

Can I Get On?

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

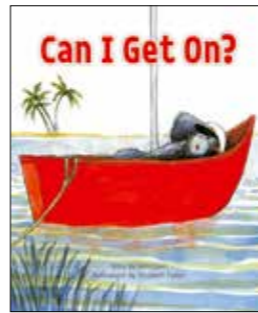
Phonics

Letters and Sounds: c

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Here I Am

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

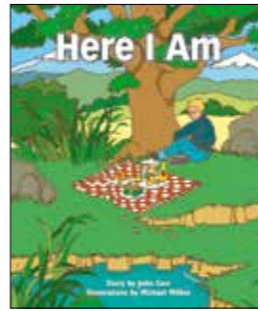
Phonics

Letters and Sounds: m

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

I'm Faster Than You

GOALS

Comprehension

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

What animals move fast?

Vocabulary

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

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

Phonemic Awareness

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

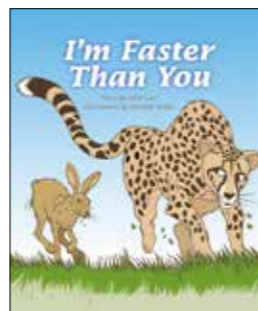
Phonics

Letters and Sounds: f

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

My Pet

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

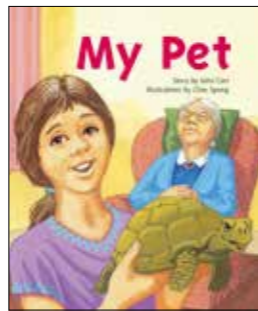
Phonics

Letters and Sounds: r

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

Fluency

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



All of these pets are different.

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Pet Exercise

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

Phonics

Letters and Sounds: r

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

What Do Animals Feel Like?

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

Phonics

Letters and Sounds: e

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Which Way Is Up?

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

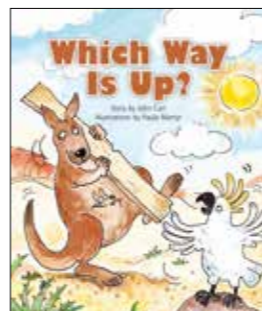
Phonics

Letters and Sounds: n

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Who Is at the Gate?

GOALS

Comprehension

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

Vocabulary

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

Phonemic Awareness

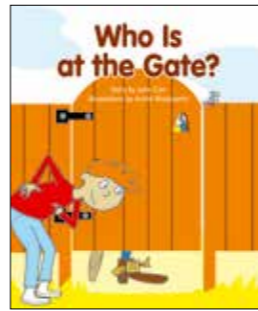
Recognise and produce words that begin with the same sound: /v/

Phonics

Letters and Sounds: h
Words to Blend and Segment: van, vat, vet

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Animal Tails

GOALS

Comprehension

Retell the text using the pictures on each page as a guide. Discuss how each tail is used.

Vocabulary

High-frequency Words: a, are, away, fly, for, get, here, is, this, what

Content Words: animal, clever, fighting, flat, fluffy, hanging, keep, long, spikey, standing, strong, swimming, tail, these, warm

Phonemic Awareness

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

Phonics

Letters and Sounds: fl

Words to Blend and Segment: fly, fluff, flip, flop, flap

Fluency

Practise rereading the story with a partner (orally) – sharing information



Many animals have tails and they use them for different purposes.

Before Reading

- Look at the cover and ask students what they see. Read the title together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs).
- Students talk about different animals they know with tails.
- Read the title page together. Talk about what is in the picture. Ask: What animal is this? How is the tail used?
- Talk/walk through the pictures. Discuss what students see on each page. Ask: What is the animal and what could the tail be used for?
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: What animal is this? Which word would say *tail*? How would *tail* start? Find the word that starts with t. How would you describe this tail? (long) Find the word that starts with /l/ for *long*. What could the monkey use a long tail for? (Look at the picture on page 3.) Find the word that starts with /h/ (*hanging*), then read pages 2–3 together, pointing to the words as they are read.
- Follow this pattern for each page discussing the different animals, their tails and their uses, then looking for the initial letter of the key words before reading each page.
- Have students notice the repetition on each page. Ask: How does this help you as a reader? (Only one or two new words on each page and a similar sentence structure makes it easier to read the text.)
- Read pages 14–15. Ask: Why is the tail clever?
- Have students notice the question mark and answer the question on page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Students retell the text using the pictures on each page as a guide. Discuss how each tail is used.
- Invite students to discuss the information. Did they realise how useful tails can be? What other animals do they know that have tails?
- Look at the question on page 16. Notice how it starts with a capital letter and ends with a question mark. Model how to read a question. Ask: Can you answer the question? Students illustrate and label their answers.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /fl/ Students listen for the /fl/ sound as you say the words, then they repeat them slowly, stretching the sounds, fly, fluffy, flip, flap, flop. They think of more words starting with the blend /fl/, e.g. flat, flow, floss.

Phonics

- Recognise words that begin with the blend /fl/. Write the words fly, fluff, flip, flap, flop on the board to practise blending and segmenting the sounds together as a group, e.g. /fl/ /a/ /p/, flap. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the meaning and use of the words *what, this, fly, away, get, are, here, for*. Read them together. Ask students to locate and read these words in the book.
- Print multiple copies of the flash cards from the inside front cover to share. Give students magnetic letters to make the words, ensuring they work from left to right with the letters within the words.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. spikey, fluffy, flat. Discuss other new vocabulary and the meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.

Fluency

- Students practise rereading the story with a partner. They share information about new words they have read.

Writing

- Have students write a new text using the pattern of the text, e.g. Here is a short tail. This tail is for wagging. They write the text and illustrate it.
- Students make a two-column chart to show the different tails and their uses with headings: Tails, Uses, e.g. Long tail; hanging. The chart can be illustrated and shared with the class.

Home/School Link

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

Barry, the Bee

GOALS

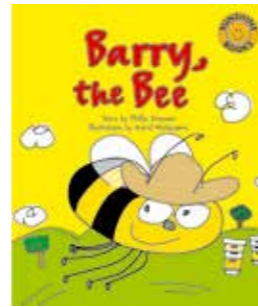
Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the cover and title page illustrations.

Vocabulary

High-frequency Words: a, again, all, am, and, ate, back, been, could, did, find, fly, get, have, he, here, I, is, me, my, no, not, off, on, please, right, said, she, so, some, take, that, the, there, this, to, up, was, when, where, white, will, you

Content Words: another, bee, cross, fence, flew, flower, forget, got, gum, hive, hungry, isn't, land, light, nectar, queen, shouted, street, thorn, time, tree, yum



Barry is a bee who is easily distracted so when he is asked to get nectar, he gets into trouble.

Phonemic Awareness

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

Phonics

Letters and Sounds: /kw/ qu (queen)

Words to Blend and Segment: queen, quiz, quick, quiz, quack

Fluency

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

Before Reading

- Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the bee doing?
- Look at the title page illustration. What is the bee doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Barry is doing on each page. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Have students find the word *queen* on page 2. Look for the letter q. Ask: What is the queen asking for? (*nectar*) Discuss what *nectar* is. Read the words together. Notice the speech marks and the change of character. Students change their voices to suit the queen and Barry.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on some of the pages and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- What does *right* mean on page 2? (OK, yes) Clarify how this is a different meaning to *right* on page 4. What does *isn't* mean on page 4? (is not). What does *isn't right* mean? (not correct or wrong) What does *cross* mean on page 14? How do you know it means angry? Find the clue in the text. (*she shouted*)
- Discuss the ending. Is this what students predicted? Ask: Do you think the queen would be happy now? What do you think would have happened next in the story?
- Make a story map showing the places Barry flew to looking for nectar. Use this to retell the story.
- Discuss the meaning of pronouns – *he*, *she*. Relate the pronouns to the illustrations in the book. Role play with the students to demonstrate them.
- Reread the story together. Feel the rhythm as you read the repetitive parts.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /kw/ qu. Say the words queen, quiz, quick, quack, quit with students listening for the initial /kw/ sound. They repeat the words emphasising the /kw/ sound. They think of other words that begin with /kw/, e.g. queer, quote, quickly.

Phonics

- Discuss the sound of qu /kw/ Write the words queen, quiz, quick, quack, quit on the board to practise blending and segmenting the sounds together as a group, e.g. quick, /kw/ /i/ /k/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *please*, *find*, *right*, *white*, *been*, *take*, *am*, *when*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story, write a sentence and read it to a partner, e.g. *Barry flew off and landed on a fence*.

Fluency

- Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat. They practise their fluency by reading to a partner.

Writing

- Students make a chart showing good and bad places to find nectar. They illustrate and label the chart to share with the class.
- Students write a new sentence following the pattern in the story. They draw a picture first, then write the sentence. e.g. Barry landed on a fir tree.

Home/School Link

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

Chee and Chuck

GOALS

Comprehension

Reading Strategies: Ask students, “What are some of the things good readers do?” Model how to use print cues, e.g. look for chunks in words – term-ites

Vocabulary

High-frequency Words: a, all, and, as, away, back, brown, come, down, for, from, get, go, had, has, he, in, is, it, into, look, my, no, of, on, one, out, over, play, run, that, the, their, then, they, to, up, what, when, where, with, yes

Content Words: above, around, bad, begin, behind, beside, bold, both, catch, ceiling, chase, close, colour, cupboard, curtain, day, door, drops, each, eyes, fall, flicks, floor, fright, gecko, gone, green, hall, hanging, head, hear, he’s, hide, house, houseflies, insects, inside, island, it’s, keep, large, light, long, lookout, mat, mirror, night, oh, onto, painting, plant, poor, pot, prey, shoulder, shuffle, sleep, small, sound, stare, stay, sticky, still, sun, termites, toes, tongue, upside, very, wait, wall, what’s, wherever, windowsill, winged

Phonemic Awareness

Identify and make rhyming words.

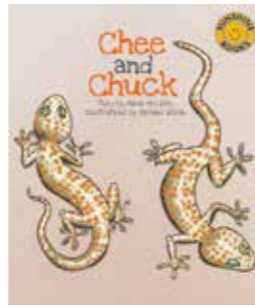
Phonics

Letters and Sounds: ch

Words to Blend and Segment: Chee, Chuck, chip, chop, chess

Fluency

Model reading a section of the text with expression, noting the punctuation and rhyme. Students repeat.



Chee and Chuck are two cheeky geckos who play all day and hunt for food at night.

Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Who or what do you think Chee and Chuck are? Together look at the cover picture. Ask what students know about geckos. Link to the nonfiction text called *Geckos*.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different here compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the geckos on each page or what they are doing. Bring words like *gecko, island, mirror, ceiling, cupboard, curtain* and *termites* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Model how to use print cues, such as looking for chunks in words, e.g. term-ites on page 12. Ask: What are termites? Look at the picture.
- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3, what is the setting for the text? (a house on the island of Bali) Look for the word *island*. It has a small word or chunk inside it. Read the word together, slowly emphasising the chunk. Where were the geckos hiding? Find the word *mirror* on page 2. Look for the letter m and the chunk -or. Read the words together. Reread the page together noticing the rhyming words *away/play/day/prey*. What does *prey* mean?

- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Ask: What did the geckos do first, next and so on? What made Chuck get a fright?
- Reread the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *goes/toes; floor/door*.
- Discuss the meaning of prepositions. Model using prepositions. Relate to the illustrations in the book – *behind* (page 2), *beside* (page 8), *inside, onto* (page 14). Read the sentences with the prepositions in them. Ask: What do they tell you? (position or direction) Look for more prepositions in the story.
- Reread page 10, focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark and exclamation mark.

Phonemic Awareness

- Identify and make rhyming words. Students listen for rhyming words as you read the text. They indicate when they hear any and repeat them in pairs, e.g. *inside, hide; eyes, houseflies; wall, hall; stare, hear*.

Phonics

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

Word Study

- Talk about the words *from, run, play, away, had, brown, over, where*. Read them together. Ask students to locate the words in the text and read them in context.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model reading a section of the text with expression, noting the punctuation, and rhyme.

Writing

- Students make a chart of rhyming words from the story. They add more of their own, e.g. wall, hall, tall, call, fall, mall. See who can make the most rhyming words for one word.
- Students write a new sentence about Chee and Chuck using the pattern from the story. They draw a picture first, then write the sentence. e.g. Hanging onto the walls with their sticky toes, the geckos love to play wherever they go.

Home/School Link

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

Frank, the Flea Cat

GOALS

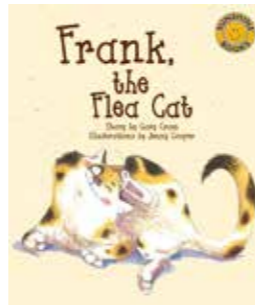
Comprehension

Retell the story using the pictures on each page as a guide. What was funny in this story?

Vocabulary

High-frequency Words: a, again, all, and, any, at, ate, back, be, big, but, come, did, down, for, from, get, had, he, his, in, into, is, look, made, must, no, not, of, on, out, ran, right, round, said, she, some, that, the, they, this, to, up, want, was, we, went, will, with, yellow, your

Content Words: arms, biscuits, bowl, branch, brought, cat, chicken, climb, Dad, didn't, everyone, eyes, fell, fish, flea, food, gone, heavy, house, ice cream, laugh, lick, Mum, oh, purr, rid, rush, sat, scratch, shout, smile, snap, stretch, these, time, treatment, tree, tummy, until, vet, wait, whiskers, would, yawn, yell



Mum wants to get rid of Frank's fleas, but he won't let anyone catch him.

Phonemic Awareness

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

Phonics

Letters and Sounds: st

Words to Blend and Segment: must, best, rest, test, nest

Fluency

Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending and humour.

Before Reading

- Read the title and the name of the author and illustrator. Ask: Does anyone have a pet? What things are necessary to keep them healthy? Lead the discussion to fleas and flea treatment.
- Help students use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Ask: What is the cat doing? Look at the title page. How is this picture different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss how everyone is trying a different way to get Frank to have his flea treatment. Ask: What do the expressions on their faces tell you? Bring words like *scratched, flea, treatment, biscuits, chicken* and *fish* into the conversation.
- On pages 12-13, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2-3, what is happening in the picture? Find the word *scratched* on page 2. Look for the initial letter s. Read the words together. Why is everyone scratching? Notice the word *treatment*. Its starts with /tr/. Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on pages 7-9 and how it helps to read.
- Look at the words Mum says on page 13. Ask: How would those words be read? Notice the exclamation mark. Why is this an important part in the story? How is Mum feeling?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see and read the text. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- What is the main theme of the story? On page 13 it says Frank *smiled*. What does that mean? How do cats smile?
- Discuss the ending. Who won the battle of the fleas? Is this what students predicted? Do they have an animal at home? Share any experiences with fleas.
- Retell the text using the pictures on each page as a guide. What was funny in this story?
- Discuss the meaning of *will come down* on pages 7-9. This is the future tense meaning it is still to happen. We also use it when we make predictions. The characters are saying what they think Frank will do. Model using the future tense, e.g. I will eat my lunch later. Compare this with the past tense, where things have already happened. (*scratched, licked, purred, climbed*)
- Look at the repetitive parts on page 10. Read these out loud. How do these help the reader? How do these help the story?
- Make a chart showing setting, characters and events. Students notice how the events change but the setting and characters remains the same.
- Reread pages 6-7 focusing on the punctuation. Students discuss the purpose of the full stop, comma, exclamation marks and speech marks. On page 2, find the words *Frank's fleas*. Discuss the apostrophe and its use. Find another one on page 14. Explain the meaning.

Phonemic Awareness

- Recognise and produce words that end with the same sound: /st/ Students listen for the /st/ sound in the following words: must, best, rest, test, nest. They repeat, emphasising the /st/ sound. They think of more words ending with /st/ to say, e.g. dust, most, toast, roast.

Phonics

- Discuss the sound of the blend /st/. Write the words must, best, rest, test, nest on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /e/ /st/ best. Illustrate using alphabet letters, touching them as the sounds are made for the word.

Word Study

- Talk about the words *right, ate, any, your, round, must, again, yellow*. Read them together. Have students locate the words in the text and read them in context.

Fluency

- Model reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending and humour in the story.

Writing

- Students perform a play in groups of five. They use a toy for Frank and mime the actions.
- Students make a chart about what worked and what didn't work to get Frank to have his flea treatment. They can use this to retell part of the story.
- Students write about their own pet and what works for them if they want to catch it.

Home/School Link

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

Geckos

GOALS

Comprehension

Connect to prior knowledge: Ask students what they know about geckos.

Vocabulary

High-frequency Words: a, an, and, are, at, big, call, can, come, eat, from, have, how, if, in, is, it, live, make, new, of, on, one, the, their, them, they, to, up, walk, with

Content Words: baby, catch, clean, day, does, during, eggs, eyes, feel, feet, five, gecko, grow, hairs, hatch, house, insects, island, lizards, loses, lots, many, name, night, rain, sleep, small, sounds, sun, tail, these, tiny, toes, tongue, use, wall

Phonemic Awareness

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

Phonics

Letters and Sounds: sm

Words to Blend and Segment: small, smile, smack, smash, smell

Fluency

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



Geckos live on the island of Bali. They are interesting little creatures.

Before Reading

- Ask students what they know about geckos. Look at the cover. Discuss what they see. Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. Remind students about the text *Chee and Chuck*. Was that fiction or nonfiction?
- Read the title page together. Talk about what is happening in the picture.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *Bali, Tokay, Chichak, tongues* and *insects* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2 discuss what students see in the picture. Discuss where Bali is and what the weather is like. Look on a map to find Indonesia and Bali.
- Read the text together, pointing to the words as they are read. On page 3 discuss what creature Bali has a lot of. Read the words together.
- On pages 4–5 there are two kinds of geckos. Read the sentences and connect with the pictures to understand their sizes and names. Ask: What is another name for geckos? (*lizards*)
- Follow this pattern for each page, discussing the pictures and what you can learn from them about geckos before reading each page. Predict the end of the text before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Ask students what they think the main idea of the text is.
- Retell the text using the pictures as a guide. Discuss what students learnt about geckos.
- Discuss the ending. Ask students to answer the question: *How would it feel to walk up a wall?* Do they know of any other creatures that can do this? What do they think the author's purpose was for writing the book? What have they learned from this book?
- If this book had headings, what would the headings be? List them with page numbers, e.g. page 2, Bali; page 4, Lizards.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sm/ Students listen carefully to words you read to identify the /sm/ sound, e.g. small, smile, smack, smash, smell. They repeat these words and think of more words that start with the same letter blend, e.g. smart, smooth, smoke, smog.

Phonics

- Recognise words that start with the same sound /sm/. Write the words small, smile, smack, smash, smell on the board to practise blending and segmenting the sounds together as a group, e.g. /sm/ /aw/ /ll/ small.

Word Study

- Talk about the words *come, walk, call, big, an, their, live, them*. Read the flash cards from the inside front cover and ask students to locate and read these words in the book and then read the sentences that contain them.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text, e.g. *Tokay is a big gecko*.
- Students make a gecko fact web with facts branching out from the centre of the web where they write *Geckos*. They label and illustrate and share their web with the class.
- Talk about the words ending in s. List these plurals and say what the singular word is. Make a chart matching these, e.g. *insect/s; lizard/s; toe/s; egg/s; sound/s, gecko/s*.

Fluency

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

Writing

- Have students write a new text using the pattern of the book, e.g. Geckos can walk on ceilings with their feet. They write the text and illustrate it.
- Have students draw a picture of a gecko and label the body parts. They share with a partner.
- Students search to find a map of Indonesia. They draw it and label the island of Bali.

Home/School Link

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

The Cat and the Snail

GOALS

Comprehension

Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about.

Vocabulary

High-frequency Words: a, am, and, are, back, can, come, did, do, for, get, go, going, have, her, here, I, if, in, into, is, it, like, my, no, not, of, off, on, out, ran, run, so, some, the, then, to, too, we, what, where, will, you

Content Words: bird, cat, cheep, choose, dog, fast, gate, goes, hello, home, its, OK, park, race, ready, set, shell, sit, snail, still, tree, win

Phonemic Awareness

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

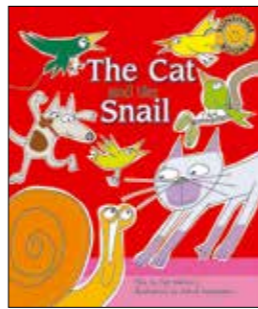
Phonics

Letters and Sounds: sn

Words to Blend and Segment: snap, snip, snug, sniff, snack

Fluency

Read the play as a readers theatre together before taking character parts in groups of five.



This is a play about a race between a cat and a snail.

