read the words on the inside front cover together. Discuss and decode the words *each* and *reach*. Ask: What other words can you think of that rhyme with *each*? (beach, teach, peach)

Vocabulary check:

clamber p 8 (verb) climb or scramble up using both hands and feet

trophy p 28 (noun) something you win if you do well in an event

Morphology: stern – the -ly suffix turns an adjective into an adverb; stern becomes sternly. Stern means firm or strict; sternly means something has been said firmly, e.g. The teacher said sternly, "No devices are allowed to be used on the bus, no exceptions!"

Etymology: swim – Old English swimman (verb), of Germanic origin; related to Dutch zwemmen and German schwimmen. To move self in the water.

Tricky word practice: Display the tricky words *again* and *ask*. Ask: What are the tricky parts of these words?

again – ai is the tricky part which says /e/.

ask – a is the tricky part which says /ar/.

Practise reading and spelling these tricky words.

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 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. Pause at the end of p 3 and ask: Who is telling the story? (Eve) How do you know?
- 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 in words with the focus phonemes /ee/ written as ea, /ur/ written as er and /f/ written as ph.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. on p 2, talk about compound words – sunscreen, sunhat. Say the two words that make up the compound word when joined. Discuss their meanings, e.g. sun+screen = sunscreen – something to screen or block the sun. Ask: What is a synonym for sunscreen? (sunblock) Repeat the procedure for sunhat.

Pause again at the end of p 4. Why might the bus driver wish they had travelled by train? (they were so noisy)

After reading

Apply learning: Discuss the story. Ask: What new information have you learned about Eve? How was Eve feeling at the end of the story? (She was very happy. She loved the team event.) Relate this to students' experiences of being a team player versus an independent competitor in a sports event. Ask: What did Verity Croker (the author) need to know before writing this text? How does it compare to any of her other books? (In the Reading Road series, she has also written *Ticking-clock quicksand* and *Odd fish countdown*.) Is it similar or different?

Comprehension: Ask: What can you infer from the story about spoiling the start of a race? (it didn't really matter as a second chance was given, but it might dent your confidence a bit) What is a relay? How many laps does each competitor swim? (2 laps) What strokes do the team swim in this book? (backstroke, butterfly, breaststroke, crawl) Which stroke did Eve do? (crawl) Who swam in Eve's team and which stroke did they do? (Junko, backstroke; Prem, breaststroke; Zac, butterfly; Eve, crawl) Ask students to take turns at retelling the text one chapter at a time. Revisit the predictions from earlier in the lesson. Were they correct? Were there any surprises? 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. (echo-reading) Students choose another brief passage and read it fluently with expression to their partner, then swap over. This is partner fluency reading (one reads and one follows and then they 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.

(pages 26-28)

I do not look to see where I am, in case it slows me down. I just swim as well as I can. I kick my legs hard and thrash through the water with my arms.

"Go, Eve, go!" The yells spur me on.

I can see the end of the pool. I am not far away now. I push harder, reach out and tap the end. I stand, turn, and see that the rest are way back!

"Woohoo, we did it!" I shout, clapping and jumping up and down.

When we get our trophy, I could not be more proud. What a fantastic feeling it is to be part of a team!

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/ee/ spelt ea; /f/ spelt ph; /ur/ spelt er.

Worksheet 2: Comprehension

Answer questions about the text.

Definitions.

Complete a story report.

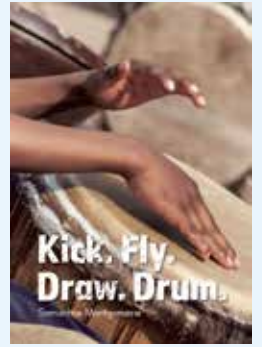
Worksheet 3: Social Science

Talk and write about teamwork.

Design a flyer or poster about teamwork.

Worksheet 4: Maths

Play a dice game.



Kick. Fly. Draw. Drum.

Samantha Montgomerie

Focus phonics

or written as aw as in draw, takraw, drawing, drawn

or written as al as in walk, chalk

ow written as ou as in sound, around, amount, about, ground, thousands, shouts, grounds, found, out

Tricky words

could, everywhere, friends, many, people, school, should, their, there, through, two, where, work, would

Book summary

This book explores how four hobbies (ball sports, kites, drawing and drumming) are enjoyed in different ways around the world.

Learning intention

Phonics: To decode words with the phonemes /or/ spelt aw, al; and /ow/ spelt ou, that feature in the text, and extend to other known words with the same phonemes. Also to mention adjacent consonants when appropriate, e.g. /d/ /r/ /aw/, draw; /g/ /r/ /ou/ /n/ /d/, ground.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- 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 notice? Read the title together. Discuss what it could mean and why there are full stops after each word. (each word is a separate activity so needs a stop after each) Reread the title, stopping at each full stop. Invite students to share any experiences of kicking balls, flying kites, drawing or drumming. Ask: Do you do any of these for a hobby? Do you think this is a fiction or non-fiction text and why? Who is the author

and what do you know about her? (Samantha Montgomerie, she has written other stories for the Reading Road series, such as Rock it! and Tip that hat) Turn to the back cover. Read the blurb together and discuss the illustration. 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 /or/ written as aw, al and /ow/ written as ou. Flip through the story to find and read words with these same focus phonemes. Build the focus word *draw* with letter cards. Blend and say the word.

