

I Dance with a Monkey

GOALS

Comprehension

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

Vocabulary

High-frequency Words: I, with, a big

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

Phonemic Awareness

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

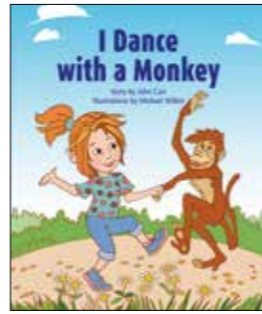
Phonics

Letters and Sounds: h

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

Fluency

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



A girl finds many interesting activities to do with animals.

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

I Write With

GOALS

Comprehension

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

Vocabulary

High-frequency Words: my, I, with

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

Phonemic Awareness

Identify and make rhyming words

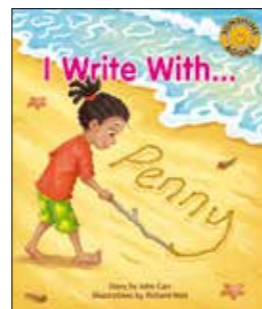
Phonics

Letters and Sounds: f

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

Fluency

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



There are many interesting ways to write.

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

We Like to Dance

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

Identify syllables in words and clap as they are spoken

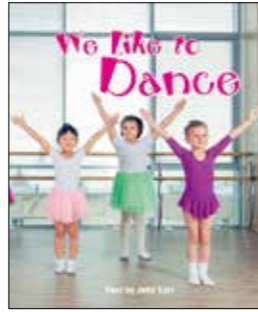
Phonics

Letters and Sounds: d

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

Fluency

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



The children like all sorts of dancing.

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Gran's Holiday

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Nonfiction is true and informs). Connect to prior knowledge. "Have your grandparents ever been on holiday? What did they do?"

Vocabulary

High-frequency Words: a, be, big, from, I, in, it, like, on, our, said, saw, she, the, this, up, was, went, when

Content Words: animals, balloon, being, bike, boat, bus, car, everyone, fast, flowers, fun, got, Gran, helicopter, hi, high, holiday, home, lake, long, love, mountains, river, snow, train, wild

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. hol/i/day

Phonics

Letters and Sounds: fr

Words to Blend and Segment: from, frog, frill, frost, fresh

Fluency

Choral reading with students pointing to the words as they are read, sharing information and noticing the repetitive parts.



Gran travels all over the world. She sends messages and pictures to her grandchildren.

Before Reading

- Ask students if their grandparents have ever been on holiday? What did they do? Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Ask: Who could the photo be of? Discuss if this could be someone's grandmother? Is this *Gran*? Is this book fiction or nonfiction?
- Read the title page together. Talk about what students see in the picture. Ask: What is Gran doing in the picture?
- Talk/walk through the pictures. Discuss what they see on each page.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: What did Gran do on her first holiday? Which word is *boat*? How would *boat* start? Find the word that starts with b. What did she see? It starts with *tl*. (*river*) Read the words together, pointing to the words as they are read.
- Look at Gran's message on page 3. Ask: Who is in the picture? What is in the second picture? Who did she send it to? (*everyone*) Find the word starting with e. Who is *everyone*? (her family) Read the message.
- Follow this pattern for each page discussing the different ways Gran travelled and what she saw, then looking for the initial letter of the key words before reading each page.
- Have students predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Ask students whether they think Gran enjoyed most on her holiday.
- Ask: What is the main topic of the text? Discuss social media and ways to communicate today. Compare with when Gran was young. (letters)
- Discuss the ending. Ask: Do you think Gran missed her family when she was on holiday?
- Students make a time line of the things Gran did and what she saw. Illustrate and label these and use the time line to retell the key details of the text.

Phonemic Awareness

- Identify syllables in words and clap them as the word is spoken: *holliday* Say words from the text and have students listen and clap the syllables as they say the words, e.g. *Gran* (1 clap), *river* (2 claps), *animals* (3 claps), *helicopter* (4 claps).

Phonics

- Recognise and produce words that begin with the blend /fr/. Write the words *from*, *frog*, *frill*, *frost*, *fresh* on the board to practise blending and segmenting the sounds together as a group, e.g. /fr/ /ol/ /ml/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *when*, *was*, *up*, *saw*, *from*, *our*, *this*, *said*. Talk about *saw* being the past tense of *see* and *said* of *say*. Read the flash cards from the inside front cover together. Have students locate and read these words in the book. They use them in sentences.
- In her messages, Gran starts with the words, "Hi, everyone!" The word *Hi* sounds the same but looks different to *high*. Together discuss the meaning of both.
- Help students understand the meaning of new words in the context of the text and with picture support, e.g. *balloon*, *mountains*, *helicopter*. Discuss other new vocabulary and the meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *When Gran was on holiday, she went on a boat. She saw the river.*

Fluency

- Choral reading with students sharing information and noticing the repetitive parts.