Before Reading

- Ask: What is a play? How do we read a play? What is a narrator? How do we know which parts the characters read?
- Together look at the cover picture. Discuss what is happening in the picture. Read the title. Discuss what students think will happen to the cat and the snail.
- Read the title and the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the play.
- On the title page, discuss the animals in the illustration. Ask: What do you think might happen in the play? What characters are in the play?
- Talk/walk through the pictures. Discuss the animals and what they are doing on each page, e.g. on page 3 what are the cat and dog doing? (having a running race).
- On page 13, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. On the title page, read the names of the characters together.
- On page 2, read what the narrator says together to set the scene. Find the word starting with p (*park*). Ask: What are the cat and the dog doing? Look for /r/ in *run*. Look for the letter t (*tree*). Who do you think will win the race? Read the words together.
- Follow this pattern for each page up to page 13, discussing the illustration and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Who won the race?

After Reading

Invite students to discuss the play. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Look at the punctuation on page 2. Model how to read the text with commas, question marks and the exclamation mark.
- Reread the play together, noticing the repetitive parts and punctuation.
- Ask students to retell the story using the pictures on each page as a guide. Who was racing first? Second? And so on? How did the snail win the race?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sn/ e.g. snap, snip, snug, sniff, snack. Students listen for the /sn/ blend as you read the words slowly. They repeat the words. /sn/ /a/ /p/, snap, emphasizing the /sn/. They think of other words to say that begin with /sn/, e.g. snail, sneak, sneeze, snooze.

Phonics

- Discuss the sound of the blend /sn/. Write the words snap, snip, snug, sniff, snack on the board to practise blending and segmenting the sounds together as a group, e.g. /sn/ /i/ /p/, snip. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *if, run, like, where, going, come, get, will*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them. They read their sentence to a partner, e.g. *Cat: No Snail, I am too fast for you.*

Fluency

- Read the play as a reader's theatre together before taking character parts in groups of five or more. Students can make animal masks to wear when acting out the play.

Writing

- Students make a time line to show the order of the play. They label their illustrations and use this to retell the play.
- Students write a new sentence using the pattern from the play. They draw a picture first, then write the sentence, e.g. *Tortoise: Are you ready? Get set, go!*

Home/School Link

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

Tiger in the Cupboard

GOALS

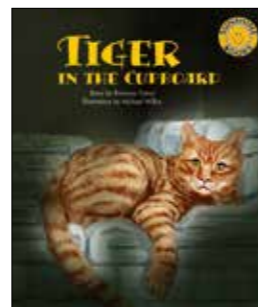
Comprehension

Reading Strategies: Ask students, “What are some of the things good readers do?”
Model how to use print cues, e.g. look for chunks in words – sc-rat-ches

Vocabulary

High-frequency Words: a, about, again, and, any, but, by, call, come, do, eat, get, good, have, her, here, jump, I, in, is, it, like, me, more, my, not, now, of, on, one, out, put, say, she, that, the, think, to, want, we, when, with

Content Words: around, bed, cave, claws, cupboard, dark, dish, does, door, fire, fish, hisses, hungry, idea, leave, meow, Mum, princess, puss, quick, scary, scratches, sharp, sheet, shows, shut, sleep, sometimes, sweet, teeth, tiger, today, top, try, yells



Princess Mog is a sweet cat until she gets into the cupboard to sleep in her dark cave.

Phonemic Awareness

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

Phonics

Letters and Sounds: /i/ is

Words to Blend and Segment: in, it, is, fish, dish

Fluency

Practise rereading the story with a partner (orally).

Before Reading

- Read the title. Discuss the meaning of *tiger* and *cupboard*. Ask: Could a tiger really fit in a cupboard?
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Is the illustration of a tiger in a cupboard? Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is this a picture of a tiger? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the cat is doing on each page and what happens to Mum? On page 15, have students predict the ending.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues, e.g. look for chunks in words (*sc-rat-ches*)
- Read the title together and the names of the author and illustrator. Read the title page. Ask: On pages 2 and 3 what is the cat doing? The first word is a compound word. It has two words joined together. Can you read them? Some, times, *sometimes*. Find the word *sleeps* on page 2. Look for the /sl/ blend. Where is the cat sleeping? Find the word *fire* starting with f. What is the cat’s name? (*Princess Mog*) Read the chunks in princess; *pr-in-cess*. Read the words together.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Ask students who they think is telling the story. Who are the characters? Where is it taking place? (setting) Notice the capital letters for *Princess Mog*. (All names have capital letters.)
- Discuss the ending. Is this what students predicted? Did they think that shutting the cupboard door would stop the cat turning into a tiger?
- Discuss the chunks in words: *teeth* (tee-th), *hisses* (his-ses), *today* (to-day), *hungry* (hung-ry).
- Discuss the meaning of *hisses*. Make a hissing noise. Have students role play Mum and the cat with a partner – the cat hisses and shows sharp teeth and claws as on pages 10–11. Ask: Why do you think the cat reacts to Mum’s hand like this?
- Students retell the story using the pictures on each page as a guide. What was the cat doing first in the story, next and so on? When did the cat change into a tiger and why? Then they retell the story from the cat’s point of view.

Phonemic Awareness

- Recognise and produce words that have the same short vowel sound: /i/ e.g. *in, it, is, fish, dish*. Students listen for the short /i/ vowel sound as you read the words slowly. They repeat the words, /i/ /n/, *in*, emphasizing the /i/ vowel sound.
- Have students think of other words that have the /i/ vowel sound, e.g. bit, fit, fin, bin, pin.
- Distinguish long from short vowel sounds. Listen to the words with the long /i/ which sounds like the letter name: fine, line, pine. Hear the difference fine/fin; pine/pin.

Phonics

- Discuss the sound of the short i vowel sound /i/. Write the words *in, it, is, fish, dish* on the board to practise blending and segmenting the sounds together as a group, e.g. /f/ /i/ /sh/.
- Illustrate using alphabet letters for each word, touching them as the sounds are made.

Word Study

- Talk about the words *by, one, she, her, think, about, any, say*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner, e.g. *Sometimes she sleeps on my bed*.

Fluency

- Practise rereading the story with a partner (orally)

Writing

- Students make a time line of the story. They use arrows, labels and small pictures. They can use this to retell the story and to show how and when the cat changed into a tiger.
- Students write a new sentence using the pattern from the story. They draw a picture first, then write the sentence. e.g. *Sometimes my cat sleeps on the stairs in the sun*.

Home/School Link

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

Flamingoes Everywhere

GOALS

Comprehension

Discuss the sequence of events and the humorous ending.

Vocabulary

High-frequency Words: had, pretty, the, there, three, was, were, when

Content Words: bathroom, bedroom, everywhere, feathers, five, flamingoes, mother, pink, reading, smiled

Phonemic Awareness

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

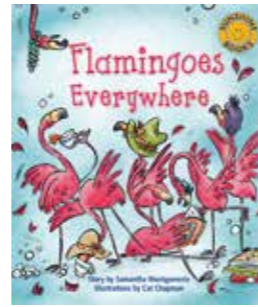
Phonics

Letters and Sounds: /fl/

Words to Blend and Segment: fly, fluff, flip, flop, flap

Fluency

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



The girl comes home from school to find flamingoes everywhere.

Before Reading

- Listen to the title and the name of the author and illustrator. Together look at the cover picture. Ask: What do you see? What do you know about flamingoes? What are they doing in the picture? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the flamingoes on each page or what they are doing. Bring words like *bathroom, bedroom, everywhere, feathers, five, flamingoes, mother, pink, reading, smiled* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Model how to use print cues to read the words in the title – *fla/ming/goes, ev/very/where*.
- Read the title together and the names of the author and illustrator. Read the title page together emphasising the chunks. Ask: On page 2–3, what is the setting for the text? (the girl’s home). Look for the word *inside*. It has a small word or chunk inside it (*in/side*). Read the word together, slowly emphasising the chunk.
- What did the girl find inside the house? On pages 4–5, find the chunks in *dr/in/ink/ing* as you are reading. On pages 8–9, find the chunks in *sp/lash/ing*.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together.
- Discuss how the repetitive parts help with reading the story. (*Flamingoes, flamingoes everywhere!*) Ask: How do you use your voice with these parts? What does the exclamation mark mean?
- Review the predictions for the ending made earlier on page 14, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Use the back cover to discuss the order of the pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the flamingoes do on each page? What surprises were there? Who was surprised by the flamingoes? How do you know? (the girl on page 5) How did Mum feel at the end?
- Reread the story together. Feel the rhythm as you read the repetitive parts.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. *my bed* (page 10) where *my* is used instead of saying “the girl’s bed”; *her beads and hats* (page 12) where *her* is used instead of saying “mother’s beads” and hats. Have students find *she, I* and *they* and explain their meaning.
- Reread page 4 focusing on punctuation. Teach the purpose of capital letters, full stops, commas, apostrophe and exclamation marks. Write examples using students’ names, e.g. Mary’s cup.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /fl/. Students listen for the /fl/ sound as you read the words, e.g. *fly, fluff, flip, flop, flap*. They repeat the words.
- Play a game of guessing, e.g. say, “I am thinking of a word that starts with /fl/ and ends with /f/ (*fluff*). I am thinking of what birds can do (*fly*). I am thinking of a pink bird (*flamingo*).”

Phonics

- Discuss the sound of the letter blend: fl- Write the words *fly, fluff, flip, flop, flap* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.
- Brainstorm other words starting with fl- to write on the board. Read them together (flame, flying, flash, flutter).

Word Study

- Talk about the words *had, pretty, the, there, three, was, were, when*. Read them together. Ask students to locate the words in the text and read them in context. Discuss the meaning or use of each word in the book, e.g. *were* is plural of *was*.
- Find compound words in the story and discuss their meaning, e.g. *bathroom bath/room* –room with a bath; *bed/room; in/side, every/where*.
- On a piece of paper, have students draw a picture from the story. They write the words from the story and read their sentence to a partner.

Fluency

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

Writing

- Students make a time line noting the number of flamingoes and where they are. They can illustrate and label the time line, then use it to retell the story to the class.

Home/School Link

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

Hide-and-Seek

GOALS

Comprehension

Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about. What do you know about the game of hide-and-seek?

Vocabulary

High-frequency Words: all, been, do, go, on, one, play, please

Content Words: found, friend, game, grass, hide, monkey, rocks, seek, someone, today

Phonemic Awareness

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

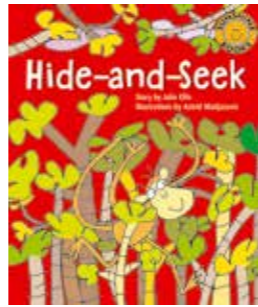
Phonics

Letters and Sounds: /pl/

Words to Blend and Segment: plan, plot, plug, plum, plus

Fluency

Read the play as a Readers' Theatre together before taking character parts in groups.