Vocabulary check:

festivals p 10 gatherings or events with a particular focus, e.g. kite flying

mallets p 27 fluffy drumsticks to play the bass drum

Morphology: enjoy p 23 – full of joy – prefix en- means in or within.

Etymology: charcoal p 18 – “coal made by subjecting wood to smothered combustion”, mid-14th century, charcole, from coal; the first element is either Old French charbon “charcoal”, or Middle English charren “to turn, change” (from Old English cerran) + cole “coal” thus, “turned to coal”.

Tricky word practice: Display the tricky words *should* and *there*. Ask: What are the tricky parts of these words?

should – the tricky part is oul which says /oo/ as in put.

there – the tricky part is ere which says /air/ as in hair.

Practise reading and spelling these tricky words.

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 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. Tell 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. On p 2, ask: What does “all around the globe” mean? (all countries); pp 2-3 What countries do you think these photos are from?; p 4 What ball game do people from Brazil love? (football) What age do they often start kicking a ball? (as soon as they can walk)
- 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, e.g. KICK! pp 2-9; FLY! pp 10-15; DRAW! pp 16-21; DRUM! pp 22-27.

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 focus phonemes of /or/ written as aw, al, and /ow/ written as ou.

Comprehension support: Pause occasionally to talk about the text and encourage students to look for connections and also to find and retrieve key details from the text, e.g. at the end of p 7, ask: What is one rule of the game takraw? (e.g. keep the ball in the air; cannot use hands and arms) What is one country takraw is played in? (Singapore) How hard do you think it would be to only use feet and legs? (try it with a tennis or table tennis ball) On p 8, what's the name of a game that combines two sports into one? (footgolf) What country is this played in? (Netherlands) How would you feel if you could play two sports at once?

After reading

Apply learning: Discuss the text. Ask: What new information have you learned about activities related to ball games, kite flying, drawing and drumming? Have your feelings about these activities changed in any way? Which activity is your favourite? What do you say that? How do you connect with it? Is there anything you have read about that you would like to do for a hobby? What did the author need to know before writing this text? How does it compare to any of Samantha's other books? Is it similar or different?

Comprehension: Retelling the text: Ask students to retell different parts of text summarising the main ideas, e.g. p 10, ask students to say what they learned here, such as where is kite-flying popular? On p 12, summarise the main ideas about kite-fighting. Continue to summarise the main ideas in other parts of the text. Discuss the questions on the inside back cover.

Discuss the word *globe* (p 2) and its meaning. Make a list of all the countries mentioned in this text and see if students can find them on a world map.

Look for compound words and discuss their meanings, e.g. p 26 bagpipes – a musical instrument which has a bag to blow into and pipes to make the notes on with your fingers; p 18 hand-drawn – a piece of art that has been drawn by hand. Make a list of more compound words in the text to discuss.

Find words in the text that are doing words (verbs) and discuss their meanings, e.g. p 6 leaping, twisting, kicking; p 10 flying, whipping, swoop.

Notice that the title of each chapter has the heading in uppercase letters with an exclamation mark. This is different to the cover. Why do you think this is? (to give more emphasis to each of the four key words)

What message can you learn from this book? (children all around the world like to play similar games and have similar hobbies)

Fluency: Choose a page from the book and model how to read it 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 in the same manner to their partner then swap over. (partner fluency reading) 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 2)

Do you like kicking a ball around? Maybe you fly a kite with your friends? How about planning a drawing or drumming a beat? Well, you are not alone! People all around the globe enjoy doing these things, as well.

(page 4)

Kick!

Kick! Run! Jump! Aim! A lot of lively ball games are played around the globe.

Football fun

People play football everywhere in Brazil – on the beach and on the streets. Many children start to play as soon as they can walk. In the mornings, school grounds are often full of children kicking a ball around before lessons start.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/or/ spelt aw, al; /ow/ spelt ou.

Worksheet 2: Comprehension

Summary sentences.

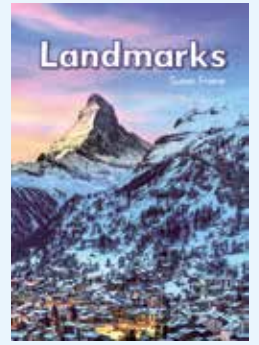
Answer questions about the text.

Worksheet 3: Geography

Find and label places on a map.

Worksheet 4: Engineering

Design and build a miniature kite.



Landmarks

Susan Frame

Focus phonics

or written as ore as in more, Rushmore, explore

oa written as o_e as in stone, home, close, ropes, zone, limestone, Antelope

Tricky words

many, people, their, there, through, want, where, would

Book summary

We look at some natural landmarks and some made by people around the world, discovering how they were created and what makes them special.

Learning intention

Phonics: To decode words with the phonemes /or/ spelt as ore; and /oa/ spelt as o_e that feature in the text and extend to other known words with the same phonemes. Also mention adjacent consonants when appropriate, e.g. /s/ /t/ /oa/ /n/, stone; /c/ /l/ /oa/ /s/, close.

Comprehension:

- Retrieve and record information/key details from the text
- Summarise main ideas
- Make inferences from the text
- 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
- 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: Why do you think the author chose this title? What is a landmark? Discuss the picture. What do you see? Compare this with the title page illustration. Do you know what these landmarks are? (The Matterhorn in Switzerland and Big Ben in England) Is this a fiction or non-fiction text and how do you know? (non-fiction – it has facts about real things and is illustrated with photos) Ask: Who is the author? Have you read any other books by Susan Frame? What are the titles? (In the Reading Road series, Susan has written Dot and Dash, On your feet, Look at the tails!) Read the blurb together on the back cover. What illustration is on the back cover? (Canton Tower in China) 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. 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 /or/ and /oa/. Flip through the text to find and read words with those sounds. Think of words that rhyme with *more* and *stone* (e.g. core, tore, bore, sore, wore; phone, lone, alone, bone, tone)

Vocabulary check:

explore p 8 investigate or study

zone p 24 region or area

Morphology: prehistoric p 26 before or prior to written history. Pre means before or prior to.

Etymology: discover p 26 uncover something. Middle English (in the sense "make known"): from Old French *descovrir*, from late Latin *discooperire*, from Latin *dis-* (expressing reversal) + *cooperire* "cover completely".

Tricky word practice: Display the tricky words *would* and *their*. Ask: What are the tricky parts of these words?

would – the tricky part is *oul* which says /oo/ as in *stood*.

their – the tricky part is *eir* which says /air/ as in *pair*.

Practise reading and spelling these tricky words.

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 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 is significant about the landmark on pp 2-3? (Mount Everest in Nepal is the highest mountain on Earth. Sir Edmund Hillary from New Zealand and Tenzing Norgay from Nepal were the first people to reach the top.) Ask: Why has the author used the word "staggering" on p 5? What does it mean? What animal lives in the Grand Canyon on p 6? (desert bighorn sheep) What would they need to be good at to live in such a steep place? (balancing on rocks and climbing) What does "as long as" mean on page 6? (for a long time) 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 *explore* on p 8. /e/ /ks/ /p/ /l/ /or/, *explore*. Say the word *mountain*. The /ai/ is a schwa sound.
- 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 by summarising the main ideas, e.g. *Way up high (Mountains)* pp 2-5; *Cutting through rock (Canyons)* pp 6-9; *Rivers – long and deep* pp 10-13; and so on.

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 /or/ written as ore and /oa/ written as o_e and words with adjacent consonants.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 11, ask: Why do you think the river Nile is a landmark? (it's the longest river on Earth and people have lived near it for hundreds of years) On p 18 ask, why do you think Big Ben is a landmark? (The bell is high up so it can be seen from far away. It tells people the time throughout the day.)

After reading

Apply learning: Discuss the text. Ask: What have you learned about landmarks? Which landmark means the most to you? Which do you think are more impressive – manmade landmarks or natural landmarks? Do you know of a landmark near where you live?

Comprehension: Return to students' predictions and discuss if they were correct or how they differed. Were there any surprises? Discuss the questions on the inside back cover. Then ask: What makes the Matterhorn a special landmark? What makes the Acropolis a special landmark? How did you feel when you saw the landmark on p 28?

On p 5 you will find the possessive apostrophe in Matterhorn's peak. What does this mean? (the peak belongs to the Matterhorn mountain) Find other examples of the possessive apostrophe and explain their meaning, e.g. sharks' teeth p 12, planet's deepest river p 12.

Sometimes in the text you will see words in quote marks, e.g. 'forest' on p 16. Why is this? (because it's not a forest as we would normally know it, with trees; this one is made of rocks that look like trees, so it's a word that is being used in an unfamiliar way) Find other words in quotes in the text and explain why they are in quotes, e.g. 'slot canyon' on p 8. (it introduces a term that students may not have heard of before)

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 in a similar manner to their partner, then swap over. (partner fluency reading) 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.

(pages 14-15)

Odd forests

Cloud forests

Cloud forests are found high up on the sides of mountains. It is misty there. Cloudy fog clings to each leaf at the top of the trees. The fog then turns into drops of water. The waterdrops drip to the ground, giving the trees the water they need to grow. This water is called 'fog drip'.

Cloud forests are home to lots of living things, from hummingbirds to jaguars.

(pages 16-17)

Stone forests

A stone forest is made of limestone rock, not trees. The 'forest' begins its life under the sea. The flowing sea water rubs away the limestone, leaving sharp pointed rocks behind. These rocks look like trees, which is how a stone forest gets its name. Madagascar in Africa has the best stone forest on the planet. It is no longer underwater. When you get there, you will see amazing towers of rock, shooting high up into the air. It is home to birds, reptiles, bats and more.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/or/ spelt as ore, /oa/ spelt as o_e, suffixes, schwa sound.

Worksheet 2: Comprehension

Write about landmarks.

Answer questions about the text.

Write a summary of the text.

Worksheet 3: Science

Make a flowchart on fog drip.

Make a cloud forest diorama.

Write about cloud forests and fog drip.

Worksheet 4: History and Report Writing

Complete a graphic organiser about The Acropolis and the Parthenon.

Write a report on The Acropolis and the Parthenon.



Make it!

Bronwyn Tainui

Focus phonics

oa written as o as in both, open, so, over, photos, hold, go, roll
or written as a as in ball, balls, small, also, always

Tricky words

ask, friend, many, people, should, through, two, want, would

Book summary

A book for creatives, with detailed but simple instructions on how to make seven varied items. There is something to appeal to all sorts of different tastes, such as a desk tidy, art display, jewellery, toys and games.