Matata, the monkey, wants to play. Can he find anyone to play with?

Before Reading

- Ask students what they know about the game hide-and-seek. Together look at the cover picture. Discuss what they see. Ask: What do you think the setting is for the play?
- Help students use the title and cover illustration to make predictions about the text.
- Look at the title page illustration. Ask: What do you see here? These are the characters in the play. Read the names of the characters and discuss what animals they are. Discuss how you might change your voice for each animal. Ask: What is a narrator? Which parts do the characters read? Predict what the play might be about.
- Talk/walk through the pictures. Discuss what is happening to the characters on each page or what they are doing. Bring words like *found, friend, game, grass, hide, monkey, rocks* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the characters on the title page. Ask: On page 2, who reads this page? How do you know? What does *narrator* mean? Where is the setting? (near grass) Look for the word *grass*. What sound does it start with? /gr/ Say the word, emphasising the /gr/. What do the grey dots in the illustration mean? (show where the monkey went)
- On page 3, the monkey, Matata, is looking for a friend in the grass. Ask: Can you see a clue in the illustration? (tail with spots) Together read the question Matata asks.
- On page 4, ask: Who did the spotted tail belong to? Read the page changing your voice for each character. Reread the page together noticing the rhyming words *play, away, play, today*. Follow this pattern for each page up to page 14.
- On page 6, make the link to the fact picture on the back cover. Ask: Why do snakes do this?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Ask: How do you think Musa felt after coming up with the idea of a game to play?

After Reading

Invite students to discuss the play. Prompt if needed.

- Ask: What genre is this text? (a play)
- Discuss the ending. Why did Matata not want to play hide-and-seek? Is this what students predicted? Have they played hide-and-seek? Do they get tired of playing games sometimes?
- Retell the text using the pictures on each page as a guide. Which animal did Matata find first, next and so on? What made Matata say “Oh, no”?
- Choral read the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *play/away/today*
- Discuss the meaning of the fact on the outside back cover and how this links to the text.
- Make a chart showing setting, characters and events. They notice how the setting and event change for each character.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /pl/ *plot, plan, plug, plus, plum*
- Students listen for the /pl/ sound as you read the words. They indicate when they hear it and repeat the word emphasising the /pl/.

Phonics

- Discuss the sound of the letter blend: pl- Write the words *plot, plan, plug, plus, plum* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Find other words in the play that start with pl-, e.g. *play, please*.

Word Study

- Talk about the words *all, been, do, go, on, one, play, please*. Read them together. Ask students to locate the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Read the play as a readers' theatre together before taking character parts in groups. Notice the repetitive parts.

Writing

- Students make a chart showing the reason why each animal wouldn't play with Matata.
- Students make a chart of rhyming words from the story. They read the rhyming words on the chart and add more of their own. See who can make the most rhyming words for -ay.
- Have students make a blend chart showing words that start with a blend in the story.

Home/School Link

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

Tom, the School Cat

GOALS

Comprehension

Retell the text using the pictures on each page as a guide. What mischief did Tom get up to? How was the school cat problem solved?

Vocabulary

High-frequency Words: into, jump, little, thank, their, they, went, your

Content Words: afternoon, assembly, award, cheese, Friday, listening, Monday, Thursday, Tuesday, Wednesday

Phonemic Awareness

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

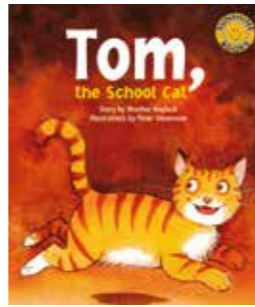
Phonics

Letters and Sounds: -ash

Words to Blend and Segment: bash, crash, flash, smash, stash

Fluency

Model reading of text with expression, noting the sound words, punctuation and repetitive parts.



Tom is a school cat and he can be naughty. He can also be very good.

Before Reading

- Read the title and the name of the author and illustrator to students. Together discuss the cover picture. Ask: What do you know about cats? Do we have a school cat? What does it mean to be a school cat? What is Tom doing in the picture? How does he look? Happy? Cheeky? Sad? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different here compared to the cover? How is Tom looking here? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the children and Tom on each page or what they are doing. Bring words like *afternoon, assembly, award, cheese, Friday, listening, Monday, Thursday, Tuesday, Wednesday* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- On page 2, ask: What is Tom doing? Read the page together to see what Tom did in the garden.
- On page 3, ask: What is the word in capital letters? Say the sounds. /s/ /m/ /a/ /sh/, **SMASH**. Why is it in capitals? (emphasis). Look for the word *naughty* on page 3. It is a tricky word with some silent letters. (gh). (/ n/ /aw/ /t/ /ee/) Segment and blend the sounds.
- On page 4, ask: Where are they in the school? Segment tricky words into chunks or syllables, e.g. *library, lib/ra/ry, listening, lis/en/ing* (silent t)
- On page 5, ask: What is the word in capital letters? Say the onset and rime. (*cr/ash*) What do you notice about *smash* and *crash*? (They rhyme.) They are sound words. What went crash in the library? (the books) Read the text together.
- What do you notice about pages 3 and 5? They are similar. (repetition).
- Follow this pattern for each page up to page 15. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Read the text together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Where is the setting for the text? (school). Which parts of the school?
- What genre is this story? Is it fiction or nonfiction? Could it have been a true story? (It is!)
- Why did the man taking the photo ask them to say “*cheese*”? (to get them to smile)
- Discuss the sequence of events and the humorous ending. What happened first, next?
- Retell the text using the pictures on each page as a guide. What mischief did Tom get up to? Reread the story together, noticing the rhythm in the repetitive parts and the sound words.
- Discuss the days of the week. Say them in order. Look at the back cover to match Tom’s activities with the days of the week.
- Did students like the ending? Why? Guide them to answer that Tom was a loveable nuisance, but now he is a valued member of the school because he listens to children read.

Phonemic Awareness

- Have students listen to words and then say the sounds. *dug* /d/ /u/ /g/; *soil* /s/ /oi/ /l/; *spade* /s/ /p/ /a/ /d/; *children* /ch/ /i/ /l/ /d/ /r/ /e/ /n/. Together think of more words to break into sounds.

Phonics

- Discuss the sound of the rime: -ash Write the words *bash, crash, flash, smash, stash* on the board to practise blending and segmenting onsets and rimes as a group. Use magnetic letters to make the onsets and rimes. Brainstorm other words ending with -ash to write up on the board. Read them together. (*rash, mash, dash, clash*) Students make an -ash word web.

Word Study

- Talk about the words *into, jump, little, thank, their, they, went, your*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *little* is the opposite of big.
- Students find and say words with one and two syllables, e.g. 1 = *tom, cat, cheese, holes, books*; 2 = *child/ren, Tues/day, want/ed*.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model reading of the text with expression, noting the sound words, punctuation and repetitive parts. Students repeat after you. Use page 3 as an example.

Writing

- Students make a time line matching Tom’s mischief with the days of the week. They label and illustrate this to share with a partner.

Home/School Link

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

Two Trevors

GOALS

Comprehension

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

Vocabulary

High-frequency Words: ate, away, new, old, play, ran, red, two

Content Words: biscuits, collar, fish, home, hungry, morning, photo, storm, together, welcome

Phonemic Awareness

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

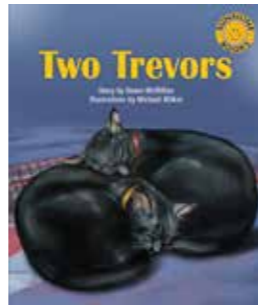
Phonics

Letters and Sounds: -ate

Words to Blend and Segment: date, gate, late, mate, rate

Fluency

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



When Trevor, the cat, runs away during a storm, the children are pleased when he comes back. But is this the same Trevor?

Before Reading

- Read the title and the name of the author and illustrator to students. Together discuss the cover picture. Ask: What might the title refer to? What do you know about cats?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening to the cat/s and the family on each page or what they are doing. Bring words like *biscuits, collar, fish, home, hungry, morning, photo, storm, together, welcome* into the conversation. Notice that there is only one cat with the family to start with.
- On page 2, ask: What happened? Find the word starting with /st/. Read the word. (*storm*) The picture will help. The cat called Trevor was missing. Why do you think he ran away?
- On pages 4–5, ask: What are the children doing? How are they feeling? What are their names? (*Josh, Amy*)
- On pages 6–7, ask: How are the children feeling now? How is the cat feeling? What happened on page 10? (real Trevor arrived) Follow the pictures to see what happened next.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together. On pages 2–3, ask: What is happening? What noise did the storm make? (*roar*). Read the words together.
- On pages 4–5, ask: Where did the children look for Trevor? Why would it be difficult to find a black cat at night? How do they look? Read the words, showing sadness in your voice.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Students discuss the illustration and read the text. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the sequence of events and the humorous ending. Use the back cover to retell the story using the four pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the children do on each page? What surprises were there? Who was surprised on page 7? How do you know? (Amy's words have exclamation marks.) Were there any other surprises? (page 10, Trevor arrived) What did Mum think of this? (She laughed.) The family ended up keeping both cats.
- Why did they think the first cat was the missing one? (It looked the same but had no collar).
- How did they know that the second cat was really their missing cat? (red collar) How will they tell New Trevor from Old Trevor? (Collars are different colours.)
- On pages 2 and 12, there is the word *missing*. Discuss the different meanings.

Phonemic Awareness

- Recognise and produce words that end with the same sound: /ate/ Students listen for the -ate rime as you read the words, e.g. *date, gate, late, mate, rate*. They repeat the words, emphasising the rime. They think of more words with the same ending sound.
- Play a guessing game. "I am thinking of a word that starts with /d/ and ends with -ate (*date*). I am thinking of something in a fence. (*gate*). I am thinking of the opposite to early. (*late*)"

Phonics

- Discuss the sound of the rime: -ate Write the words *date, gate, late, mate, rate* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Remember that the e is silent. Brainstorm other words ending with -ate. Read them together. (*state, crate, plate*)

Word Study

- Talk about the words *ate, away, new, old, play, ran, red, two*. Read them together. Have students locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *ate* is the past tense of eat.
- Find compound words in the story and discuss their meaning. (*online, someone, another*)

Fluency

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat after you. Use page 5 as a model.