Learning intention

Phonics: To decode words with the phonemes /oa/ spelt o; and /or/ spelt a, that feature in the text and extend to other known words with the same phonemes.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text
- Read at a natural speaking pace with minimal sounding out

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: What does the title mean? (be creative) Who is the author? (Bronwyn Tainui) Have you read other books by Bronwyn? (other Reading Road titles Bronwyn has written are My farm jobs, One top dog, A robber at Pop's, On Fog Hill, Out of orbit) What did you think of them? What things do you think will be shown in this book? Keep a record of these predictions for later discussion. Ask: What is on the front cover? (a maze and marble game) What is on the title page? (a pipe cleaner person) What is on the back cover? (bead pins) Read and discuss the blurb on the back cover. Flip through the book to get a sense of the contents, too. What would Bronwyn, the author, have

needed to know before writing this text?

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /oa/ and /or/. Flip through the text to find and read words with focus phonemes of /oa/ and /or/. Build the focus word *small* with letter cards. Notice the adjacent consonants at the beginning of the word.

Vocabulary check:

bunting p 8 decorative hanging to brighten up a room, could be small flags or decorated pins

sneakers p 4 shoes with a rubber sole, often worn for sports

Morphology: brighten – suffix -en changes an adjective into a verb – to brighten something means to make it brighter.

Etymology: pendant p 9 something to hang around your neck. Early 14th century, pendaunt, “loose, hanging part of anything”, whether ornamental or useful, from Anglo-French pendaunt (c 1300), Old French pendant (13th century), noun uses of the present-participle adjective from pendre “to hang” from Latin pendere “to hang”.

Tricky word practice: Display the tricky words *ask* and *through*. Ask: What are the tricky parts of these words?

ask – the tricky part is a which says /ar/.

through – the tricky part is ough which says /oo/ as in moon.

Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of p 15 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 with students, then invite them to take over the reading. On p 2, ask: What do you think a desk tidy is? What would you need to make it? On p 3, ask: How is this text different to other books you have read? (there are numbered instructions) This is an instructional non-fiction text – it shows you how to make things. Ask: Can you think of another kind of book that gives you instructions on how to make things? (e.g. a recipe book tells you how to cook things. First, it lists what you need and then it gives you the instructions or method for what to do.) What does the second instruction on p 3 tell you to do? (Trim the tape. Decorate the lid.) Ask: How does it feel different reading instructions to reading paragraphs? What do you do with your voice? Is it the same as reading a story? How is it different?
- 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 summarise the main ideas and 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 words with the focus phonemes of /oa/ and /or/ in them.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 5, ask: What are templates? (shapes to draw round) How many steps are there in the instructions to brighten up sneakers? (3) Do they need to be done in order? (Yes, you must start at number 1 and follow each step of the instructions in order.)

After reading

Apply learning: Discuss the text. What have you learned about instructional texts? What was the best thing you learned from this text? How would you feel if someone made one of these ideas and gave it to you for a gift? How would it make you feel if you made one and gave it as a gift to someone else?

Comprehension: Return to the predictions and discuss if students were correct or how the text differed. Were there any surprises? Encourage students to retell parts of the text. They take one of the ideas and retell the steps on how to make it in their own words. (They can do this with a partner and then swap over.) Read and discuss the questions on the inside back cover.

Find and read the words "jazz up a jam jar" on p 2. Notice the alliteration (repetition of /j/) which the author has used to make the text interesting. What do the words mean? (make an empty jar that used to have jam in it look pretty)

Look for antonyms (opposites) in the text and share their meaning with the group, e.g. dirty p 4 and clean p 2. Discuss what the opposites of the following words could be – small p 3, sharp p 3, safe p 3, easy p 6, close p 7 and so on.

Think of other times that an instructional text might be used. (e.g. instructions to assemble a lego model, to make a sponge cake, to build a shelf, to fix a puncture etc).

Fluency: Choose a passage from the book and model how to read it 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 in the same manner to a partner, then swap over. 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.

(pages 2-3)

If you like making things, this is the book for you.

Desk tidy

Is your desk a mess? You can jazz up a jam jar or a clean tin to put your pens and things into.

What to do

1. Roll tape onto the tin or jar to make a pattern. (Always ask an adult to check that the rim of the tin is not sharp.) The tape can go around or up and down.
2. For a different look, you can trim the tape so it is less wide. If you have a jar, you can put tape on the lid, too. A lid will keep small things safe.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/oa/ spelt o. /or/ spelt a.

Write dictated sentences.

Worksheet 2: Comprehension

Answer questions about the text.

Write a procedure.

Worksheet 3: Social Science

Write a business plan.

Design a flyer.

Worksheet 4: Maths – Geometry and Design

Make a cube box.



Odd fish countdown

Verity Croker

Focus phonics

ee written as y as in body, thorny, jelly, only, baby, oddly, sticky, quickly

oi written as oy as in annoyed

Tricky words

anything, many, people, school, their, there, two, wants, where

Book summary

This book counts down from 10 to 1 to find the oddest fish there are. We look at where they live, what they eat, what they look like, that they do and some odd facts about each one.

Learning intention

Phonics: To decode words with the phonemes /ee/ spelt y; and /oi/ spelt oy that feature in the text and extend to other known words with the same phonemes. Also mention adjacent consonants when appropriate, e.g. sticky, /s/ /t/ /i/ /k/ /ee/, sticky.

Comprehension:

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

Fluency:

- Read at a natural speaking pace with minimal sounding out
- 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: What do you think the title means? (odd means different. The text counts down 10 fish in order of how odd they are) Is this a fiction or non-fiction text and why? (non-fiction because these fish are real, the text has real facts, and it is illustrated with photos) Ask: Why would odd fish be a good topic to write a book about? Why are fish important? What do you know about fish? Discuss the photo on the cover. Ask: What is odd about this fish? Compare this with the title page photo. Ask: What is odd about this fish? There are 10 odd fish in this book, what do you think some of them might be? Record the predictions to return to later. Ask: Who is the author? (Verity Croker) What would Verity have needed to know before writing this book? Have you read any other books by Verity? What are the titles? (in Reading Road, Verity has written Ticking-clock quicksand, Go, Eve, go!) Read and discuss the back cover blurb. 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 /ee/ and /oi/. Flip through the text to find and read words with the focus phonemes of /ee/ and /oi/.

Vocabulary check:

blunt p 4 not sharp, rounded

scales p 7 the skin of a fish which are thin layered plates

Morphology: suffix -est means "most" when added to a short adjective or adverb. "Oddest" means the most odd, which is the superlative of odd.

Etymology: mimic p 18 imitate closely – late 16th century (as noun and adjective): via Latin from Greek mimikos, from mimos "mime".

Tricky word practice: Display the tricky words *people* and *two*. Ask: What are the tricky parts of these words?

people – the tricky part is eo which says /ee/ and le which says /l/.

two – the tricky part is wo which says /oo/ as in moon.

Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of p 15 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 with students, then invite them to take over the reading. On p 3, ask: What is odd about Triggerfish? What does toxic mean? (poisonous) On p 5, what can you say about Horn Sharks' teeth? (if one falls out, another grows back in 4 weeks) What is odd about their snout? (wide and blunt)
- 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, summarising main ideas.

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 /ee/ written as y and /oi/ written as oy. Locate words in the text that have these phonemes. Blend and decode them aloud.

Comprehension support: Pause occasionally to talk about the text and encourage students to look for the main ideas. On p 7, skim the text about Thornback Cowfish. Read it together. What is the main idea here? (they look odd – they have spines, their lips stick out, they are box shaped, they can blend into the background) Pause at the end of p 9. What's another fact you now know about this odd fish? (they are poisonous to other fish)

After reading

Apply learning: Discuss the text. What have you learned about odd fish? What are the main ways that fish are odd? (e.g. where they live, what they look like?) Do you agree with the author's opinion of what is the number one oddest fish? If not, which did you think was the oddest fish?

Comprehension: Return to the predictions and discuss if they were correct or how the text differed. Were there any surprises? Did students know any other odd fish? Encourage students to retell parts of the text. Read and discuss the questions on the inside back cover. Which odd fish is on the cover (Jawfish) and which one is on the title page (Clown Frogfish)? Can students find them in the book? Ask: What is odd about Catfish? (have whiskers and no scales)

How many syllables are in the words Triggerfish, seaweed, and reefs? Clap and say the syllables. Trig/ger/fish (3); sea/weed (2); reefs (1). Find and list words from the text with 1, 2 or 3+ syllables. Practise clapping and saying them.

Say the title, Odd fish countdown. What do you notice about the word *countdown*? (It has 2 spellings of the same sound /ow/ – ow and ou.) Look for other words in the text and in other books with the /ow/ phoneme written as ou, e.g. mouth p 6, found p 13. See who can find the most.

Find and list compound words in the text that have the word *fish* or *sea* in them, e.g. seabed, jawfish. Read them. Clap and say the syllables.

In pairs, students ask questions about the different odd fish. They give the page number for their partner to find the answer. This could be made into a class quiz for fun fact finding.

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 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.

(pages 4-5)

Horn Shark

Horn Sharks have a wide, blunt snout. They have two fins with sharp spines on their back. They have dark spots on their body.

Where are they found?

They are found in seaweed and reefs near to shore. Some can be found in deep sea caves.

Dinner time

They can smell well, which helps them hunt at night. They crush small fish and shellfish with their strong teeth.

What do they do?

In the daytime, Horn Sharks hide in caves and seaweed. Their fins help them crawl on the seabed. If they are annoyed, Horn Sharks will bite.

Odd fact file

Horn Sharks can get up to 50 years old. If a tooth falls out, one grows back in 4 weeks.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/ee/ spelt y. /oi/ spelt oy.

Suffixes.

Worksheet 2: Comprehension

Answer questions about the text.

Fill in a "same and different" diagram.

Write a fact.

Worksheet 3: Science – The Living World

Plan and write a fish report.

Worksheet 4: Maths

Answer fish fact maths questions.

Create a bar chart to show fish habitats.



On Fog Hill

Bronwyn Tainui

Focus phonics

ee written as e_e as in these, evening

ee written as e as in be, she, we, we'll, he, me

ur written as ir as in girls, birthday, first, whirling

Tricky words

any, anyone, asks, friend, school, there, thought, two, wants, where, who

Book summary

Anya and Jude climb up Fog Hill with Dad but when the fog rolls in, they get stuck in the spooky hut at the top along with two older boys from school. The girls discover that the boys, who they didn't much like, really were very nice after all.

Learning intention

Phonics: To decode words with the phonemes /ur/ spelt ir; and /ee/ spelt e_e and e, that feature in the story and extend to other known words with the same phonemes. Also mention adjacent consonants when appropriate, e.g. first /f/ /ir/ /s/ /t/.