Writing

- Students make a two-column problem/solution chart. They write the problems on one side with their matching solutions on the other side. They illustrate the chart and share with the class. The chart could also be used as an aid for retelling the story.

Home/School Link

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

What's Your Fur For?

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? Make predictions about the text from the cover and title page photographs.

Vocabulary

High-frequency Words: black, for, live, other, some, what, with, your

Content Words: cool, different, fur, hide, keep, reasons, scare, use, useful, warm

Phonemic Awareness

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

Phonics

Letters and Sounds: short /i/

Words to Blend and Segment: in, is, live, thick, with

Fluency

Model fluent reading of a section of the text using expression to differentiate between opposites and questions and answers for students to repeat.



Animals use their fur for different reasons.

Before Reading

- Ask students what they know about fur. Ask: What animals have fur?
- Read the title to them and then read it together. Discuss what students see in the pictures on the cover and title page. Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Students make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what the text will be about.
- Talk/walk through the pictures. Discuss what animals are on each page and what their fur might be for. Bring words like *cool, different, fur, hide, keep, reasons, scare, use, useful, warm* into the conversation.
- Notice how there is a pattern in the text of a question followed by the answer.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different types of fur? Look for tricky words like *animals, fluffy, short, straight, stripes*. Break the words into chunks (*sh/ort*), or syllables (*fluf/fy*). Then read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *polar bear* in the text. Talk about what their fur might be for. Find the word *warm*. Read the words together.
- Follow this pattern for each page discussing the pictures and what the different fur is for before reading each page.
- Predict the ending before turning to page 16.
- Students look at the Index and find the page with information about a polar bear. They ask a partner questions about the index, e.g. What page is the dingo on?

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss what each animal's fur is used for.
- Discuss the ending. What did you notice about the last word? What do you think the author's purpose was for writing the book? What have you learnt from this book? Which use for fur do you think is the most important?
- Look at the back cover to discuss the uses of fur for more animals.

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /i/ Students listen carefully to words you read to identify the short i sound, e.g. *in, is, live, thick, with*. They repeat after you, emphasising the /i/ sound. They think of more words with /i/. (*it, pin, sit*)

Phonics

- Recognise words that have the same vowel sound: short i Write words *in, is, live, thick, with* on the board to practise blending and segmenting the sounds together as a group. Students brainstorm more words with a short /i/ to add to the list. (*tin, pit, hid*)

Word Study

- Talk about the words *black, for, live, other, some, what, with, your*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game in pairs.
- On a piece of paper, students draw a picture of one of the animals in the book. They write the matching sentence from the text.
- Discuss the words that are opposites in the text. Record these on a chart, e.g. *short/long; warm/cool*. They can add other opposites to the chart.
- On page 3, have students locate the words *straight* and *stripes*. Discuss the three letters they start with. Think of more words starting with str-. (*string, stream, strong, street*)
- Have students make a fur web with examples of different animals branching out from the web. They label and illustrate and share their web with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *ti/ger*. Together find one-syllable words in the book to clap and say, e.g. *cat, fur*. Repeat with two syllable words, e.g. *ot/ter, din/go*.

Fluency

- Model fluent reading of a section of the text using expression to differentiate between opposites and questions and answers for students to repeat.

Writing

- Have students write a new text using the pattern of the text, e.g. Some fur is black and silky. They illustrate the animal and share this with a partner.

Home/School Link

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

Frank's Big Day

GOALS

Comprehension

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

Vocabulary

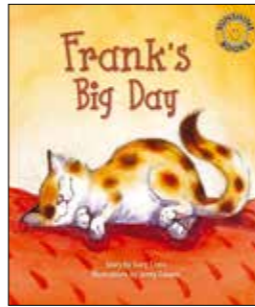
Focus High-frequency Words: after, big, by, over, sleep, under, walk, was
Focus Content Words: couch, day, family, goldfish, hedge, spot, thought, tired, warm, window

Phonics

Letters and Sounds: Recognise and produce words that end with -ent
Words to Blend and Segment: bent, dent, sent, tent, went

Fluency

Choral reading with students pointing to the words as they are read. (Model emphasising the repetitive parts and using intonation.)



Frank has a very tiring day but makes sure he goes to sleep every now and then.

Before Reading

- Together look at the cover picture. Students discuss what they see. Ask: Do you recognise the cat? What is his name? Read the title and the names of the author and illustrator. Notice something in the title. (apostrophe) What is it for? What is Frank doing? Have they read other stories by Gary Cross. (*Frank, the Flea Cat*) Did you enjoy it?
- Help students to use the title and cover illustration to make predictions about the story. Ask: What might Frank do on his big day? Discuss the outside back cover pictures to get some ideas of what cats like to do.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the front cover? What is Frank doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Frank is doing on each page. Bring words like *couch, day, family, goldfish, hedge, spot, thought, tired, warm, window* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues.
- On pages 2–3, ask: What are the Fuller family doing? Find the word *out* in the first line. What is Frank doing? Find the word that starts like thinking (*thought*) to confirm. Look for /th/. What is he thinking about? (a plan) Look for pl. Find the word *planned*. Read the sentences together. Do these words make sense in the sentences?
- On page 4, ask: How is Frank feeling? Why? Find words in the text to confirm this. (*tired, thinking*) Read the first sentence. Where is the Frank? Students look for the word *by* to confirm that Frank is by the window. Read the second sentence to check it makes sense.
- On page 5, ask: What is happening here? Where is Frank? Who is he teasing? What is the dog doing? Read the words together. Notice the repetition of *yapped and jumped*.
- Follow this pattern to page 15. Review the predictions for the ending, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together.

After Reading

- Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- Discuss how the repetitive parts help with reading the story. How do you use your voice for these parts? What did Frank like to do most? What are the repetitive parts? *Frank felt tired after... He found a warm spot and went to sleep.*
 - What things made Frank tired and what warm spots did he find to sleep in? Record these on a story map, e.g. thinking/sleeping by the window and so on. Illustrate and label with arrows to show the direction Frank went on the map. Retell the story using the story map.
 - Revisit the outside back cover. Did Frank do any of the things the cats are doing? Discuss.
 - Reread the story. Students feel the rhythm and familiarity as they read the repetitive parts.
 - What might Frank do next time the Fullers go out? What about other cats when home alone?

Phonics

- Write the words *bent, dent, sent, tent, went* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b /ent/. Brainstorm other words ending with -ent to write up on the board. Read them together, e.g. vent, spent, rent, gent.
- Students identify syllables and clap as they are spoken, e.g. *but/ter/flies*. Together find one-syllable words in the book to clap, e.g. *chase, woke, Frank*. Have students clap two-syllable words, e.g. *hung/ry, kitch/en, teas/ing*.
- Notice the apostrophe in *Frank's* on the cover. Where else can you see one in the book? (pages 7, 9 and 16) What does it mean? Students practise using the possessive apostrophe and explaining its meaning with a partner, e.g. Here is Sam's pen. (the pen belongs to Sam)

Word Study

- Talk about the words *after, big, by, over, sleep, under, walk, was*. Read them together. Ask students to find the words in the text.
- Find the verbs ending in -ing and match another form of the verb, e.g. thinking/thought; teasing/teased; stare/stared; hissing/hissed; eating/ate; chase/chasing. Make a three-column chart of the verb families (base, present, past), e.g. think, thinking, thought.
- Find compound words in the story, e.g. *himself, goldfish*. Break the words into two and then join them and say the meaning of the compound word. Record and illustrate these on a chart.

Fluency

- Choral reading with students pointing to the words as they are read. Model emphasising the repetitive parts and using intonation.
- Find words that are repeated and have students listen to their sounds while you say them. e.g. *yapped and jumped and jumped and yapped*. Listen for the /p/ sounds. Notice how *yapped* sounds a little like a dog yapping. They are action and sound words that suit a dog. The author has chosen these words carefully to help paint a picture in your mind. Do the same with other examples, e.g. *hissed and puffed and puffed and hissed*. Talk about alliteration and assonance and why the author uses these techniques.

Writing

- Students use the repetitive part *Frank felt tired after... He found a warm spot and went to sleep*. They make up a new activity for Frank and a place to sleep and illustrate the new page.

Mutter, the Parrot

GOALS

Comprehension

Analyse the characters of Mum, Dad, Jan and the parrot. What can you say about each character?

Vocabulary

Focus High-frequency Words: him, his, on, over, some, them, want, with

Focus Content Words: butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast

Phonics

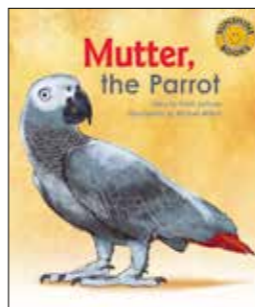
Letters and Sounds: Recognise and produce words that have the same vowel sound:

-er /uh/ schwa

Words to Blend and Segment: butter, father, flutter, mother, mutter

Fluency

Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?



Mutter thinks he is a member of the family and shouldn't be kept in a cage. But he is a parrot!

Before Reading

- Together look at the cover picture and discuss what you see. Ask: What do you know about parrots? Read the fact on the back cover. Discuss words they may have heard parrots saying.
- Ask: What is the parrot doing on the cover? What is his name? Why might he be called Mutter? Describe him. What do you notice about his feathers? Read the title together.
- Read the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Mutter now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mutter on each page or what the family is doing. Bring words like *butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are Jan and her Mum doing? Why was the parrot called *Mutter*? Find the words *talked a lot* to confirm. What is Mutter doing? Why? Find the words *locked* and *spoon*. Do these make sense? Read the sentences together.
- On page 4, ask: Where is Mutter now? Look for the words *lock, fuss, off* in the story. Read the page to check *fuss* makes sense. How is Mutter feeling?
- On page 5, ask: What is happening here? Find the words *feathers* and *cut*. Why do you think this is happening? Read the words together. Do you think Mutter will be happy now?
- Follow this pattern for each page up to page 14. Discuss how the speaking parts help with making the story interesting. Ask: How would you use your voice for these parts?
- On page 16, read the text. Ask: Did you like the ending? Why? How would you read the sentence? Is he really saying he likes toast with butter?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. What did Mutter and the family do on each page? Why do you think Mutter didn't like his cage? Did he like it when he could be free? How did they all feel at the end of the story? Did you like the ending? Why? Do you think Mutter thought he was a person?
- Analyse the characters of Mum, Dad, Jan and Mutter. What can you say about each character?
- Reread the story together, changing voices for the different characters.
- Find words with two letters the same in them, e.g. *mutter, butter, wobbled, parrot, cutting, fluttered*. Together clap and say the syllables, e.g. *par/rot*. The syllables divide between the double letters. Notice *hopped* and *tapped* are different and have only one syllable.
- Look at the word *toast*. Listen to the middle sound. It is a long /o/ sound. Brainstorm and list words that rhyme with *toast* and have the same spelling, e.g. *coast, roast, boast*.
- Reread pages 8–9, focusing on the punctuation – the purpose of capital letters, speech marks and exclamation marks. Try to say the words as though you are the character, showing their feelings with your voice, e.g. How would Dad say "Aaagh!"? Why do you think Mutter tugged on Dad's moustache?