Comprehension:

- Retrieve and record information from the text
- Explain the meaning of words in context
- Make predictions
- Make connections (text to self)
- Ask questions

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- 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 notice? (2 girls looking out of a stone cottage on a hill with fog around it) Read the title together. Invite students to share any experiences of being in fog. Ask: Do you think this is a fiction or non-fiction text and why? Who is the author and what do you know about her? (Bronwyn Tainui; in the Reading Road series she has written One top dog, A robber at Pop's, My farm jobs, Out of orbit, Make it!) Where do you think this story takes place? (at a place called Fog Hill) Compare the illustration on the title page with the cover illustration. What do you see? (a dolphin) Turn to the back cover and discuss the illustration. Read the blurb together and discuss who the people might be in the illustration and

what they are doing. Ask: Why do you think one girl has stopped? Predict what the problems might be. 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 of /ee/ written as e_e and e and /ur/ written as ir. Flip through the story to find and read words with these same focus phonemes. Build the focus word *these* with letter cards. Blend and say the word.

Vocabulary check:

pod p 12 a group of dolphins

reptile p 5 cold-blooded, breathes air, has scales. Snake, lizard, turtle, alligator are all reptiles.

Morphology: whirling p 20 to turn around, spin or rotate quickly; when the suffix -ing is added onto the verb whirl, it becomes the present continuous tense.

Etymology: crouch p 14 to bend your body down low – “to stoop low, lie close to the ground”, late 14th century, probably from Old French *crochir* “become bent, crooked”, from *croche* “hook” (as in *crochet*).

Tricky word practice: Display the tricky words *any* and *anyone*. Ask: What are the tricky parts of these words?

any – the tricky part is a which says /e/.

anyone – the tricky part is a which says /e/, and “one” is also tricky – it says /w/ /u/ /n/ wun.

Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of Chapter 3 on p 17 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 story aloud together, then invite students to take over the reading. Students 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. On p 2, ask: Why are the girls looking for something to do? (it’s school holidays and not a lot is happening) Where did they want to go? (to walk to the top of Fog Hill) On p 4, what condition did Mum put on them? (they can only go if Dad goes with them)
- 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 chapter 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 focus phonemes /ee/ spelt e_e and e; and /ur/ spelt ir.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. after p 5, ask: What do Jude and Anya need wildlife photos for? (school project) After p 9, ask: What do you know so far about the two boys? (They are older than Jude and Anya and walked faster.) Why did Jude think they were mean? (they kicked her ball onto the roof at school)

After reading

Apply learning: Discuss the story. Encourage students to retell events in the right order. Ask: How did the characters feel when the fog appeared and how do you know? (They were surprised and worried. Their faces show that in the illustration on p 17.) When Dad said "I'm afraid" on p 19, did that mean he was scared? Does he look scared in the illustration? (No, he meant he was sorry that they'd have to stay the night.)

Comprehension: When did the girls realise the boys weren't so mean after all? (when the boys apologised about kicking the ball onto the roof on p 23) What was fun about being stuck on Fog Hill? (playing cards, having snacks, telling stories) What made a scary noise in the night? (a goat)

Discuss the questions on the inside back cover. Where in the book can you see the same illustration as is on the back cover? (pp 6-7) Why do you think the publisher put that picture on the back cover? (to make the cover interesting and to give some hints as to what the story is about) 'Why' is a question word. What other question words can you find in the text? Use one to make up a question about the text to ask a partner. Discuss the answer together.

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 choose another brief passage and read it fluently/with expression to their partner, then swap over. 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).

Talk about contractions and how they help fluency by shortening words and making the language more colloquial and similar to the way we speak. Look for contractions in the text. Students make a list of contractions and discuss with a partner the expanded form and meaning of each, e.g. it's p 2 = it is; let's p 17 = let us; hadn't p 20 = had not.

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.

(pages 4-5)

"Can Jude and I walk up Fog Hill?" Anya asks her mum. "It's a good spot to take photos. We need wildlife shots for our school projects. Jude needs sealife and I need a reptile."

"That's a big hike and the fog can roll in at any time on that hill," says Anya's mum. "But you can go if Dad will go with you."

"Yes, I'll go," says Dad, pushing himself up from his armchair. "I need a good walk."

"Have fun!" Mum says.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/ee/ spelt e and e_e. /ur/ spelt ir.

Suffixes.

Worksheet 2: Comprehension

Answer questions about the text.

Summarise a chapter.

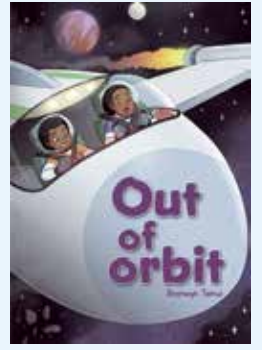
Rewrite sentences with correct punctuation.

Worksheet 3: Grammar

Work with nouns.

Worksheet 4: Social Science/Maths

Personalise and play a snakes and ladders game.



Out of orbit

Bronwyn Tainui

Focus phonics

w written as wh as in whirlpool, when, while, meanwhile

igh written as i_e as in Spike, Nine, like, fine, time, slime, arrive

igh written as i as in I, hi, pilot, I'm, find, idea

Tricky words

anywhere, ask, friend, school, should, their, there, thought, through, two, want, where

Book summary

A graphic novel. It's the year 2531 and siblings Kassin and Spike have been sent off in their rocket ship on a mission. But the children get pushed out of orbit by a cosmic storm and crash land on a strange planet where some creatures attack them and others help them.