Phonics

- Write the words *butter, father, flutter, mother, mutter* on the board to practise blending the chunks or syllables as a group, e.g. *but/ter (but//tuh/*. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -er /uh/ to write up on the board. Read them together, e.g. *sister, brother, daughter*.

Word Study

- Talk about the words *him, his, on, over, some, them, want, with*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book, e.g. *him* is the opposite of *her* on page 2.
- Have students find the past tense to match the base verb and make these into a two-column chart to read together, e.g. *talk/talked; flutter/fluttered; wobble/wobbled; climb/climbed; lock/locked*.
- Students find contractions in the story and write the matching expanded forms, e.g. *that's/that is; he's/he is; couldn't/could not; doesn't/does not*.

Fluency

- Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

Writing

- Students make a beginning, middle and end chart about the story. They label and illustrate and use it to re-tell the story to a partner.
- Have students research a bird project and present it in poster format to share with the class. Topics could be: Domestic birds, Caged birds, What to feed birds, How to trim wing feathers, How to teach a bird to talk.

What Animals Can Do

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: do, into, know, our, see, they, what, who

Focus Content Words: blind, dog, everyone, herd, llama, police, sheep, wool, worm, work

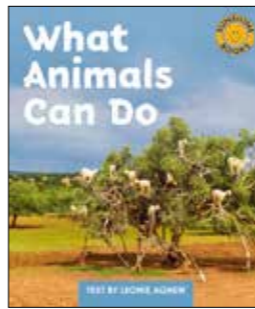
Phonics

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

Words to Blend and Segment: knee, knew, knit, knot, know

Fluency

Model reading of text with expression noting the punctuation, rhyme, questions and repetitive parts. Students repeat.



Animals have skills. You can see some in the pages of this book.

Before Reading

- Ask: What animals do you see on the front cover? What are they doing? (eating and watching for predators)
- Read the title together. Discuss the picture on the title page. Ask: What are these animals doing? (The dog is herding sheep.) Look at the back cover and talk about other things dogs do.
- Read the title and the table of contents to see what is in the text.
- Talk/walk through the pictures. Notice how animals can do many things. Discuss what animals do on each page. Bring words like *blind, dog, everyone, herd, llama, police, sheep, wool, worm, work* into the conversation.
- Before turning to page 12, ask students what they think a cat can do.
- Is this book fiction or non-fiction? How do you know? What is the difference?

Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the cover and the title page together.
- On pages 2–3, what are the two animals in the pictures? (sheep and llama) Look in the text for the first sound of *sheep /sh/*. Find the word. Find the word *llama* on page 3.
- Look for the tricky words *know* and *knew*. Talk about the silent k. Then read the text together pointing to the words as they are read. Notice the questions and answers.
- On pages 4–5, discuss the pictures. Talk about the fact that some dogs work. Find the words *police, herd, blind* in the text. Check they look right and sound right. Read the text together to make sure it makes sense. Ask: Do you notice that some of the text is familiar? Which parts are repeated from the previous two pages? How do the repetitive parts help the text? (flow and predictability)
- Follow this pattern for each page discussing the pictures, what the different animals are and what they do before reading each page. Use the index to find more information about a llama.
- Students ask a partner questions about the index, e.g. what page is the guide dog on?

After Reading

Check the accuracy of students’ predictions. Invite them to discuss the information. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. They discuss the animals and what they do.
- Discuss the ending and how useful cats can be. What do you think the author’s purpose was for writing the book? What have you learnt?
- Discuss whether it is good for people to own or be close to animals. Why? What can animals teach people? What are the benefits or disadvantages? Prepare a class poster summarising and illustrating the points discussed.

Phonics

- Write the words *knee, knew, knit, knot, know* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /kn/-ee, *knee*. Brainstorm more words with /kn/ to add to the list. e.g. *knack, knob, knife*
- Discuss the relationship between *know* and *knew* (present and past tense).

Word Study

- Talk about the words *do, into, know, our, see, they, what, who* on the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the animals in the book. They write the matching sentence from the text, e.g. page 4, *What can a dog do? A dog can work for the police, everyone knows.*
- Find the words that start with fl. (*flickering, flashlight, flicker, float/s, floating, flash*) Discuss the two letters they start with, /f/ /l/ fl. Students think of more words starting with fl. (*flame, flow, flip, fling*)
- Talk about repetition and why the author uses this technique to give the text better flow and predictability.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *eve/ry/one*. Together listen for one-syllable words in the book to clap, e.g. *herd, blind*. Have students clap two-syllable words, e.g. *rid/ing; hors/es*.

Fluency

- Model reading the text with expression noting the punctuation, rhyme, questions and repetitive parts. Students repeat after you.

Writing

- Have students write a new text using the pattern of the text, e.g. What can horses do? A horse is for show jumping, everyone knows. They share this with a partner.
- Have students write about a pet animal they know. Include how to look after it, train it and what it can do. They illustrate and share with the group.

Daisy Dog

GOALS

Comprehension

Re-tell the story using the pictures on each page as a guide. Discuss the meaning of *clunky*, *clanky* (page 4) and how Daisy knew where the tool was.

Vocabulary

High-frequency Words: ran, soon, children, this, that, dog, must, some

Content Words: garden, hole, hammer, bone, shed, gate, found, summer, ground, sound

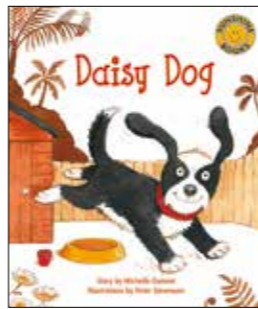
Phonics

Letters and Sounds: Identify and make rhyming words, e.g. pole, hole, mat, cat, food, mood

Words to Blend and Segment: ou sound: sound, ground, around, found, bound, hound, loud, shout, about

Fluency

Model reading the text with expression, noting punctuation, rhythm and rhyme. Students repeat



Daisy likes to hide things in holes she's dug. So, when her owner needs his hammer Daisy is the one to find it.

Before Reading

- Look at the cover together. Ask: What do you see happening? How would you describe the dog? Where is she?
- Read the title. Ask what students notice about the words. Talk about alliteration.
- Read the names of the author and illustrator. Have students read any other stories by Michele Osment? Have they seen any other stories illustrated by Peter Stevenson? Ask if they liked reading them and what they thought of the illustrations.
- Students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different about how Daisy looks in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening to Daisy the dog on each page. Bring words like *garden*, *hole*, *hammer*, *bone*, *shed*, *gate*, *found*, *summer*, *ground*, *sound* into the conversation. On page 23, have students predict the ending.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues.
- Turn to pages 2–3. Ask: Where does Daisy live? Locate the word *garden*. Read the chunks or syllables, *gar-den*, *garden*. What is Daisy doing? Find and read the words *hole*, *hammer*, *bone*. Read the page together.
- Look at pages 4–5. Ask: What is Daisy doing now? How does the illustration tell us where she has been running? How does Daisy look? Why is she so excited? Read the sentences together.
- Follow this pattern for each page up to page 23, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text. Ask: Did you like the ending? Why? How would you read the last sentence? Why did the hammer need cleaning?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: How would you describe Daisy Dog? What can you say about Bill?
- Re-tell the story using the pictures on each page as a guide. Discuss how Daisy knew where the tool was and the meaning of *clunky*, *clanky*.
- Look at the back cover. What things do you think Daisy would like to play with? What things are not suitable for dogs to play with?

Phonics

- Write the words *sound*, *ground*, *around*, *found*, *bound*, *hound*, *loud*, *shout*, *about* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *s-ound*. Brainstorm other words with /ou/ as in sound and write them on the board. Read them together.

Word Study

- Talk about the words *ran*, *soon*, *children*, *this*, *that*, *dog*, *must*, *some*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word. Make sentence strip definitions to match to the words.
- Talk about contractions using *don't* as an example. Students make a two-column chart showing contractions and the expanded words in the story. They can add any others they know, e.g. *it's*, *didn't*, *she's*, *we'll*.
- Find words in the story with double consonants to break into syllables, e.g. *ham-mer*, *sum-mer*, *fun-ny* etc. Together say the words and clap the syllables as you say them. Note that the break comes between the double letters.
- Have students find the word *ducked* on page 18. They discuss the meaning.

Fluency

- Model reading the text with expression, noting punctuation, rhythm and rhyme. Students repeat.

Writing

- Students draw a picture from the story. They find a matching sentence in the story and write it. They read their sentence to a partner and share their picture.
- Students write a new paragraph describing other things Daisy Dog could hide or play with. They include some of the interesting words from the story.
- Students make a time line noting the events in the story from Daisy Dog's point of view. They illustrate and label the time line, then use it to re-tell the story to the class pretending they are Daisy Dog.
- Students make a web with Daisy Dog in the middle. They surround it with words that describe what Daisy Dog did in the story.

Home/School Link

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

Frank's Big Food Trip

GOALS

Comprehension

Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the story.

Vocabulary

High-frequency Words: looking, asked, just, food, something, different, gave, could

Content Words: hungry, milk, dessert, bowl, biscuits, full, yogurt, fish, mince, strolled

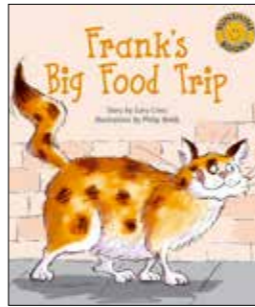
Phonics

Letters and Sounds: Recognise and produce words that have /ar/, e.g. far

Words to Blend and Segment: darling, farmer, far, starting, hardly

Fluency

Choose a page to choral read with students, e.g. page 14. Model emphasising the repetitive parts and using intonation.



Frank is feeling hungry. But he doesn't feel like eating cat biscuits so he visits his friends to find something more tasty to eat.

Before Reading

- Together look at the cover picture. Discuss what students see. Read the title and the names of the author and illustrator. Have students read any other stories by Gary Cross? Ask what they thought of them.
- Look at the title page illustration. What is the same or different in this picture compared to the cover?
- Ask: Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the title and the cover and title page illustrations to make predictions about the story. What do they think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *hungry, milk, dessert, bowl, biscuits, full, yogurt, fish, mince, strolled* into the conversation.
- On page 23, have students predict the ending.

Reading the Text

- Look at the picture on pages 2–3. What do you see? Locate the tricky words *hungry, bowl, empty, school* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. When does this story take place?
- Look at the illustration on pages 4–5. Ask: What is Frank saying to his owner? Look for the words *matter, eaten, food*, in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together. Notice the speech marks and the different characters. Change your voice for Frank and the different people.
- Review the predictions for the ending made earlier, then turn to page 24 to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read these sentences?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: What kind of cat is Frank? How would you describe him? Find words in the story that indicate this. What type of genre is this story? Do you think it is based on a true story?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. Why didn't Frank eat the biscuits that his family left for him?
- Re-read the story together emphasising the different characters. Be aware of the punctuation marks. On page 10 point to the question mark. What does this mean and how does it affect how you read the sentence?
- Look at the back cover. Discuss the story map. Re-tell the story using the map.
- What do you think the author's purpose was for writing the story?
- Students make a time line to show the places Frank visited. Under each they summarise the main event. They label and illustrate and use their time line to re-tell the story.

Phonics

- Have students recognise and produce words that have /ar/, e.g. far. Write the words *darling, farmer, far, starting, hardly* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *dar-ling, darling*. Read the words together and talk about the meaning of each. Think of more ar words to add to the list, e.g. *car, bark, dark, marker*.

Word Study

- Talk about the words *looking, asked, just, food, something, different, gave, could*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. "*looking hungry*" means showing signs of wanting to eat (page 10).

Fluency

- Choose a page to choral read with the students. Model emphasising the repetitive parts and using character voices and intonation.

Writing

- Students write a story about Frank going to different places to find food. They choose a food they think would be his favourite.
- For a class project, brainstorm food that would be good for a cat and food that Frank had in the story. Contribute to a chart showing food that is good for cats, and food that is not suitable for cats, e.g. ice-cream – not good; cat biscuits – good.

Home/School Link

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

Jack, the Sniffer Dog

GOALS

Comprehension

Discuss possible reasons for the author writing this text.

Vocabulary

High-frequency Words: boat, tree, looking, under, other, park, pulled, find

Content Words: island, prow, anchor, behind, burrow, scent, trap, shore, sniffer, hear

Phonics

Letters and Sounds: Identify and understand possessives, e.g. Jack's, dog's, birds', rat's

Words to Blend and Segment: Recognise and produce words that have the same vowel sound long a (ai): chain, again, laid, trained, paid, pain, rain

Fluency

Model reading a section of the text using expression and emphasis to convey information (or meaning) for students to repeat.



Jack is a sniffer dog. He helps to keep native birds and animals safe from predators with his nose.

Before Reading

- Look at the cover. Ask: What breed of dog is this? (Jack Russell) Has anyone seen one or does anyone you know own one? What are they like?
- Read the title together. Discuss what students see in the pictures on the cover and title page. Ask: What do the pictures show about sniffer dogs? What do you think will happen in the book?
- Talk/walk through the pictures. Notice what Jack is doing on each page and what he has to wear. Discuss what students see on each page. Bring words like *island, prow, anchor, behind, burrow, scent, trap, shore, sniffer, hear* into the conversation. Notice the things Jack does that help keep our environment protected.

Reading the Text

- Read the cover together. On pages 2–3, ask: What do you see in the picture? Where is Jack standing? Look at the text to get some clues. Look for the arrows.
- Discuss what made Jack excited. Look for tricky words like *anchor, chain, island, howling*. Break the words into chunks or syllables, e.g. *pr-ow* (ow as in loud, now) Then read the text together pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- Discuss the picture on pages 4–5. What do you see? The handler is attaching the muzzle to Jack. Share experiences if anyone has met a dog with a muzzle. Why did they wear one? Read the words together.
- Follow this pattern for each page discussing the pictures and what the tricky words are before reading.
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Discuss the ending and how Jack helped to track the rat.
- Discuss possible reasons for the author writing this text. What have students learnt from this book?
- Look at the back cover. Where is this dog working? What is the sniffer dog looking for?
-

Phonics

- Write the words *chain, again, laid, trained, paid, pain, rain* on the board to chunk and say them as a group. Students think of more words with ai (long a). They say them, and discuss their meaning and use them in a sentence. Remind them that there are other spellings for the long a sound: ay as in way, may; a_e as in came, same.
- Students identify possessives in the text, *Jack's, dog's, birds', rat's*. Discuss whether they are singular or plural and the reason the apostrophe can be before or after the s.

Word Study

- Talk about the words *boat, tree, looking, under, other, park, pulled, find*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read these words in the book. Discuss their meaning in context. Use the cards to play a spelling game. Scramble letters for students to rearrange the letters to spell a word, e.g. toab (boat); etre (tree).
- Students draw a picture of a sniffer dog in the middle of a web. They write the words for what the dogs wear, such as muzzle, lead, harness, branching out from the web.

Fluency

- Model reading a section of the text using expression and emphasis to convey information (or meaning) for students to repeat.

Writing

- Students write and illustrate a fact from the story, e.g. Rats eat native birds' eggs. (page 22) They share this with a partner.
- As a class, make a poster with a division down the middle. Show native birds and animals that need to be protected on one side and unwanted pests that need to be found or sniffed out by dogs on the other. Students can use pages 22–24 to help them. They can illustrate the poster and display in the school public area.

Home/School Link

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

My Farm Diary

GOALS

Comprehension

Make connections: Think about a time when something similar has happened to you. Have you ever been on a sleepover?

Vocabulary

High-frequency Words: don't, their, took, know, inside, that's, after, even

Content Words: shearers, wool, quad-bike, lamb, prawns, rooster, rained, sleepover

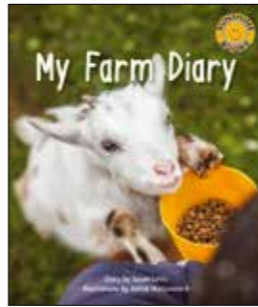
Phonics

Letters and Sounds: Recognise and produce words that have /or/

Words to Blend and Segment: for, morning, stories, more, forgot

Fluency

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



The child keeps a diary about a sleepover on a farm. Nan and Pa have a sheep farm and there are goats and chickens and lots of different things to experience.

Before Reading

- Look at the outside back cover. These pictures give an idea of what the book might be about. Discuss what students might like to do on a farm.
- Read the title and the names of the author and illustrator. Read the title together. Ask: What could the title mean? What is a diary? A diary is written by someone to talk about their daily activities. It is a personal record of what he/she has been doing. Ask: Do any of you keep a diary?
- Together look at the cover and discuss. Ask: What animal is shown? What is it doing?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *shearers, wool, shorn, quad-bike, lamb, prawns, rooster, rained, sleepover* into the conversation.
- On page 23, have students predict how the diary might end.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Explain that the child is writing a diary of a sleepover at their grandparents' farm. They are using a diary app on their device. They write about their daily activities and load photos too. Have students locate the words *diary, sleepover, middle, nowhere* to confirm. Make sure the words look right, sound right and make sense.
- Read the sentences together. Ask: What does the child call the grandparents? What do you call your grandparents? From whose point of view is the story written?
- On pages 4–5, ask: What is happening here? Look for the words *shearers, sheepdogs, chase, vegetables, cook-up* in the text to confirm. Read the words together.
- Why does the child say "Boo hoo" on Sunday on page 22? On page 23 review the predictions for the ending made earlier, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Do you think the grandchild was happy to be home? What was the last thing they did on the farm? How could you summarise the child's feelings on the last three days of the diary?

After Reading

Invite students to discuss the text.

- Ask: Do you think it was a good idea to keep a diary of the farm sleepover? Why? What would you have done in a similar situation? Do you think it is based on a true story? What made the child start to get homesick? What day was that?
- Choral read the story together. Take turns reading different days of the diary in groups.
- Students analyse the characters of Nan and Pa. What can you say about each character?
- Students think about a time when something similar has happened to them. Ask: Have you ever been on a sleepover? Can you remember your first ever sleepover? Share your experiences. Did you get homesick?
- Revisit the back cover. Follow the story map to discuss the farm activities.

Phonics

- Recognise and produce words that have /or/ sound. Write the words *for, shorn, morning, stories, more, forgot, shortbread, lemonade* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-orn, shorn*. Read the words together and talk about the meaning of each. Students think of more words to add to the list, e.g. *corn, born, torn, store, fort*.
- Talk about the past-tense verbs in the diary. (*came, did, followed, showed, told, took*) Together find more examples.
- Have students find compound words in the story like *homesick, stir-fry, quad-bike*. List them and explain their meaning.

Word Study

- Talk about the words *don't, their, took, know, inside, that's, after, even*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in context, e.g. *don't* is short for do not. Students scan the text for other contractions to expand and discuss their meaning.
- Have students build a list of words with the suffix -wards as in *afterwards* on page 11.
- Students draw a picture from the diary. They find the words, they write them and then read their sentence to a partner.

Fluency

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

Writing

- Students make a story map of the activities the grandchild did on the farm. They label and illustrate their story map and share with the group.
- They write a story about the hens and what their names mean. They can illustrate with drawings or use a picture from the internet.
- They write their own diary about what they did in the weekend. They can illustrate it.

Home/School Link

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

The Gibbon Family

GOALS

Comprehension

Re-tell the text using the photos on each page. Ask a question, e.g. "Is a gibbon an ape or a monkey? How do you know? What can be learnt from this text?"

Vocabulary

High-frequency Words: after, eat, two, tree, through, way, feet, morning

Content Words: tail, ape, arm, gibbon, gorilla, monkey, clever, rainforest, save, move

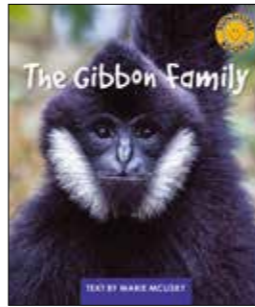
Phonics

Letters and Sounds: Recognise and produce words that have the vowel sound ee (long e)

Words to Blend and Segment: tree, feet, keeping, seen, keen, see, been

Fluency

Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.