Learning intention

Phonics: To decode words with the phonemes /igh/ spelt i_e and i; and /w/ spelt wh, that feature in the story and extend to other known words with the same phonemes, e.g. line, tiny, whisk.

Comprehension:

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

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- 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. Who is the author? (Bronwyn Tainui) Have you read any of her books before and what did you think of them? (in the Reading Road series she has written One top dog, A robber at Pop's, My farm jobs, On Fog Hill, Make it!) What do you see in the illustration on the cover? Do the children look scared? Ask: Do you think this will be a fiction or non-fiction story? Could young people really fly out of orbit in a rocket ship? Do you think they will in this story? Look at the back cover. What is happening in this illustration? Read the blurb and discuss what it means. Turn to the title page and discuss what you see. 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 it similar to? (a comic) Look at p 2 and discuss where to start reading. (Read the text at the top first

and then the speech bubbles. Then read the next piece of text followed by the speech bubbles from the top down, then move to the top of p 3.)

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phoneme of /igh/ written as i_e. Ask: Can you see two words that rhyme? (time/slime; Nine/fine) Think of more words that rhyme with *time*. (e.g. lime, chime, crime) Ask: What happens in a word chain to change *time* to *slime*? (t is replaced by sl) Think of more words that rhyme with Nine. (e.g. line, dine, mine, pine, vine, shine) In a word chain what changes to make *vine* into *vane*? (i goes to a) Carry the word chain on to see what other words you can make by changing one or two letters, e.g. vine, vane, lane, line, lime, time, tame, etc.

Vocabulary check:

orbit p 5 a curved path around a planet

typhoon p 4 a giant rotating storm which brings wind, rain and destruction

Morphology: darkness p 5 state of being in the dark (dark + suffix -ness). Suffix -ness means state, condition or quality, e.g. redness means the quality of being red.

Etymology: responding p 5 the verb respond means to reply; from Old French, from *respondre* "to answer", from Latin *respondere*, from *re-* "again" + *spondere* "to pledge". The verb dates from the mid 16th century.

Tricky word practice: Display the tricky words *school* and *want*. Ask: What are the tricky parts of these words?

school – ch is the tricky part which says /k/.

want – a is the tricky part which says /o/.

Practise reading and spelling these 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 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:

- Begin by reading the text together, making sure students change voices for each character in the 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 students read the different character parts using appropriate intonation and emphasis according to the punctuation such as question marks and exclamation marks and other students read the story lines on each page.

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 /igh/ written as i or i_e; and /w/ written as wh.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text. On p 6, ask: What do you know about the characters so far? On p 9, pause to discuss what they know about the alien so far. (likes chocolate)

After reading

Apply learning: Discuss the story. Ask: How does Mum feel at the end of the story? (happy to know they are safe and coming home) What were the problems for Spike and Kassin? (they crashed into another planet in a cosmic storm when they got knocked out of orbit, they got slimed, their ship got stuck between rocks)

Comprehension: What can you infer from the story? About Mum? About Kassin? Why was Kassin the pilot? About Spike? What was Spike's job? About the Beeps? Who did the slime throwing and why?

Discuss the questions on the inside back cover.

Retell the main ideas in order together, page by page in turns.

Fluency: Choose a passage from the book and model how to read it fluently paying attention to punctuation, pauses and with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. Students choose another brief passage and read it fluently with expression to their partner, then they swap. 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.

(pages 10-11)

Their friend runs off. Kassin and Spike follow. "There's not much gravity to hold us down here." "I can leap further than you." "But I can jump higher." "We might find some seeds down there. Shall we take a look?" "Yes, there are plenty of flowers, so there should be seeds, too." Some of the flowers here look a bit odd. "This seed might be good for eating." "Don't try it until it has been tested. Put it in your seed bag."

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/igh/ spelt i and i_e. /w/ spelt wh.

Dictated sentences.

Worksheet 2: Comprehension

Answer questions about the text.

Word meanings.

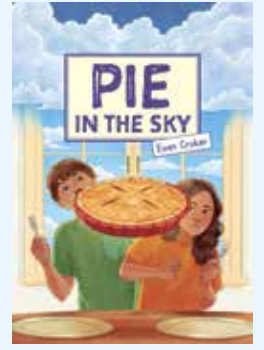
Fill in a table to summarise the story.

Worksheet 3: Science and Technology

Design and build a rocket ship.

Worksheet 4: Art and Writing

Create a 3D Planet storyteller.



Pie in the sky

Evan Croker

Focus phonics

igh written as ie as in pie, flies, tries, pies

igh written as y as in sky, why, my, try, by, fly, flying

oa written as ow as in window, follow, slow, low, following, show, own

Tricky words

again, could, everywhere, many, nowhere, should, their, there, thought, want, where, work

Book summary

A graphic novel. Dad has made meat pie for dinner but before Patty and Bill can eat it, the pie flies out of the window. The family chase it to the local sports ground where it seems that everyone's dinner is hovering in the air. After they finally eat their pies, dessert pies appear in the sky too, along with a cloud of cream that rains down onto them.

Learning intention

Phonics: To decode words with the phonemes /igh/ spelt ie and y; and /oa/ spelt ow, that feature in the story and extend to other known words with the same phoneme, e.g. cries, cry; tow, mow.

Comprehension:

- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- 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: Who is the author? (Evan Croker) Have you read any of his books before and what did you think of them? (Evan has written other books in the Reading Road series such as Ducks in a row) What do you see in the illustration? Do you think this will be a fiction or non-fiction story? Could a pie really fly in the sky? Do you think it will in this story? Have you heard the saying "pie in the sky" before? What does it mean? (something that can't really happen) Sometimes a person has a plan but thinks it probably won't work, so they say it's a "pie in the sky" idea. 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 it similar to? (a comic) Look at p 2 and discuss where to start

reading. (Read the text at the top first and then the speech bubbles. Then read the next piece of text followed by the speech bubbles from the top down, then move to the top of p 3.)

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /igh/ written as ie and y; and /oa/ written as ow. Flip through the story to find and read words with these same focus phonemes. Build the focus word *show* with letter cards. Think of words that rhyme with *show*. List these to read together, e.g. bow, tow, follow. Point out any with adjacent consonants like *slow*, *flow*.

Vocabulary check:

cutlery p 15 utensils to eat with, like knife, fork and spoon

dessert p 21 pudding, something sweet eaten after the main course of dinner

Morphology: suddenly p 5 – the suffix -ly shows how something is done. When -ly is added to an adjective (sudden), the word is changed into an adverb (suddenly), telling us how the pie moves into the air. "All of a sudden, the pie lifts into the air." Other examples of -ly words are: sadly, quickly, slowly.

Etymology: mustard p 3 a yellow or brown sauce or paste made from the seeds of the mustard plant. Middle English: from Old French moustarde, from Latin mustum "must" (mustard being originally prepared with grape must). Grape must is fresh grape juice with skin etc still in it.

Tricky word practice: Display the tricky words *many* and *work*. Ask: What are the tricky parts of these words?

many – the tricky part is a which says /e/.

work – the tricky part is or which says /ur/.

Practise reading and spelling these tricky words.

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 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. Make sure they are reading in the correct direction for a graphic novel. Discuss which speech bubble should be read first, next and so on. Ask: How would you read "loves" on p 3? Why is it in bold print? (Bill really likes mustard so the word needs to be emphasised) Practise reading the sentence with different emphasis to hear what sounds best. On p 7, ask: Why does Dad want to have a try to reach the pie? (because he's the tallest) Does he succeed? (no)
- 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 words with the focus phonemes of /igh/ written as ie and y; and /oa/ written as ow. Talk about the base word of *tallest* (p 7 – tall). *Tallest* is the superlative. *Taller* is the comparative form of *tall*. Find the words *better* and *best* on pp 26-27. What is their base word? (*good* or *well*) Which is the comparative (*better*) and superlative (*best*)? (superlative is for comparing three or more items, comparative is for two items)

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text. Ask: What do you know about the characters so far? On p 20, what does appetite mean? What gives you an appetite? What gave Dad an appetite? On p 24, what do you notice about the words "Flying cream! It's like a dream"? (cream and dream rhyme – use of assonance where the same vowel sound is repeated)

After reading

Apply learning: Discuss the story. Ask: What kind of story is it? What's another word for fiction? (fantasy, imaginative, fairy tale, not true) Ask: What could *fantastical* mean? (almost unbelievable, crazy, dream-like, unreal) Ask: Are these words you would use to describe this story? What have you learned about the characters? Which page is your favourite? Why do you say that? How do you connect with it? What did Evan Croker (the author) need to know before writing this text? How does it compare to any of his other books? Is it similar or different? Ask: How does Dad feel at the end of the story? (happy with their nice dinner but doesn't think Bill's mustard will be a good topping for a dessert pie) Why is there a big crowd in the sports arena? Do they end up eating pies too? How would you feel if your meal started to fly away? Can you imagine how the crowd must have felt seeing all those pies in the sky? What words would you use to describe their feelings? Do you think Bill put mustard on his dessert pie at the end or was he just joking?

Comprehension: Why do you think Bill likes mustard so much? Have you ever tasted mustard? What do you like on pies? (Tomato sauce? Mustard? Salt and pepper? Soy sauce?) What does Dad think about Bill using mustard on the pies? Retell the story from Dad's point of view, including all the places they followed the pie to. Discuss the questions on the inside back cover.

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 choose another brief passage and read it fluently/with expression to their partner. Make sure they follow the punctuation and adjust their voices for the different characters. Ask: What does an exclamation mark mean? (emphasis) Talk about the words that are in bold and how they would be read. (e.g. before p 2, loves p 3, is p 4, attacking p 18). 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.

(pages 2-4)

Bill and Patty are hurrying home for dinner. "What do you think Dad will cook for dinner tonight, Patty?" "Meat pie, I hope!" But Bill needs a snack before dinner! "Do you ever stop eating?" "No! Why should I?" And Bill loves mustard. Maybe too much. "Why do you always add that stinky mustard?" "It's the best, that's why!" Bill and Patty think Dad's meat pie dinners are the best, too. "I hope it is meat pie time!" "Me too." "Me three!" They are in luck. It is a big meat pie for dinner today.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/igh/ spelt y. /oa/ spelt ow.

Worksheet 2: Comprehension

Answer questions about the text.

Word meanings.

Suffixes.

Write a short story.

Worksheet 3: Maths

Divide a pie into fractions.

Do a favourite pie survey and create a bar chart.

Worksheet 4: Creative Writing

Design a new pie filling and write about it.