Gibbons belong to the ape family and they are the cleverest ape. Find out what they can do.

Before Reading

- Read the title together. Ask: Who wrote the text? Discuss what students see on the cover and title page. What do the photos show about gibbons? What do students think this book might be about? How do they know that this book is non-fiction?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the differences between different apes and monkeys. Discuss what students see on each page. Bring words like *tail, ape, arm, gibbon, gorilla, monkey, clever, rainforest, save, move* into the conversation.

Reading the Text

- Read the cover and the contents page together.
- Turn to pages 2–3. Ask: What do you see in the photos? Look for tricky words like *ape, monkey, largest, smallest*. Break the words into chunks or syllables, e.g. *mon-key*. Discuss the meaning and then read the text together, pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- On pages 4–5, discuss the pictures. What do students see? Find the words *clever* and *tails*. Ask: What is the difference between a monkey and an ape? Read the words together.
- Follow this pattern, discussing the pictures and any tricky words before reading each page.
- Look at the index and find the page with information about chimps. Students ask a partner questions about the index, e.g. Which page has information about gorillas?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: How do gibbons keep safe? Discuss what people can do to help save gibbons.
- Re-tell the text using the photos on each page. Ask: Is a gibbon an ape or a monkey? How do you know? What can be learnt from this story?
- Discuss and model how to summarise the text. Work through the text chapter by chapter, summarising each. Then look for a main thread or theme that might describe the text.
- Have students discuss the design on the page numbers. What effect do you think the designer was hoping for? How does this add to the design of the book?
- What do students think the author's purpose was for writing the book? What have they learnt from this text?
- Look at the back cover. Discuss what the four apes are and the differences between them.

Phonics

- Recognise and produce words that have the vowel sound ee (long e). Write the words *tree, feet, keeping, seen, keen, see, been* on the board to chunk and say them as a group, e.g. *tr-ee*. Students brainstorm more words with ee. (*bee, free, creep, steep*) They say them, discuss their meaning and use them in a sentence.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *rain-for-est, kil-om-et-res*. Together look for one-syllable words in the book to clap, e.g. *apes, live*. Have students clap two-syllable words, e.g. *bal-ance, gib-bon*.

Word Study

- Talk about the words *after, eat, two, tree, through, way, feet, morning*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Students choose one chapter to re-read and make a quiz about it, e.g. Movement, pages 14–16. Question 1: What do gibbons use for balance? Students ask a partner the quiz questions.

Fluency

- Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.

Writing

- Students write and illustrate a fact from the story, such as how fruit is 70% of a gibbon's diet. They share their fact with a partner.
- Students research and brainstorm ways to help save gibbons. They collaborate to make a wall chart to display their findings.
- Students draw a picture of a gibbon in the middle of a web. They write different words for gibbon characteristics branching out from the web and illustrate where possible.

Home/School Link

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

The Thing About Cats

GOALS

Comprehension

Connect to prior knowledge: Has anyone owned a cat or visited someone with a cat? What's one thing you can say about cats?

Vocabulary

High-frequency Words: they, home, well, called, better, round, more, good

Content Words: skill, tail, jump, balance, stalk, blink, paws, walk, smell, feel

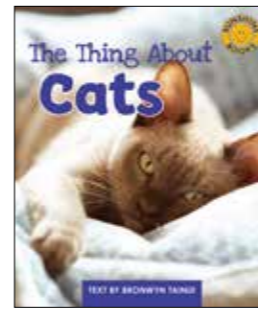
Phonics

Letters and Sounds: Recognise and produce words that have the same voiced /th/ sound, e.g. they

Words to Blend and Segment: the, they, their, these, this, them, that, than

Fluency

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



Cats are mysterious, talented animals. They have ways of doing things that show how clever they are.

Before Reading

- Ask: Has anyone owned a cat or visited someone with a cat? What's one thing you can say about cats?
- Read the title and the name of the author. Read them together. Ask: Have you read any other books by Bronwyn Tainui? Share your experiences.
- Discuss what students see in the pictures on the cover and title page. Ask: Do you know what breed these cats are? What do you think will happen in the text? How do you know that this book is non-fiction?
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *skill, tail, jump, balance, stalk, blink, paws, walk, smell, feel* into the conversation. Notice the amazing things cats can do. Ask: Which cat do you like best?

Reading the Text

- Read the cover and the title page together. On pages 2–3, ask: What do you see in the photo? What is special about a cat's eyes? Look at the text for clues. Look for tricky words like *eyes, brightly, skills*. Break the words into chunks or syllables, e.g. *br-ight-ly, brightly*. Read the text together, pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- Discuss the picture on pages 4–5. Find the words *centre, slits, pupils*. Discuss their meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Look at the index and find the page with information about stalking. Students ask a partner questions about the index, e.g. What page is smell on?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Why are cats' eyes so special? What does it mean if the tail is flicking? How fast can a cat run? Discuss the ending and the meaning of a *kitty kiss*.
- Re-tell the text using the pictures on each page as a guide. Discuss the special skills cats have.
- Look at the design on the page numbers. Ask: What effect do you think the designer was hoping for? How does this effect add to the design of the book?
- What do students think the author's purpose was for writing the book? What have they learnt from this book?

Phonics

- Recognise and produce words that have the same voiced /th/ sound - *they*. Students listen for the /th/ sound as you read the words, *the, they, their, these, this, them, that, than*.
- Write the words *the, they, their, these, this, them, that, than* on the board. Together chunk and say them as a group, e.g. *th-ey*. Students use them in a sentence. (NB: Some /th/ sounds are voiceless like *thick, thin*.)
- Students identify syllables in words and clap as you say them, e.g. *some-times, mys-ter-i-ous, kil-om-et-re, cats, twist, qui-et-ly*. Together look for one-syllable words in the book to clap, e.g. *cats, move*. Have students clap two-syllable words, e.g. *run-ners, fas-ter*.

Word Study

- Talk about the words *they, home, well, called, better, round, more, good*. Copy and print the flash cards from the inside front cover of the book. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game with the flash cards.
- Students draw a picture of one of the features in the book. They write the matching sentence from the text, e.g. Cats walk on soft padded paws (page 8).

Fluency

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

Writing

- Students write and illustrate a fact from the story, e.g. Cats like to hunt. They share their story with a partner.
- Students write a poem or story about their favourite cat and the reasons why.
- Students make a poster showing the skills of cats. They label and illustrate it and share with the class. On their poster, they could draw a diagram of a cat and label the cat's features with arrows, e.g. whiskers, padded paws, tails.

Home/School Link

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

Why Cats Eat Rats

GOALS

Comprehension

Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the story.

Vocabulary

High-frequency Words: cat, dragon, jumped, horse, rabbit, fast, animals, water

Content Words: tiger, ox, monkey, rat, snake, sheep, rooster, swimming, happy, angry

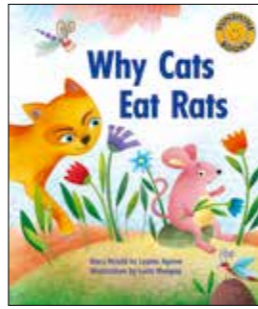
Phonics

Letters and Sounds: Identify and produce words that start with th as in thin (voiceless)

Words to Blend and Segment: think, thirteen, thought, through, thin, thick, three

Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story? Discuss the ending. Is it satisfying?



This is a traditional tale about why the Jade Emperor did not name a year in the calendar after cats.

Before Reading

- Read the title and the names of the author and illustrator. Read the title together. Ask: How does the sound of the title set the scene for the story? The words cats and rats rhyme. This is called assonance. It is a skills writers use to enhance their writing.
- Ask: Leonie Agnew retold this story. What does that mean? Tell students that this is a traditional tale. It has been reimagined by the author from an old story.
- Together look at the cover picture. Discuss what students see. Ask: What are the cat and rat doing? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the cover and title page illustrations to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *tiger, ox, monkey, rat, snake, sheep rooster, swimming, happy, angry* into the conversation.
- On page 23, have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator together.
- On pages 2–3, ask: What do you see happening? Locate the tricky words *Jade, emperor, calendar, decided, kingdom* to confirm. Discuss their meaning. Make sure the words look right, sound right and make sense.
- Read the sentences together. Ask: What animals do you see on the circular calendar? Can you name them? There are 12 animals on the calendar.
- On pages 4–5, have students discuss the 13 animals they see in the illustration. Look for the tricky words *thirteen, rooster, rabbit* to confirm. Read the sentences together.
- Follow this pattern up to page 23. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Ask: Who did you think would win the swimming race? Why was the race unfair? Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: Which animal missed out on being on the calendar? Why did rat come first? Why was Ox unhappy? Do you think Ox is smarter than rat? Why? Why was Cat angry? What message can we learn from this story? Why do you think the author chose this traditional story?
- What type of genre is this story? Do you think it could be based on facts?
- Reread the story together making sure students are aware of the punctuation marks and changing voices for the characters.
- Students look at the back cover and discuss when they were born and which animal they are.
- Reread page 10 focusing on the punctuation. Demonstrate how reading without punctuation marks sounds and then repeat acknowledging the difference when you use them. Have students notice how the meaning becomes clearer when punctuation marks are observed.

Phonics:

- Identify and produce words that start with th as in *thin* /th/(voiceless).
- Write the words *think, thirteen, thought, through, thin, thick, three* on the board to practise blending and segmenting the onsets and rimes together as a group. e.g. th-ink, think. Read them together and talk about the meaning of each. Think of more th words to add to the list.

Word Study

- Talk about the words *cat, dragon, jumped, horse, rabbit, fast, animals, water*. Read them together. Ask students to locate the words in the text. Discuss the meaning or use of each word in the book, e.g. on page 12 *jumped* is the past tense of jump.
- Discuss the past tense verbs *crept, forgave, frowned*. Ask: What are the base verbs? Build a list of other past tense verbs from the story.
- Look for present tense verbs ending with -ing, e.g. *swimming, pulling, fighting*. Brainstorm a list and read them together. Note that swim has an extra m before -ing.
- Ask students to retell the story in their own words. They record the retelling for further discussion and reflection.

Fluency

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story? Discuss the ending. Is it satisfying?

Writing

- Have students make a web about one of the animals. They draw the animal and list their characteristics.
- Ask: Do you have a cat or know someone with a cat? Write about what the cat likes or dislikes, e.g. Does it like rats? Does it like going in water? Students illustrate and share.
- Ask if students know the saying, “strong as an ox”. Where do they think it originated? Brainstorm other sayings and research where they came from. Students record and share.

Home/School Link

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