Writing

- Have students write a new text using the pattern of the text, e.g. When Gran was on holiday, she went on a plane. She saw the clouds. They write the text and illustrate their story.
- Students make a two-column chart to show the different ways Gran travelled, matched with what she saw. The headings would be What Gran did/What Gran saw.
- Students write a message to their school mates saying what they did on holiday.

Home/School Link

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

Homes

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photographs). Predict the type of homes that might be in the text.

Vocabulary

High-frequency Words: a, all, are, does, go, here, how, in, is, it, like, live, made, of, on, out, the, they, three, to, what, your

Content Words: cloth, home, mud, road, same, stone, tree, water, wood



There are so many different homes for people to live in.

Phonemic Awareness

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

Phonics

Letters and Sounds: tr

Words to Blend and Segment: tree, tram, treat, trim, trap

Fluency

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

Before Reading

- Read the title to students and then read it together. Discuss the meaning of *Homes*. Ask: What type of home is on the cover? What is it made of? What type of home do students live in?
- Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs). Read the name of the author. Discuss what the author's purpose for writing this text might be.
- Read the title page together. Talk about the picture. Ask: What is the difference with this house? Is it like your house?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On page 2 discuss the picture. Where is this home? (In a tree) Find the word that starts with t, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page, discussing the homes and answering the question. Look for the initial letter of the key words before reading each page together. Talk about the meaning of *same* and *made out of*.

After Reading

Invite students to discuss the information. Prompt if needed.

- Students discuss if any of the homes in the book look like theirs or any they have seen. Ask: Has anyone been in a house on wheels (caravan); a house on water (boat); a house made of cloth (tent)? On pages 7–10 what other things can be made of stone or wood?
- Discuss the ending about how houses are made to live in. Why? (shelter, safety)
- Notice the repetitive pattern of the story with questions on every page. Find a question mark and have students take turns at reading questions following your model.
- Reread the text together, talking about the one thing that links the three homes.

Phonemic Awareness

- Recognise and produce words that begin with the same blend: /tr/ Students listen for the /tr/ sound as words are spoken, then they repeat. e.g. tree, tram, treat, trim, trap. They think of more words beginning with the blend /tr/, e.g. trek, truck, train.

Phonics

- Recognise words that begin with the blend /tr/. Write the words tree, tram, treat, trim, trap on the board to practise blending and segmenting the sounds together as a group, e.g. /tr/ /a/ /p/. Students use alphabet letter cards to illustrate the sounds. They touch the letters as the sound is made for each.

Word Study

- Talk about the words *all, how, live, of, three, out, made, it*. Give students plastic letters to make the words, focusing on left to right as they form the words. Read the words together. Ask students to locate and read these words in the book.
- Focus on the meaning of new words in the context of the text and with picture support, e.g. *cloth, stone, wood*. Discuss other new vocabulary and the meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 13, *Here are three homes. What is the same?*

Fluency

- Choral reading with students pointing to the words as they are read. They share the information about reading the new words they have learnt.

Writing

- Students make a word web to show the different kinds of homes. They write *homes* in the middle of the web and have different types branching out from the middle. They can illustrate the homes and retell the text using their web.
- Have students write a new text using the pattern of the book, e.g. They are all made out of brick. Is your home made out of brick? They write the text and illustrate it.

Home/School Link

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

Making Music

GOALS

Comprehension

Retell the text using the pictures on each page as a guide. Discuss the different instruments, their size and sound.

Vocabulary

High-frequency Words: a, all, an, big, can, has, is, make, of, play, the, they

Content Words: brass, clarinet, different, families, gentle, high, instrument, kinds, loud, low, many, music, notes, orchestra, percussion, piccolo, reed, small, sounds, strange, string, together, trumpet, tuba, violin, world



Here are some of the instruments that we use to make music.

Phonemic Awareness

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

Phonics

Letters and Sounds: long o, note

Words to Blend and Segment: note, low, row, vote, coat

Fluency

Practise rereading the text with a partner (orally), sharing information.

Before Reading

- Ask students what they know about making music and if anyone in the group has learnt to play music.
- Read the title to students and then read it together. Ask: Who is the author? Read the author's name to them and then read it together. What is the author's role?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or a nonfiction text. Ask: What instrument is being played on the cover?
- Read the title page together. Talk about what is happening in the picture. Ask: What is the picture of? (musical notes) Discuss what this is used for. (reading music). Ask: Does anyone in the group read music?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *instruments, families, clarinet, trumpet, percussion, high, low, strange* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On pages 2-3 discuss what students see. This is an orchestra. Ask: What is an orchestra? (people playing different musical instruments together) Look for the initial letters of key words, e.g. /o/ *orchestra*; /f/ *families*; /i/ *instruments*.
- Students read the words, pointing to the words as they are read. They look at pages 4-5 and discuss the piccolo which plays high notes. Look at the music notes and the photographs. The music shows high notes. Read the words together.
- Follow this pattern for each page discussing the pictures, what the different instruments shown are and what kind of music they make before reading each page.
- Predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss the different instruments, their size and sound.
- On page 16, answer the question. Ask students to discuss if they know any of the types of music that are shown here.
- What do students think the author's purpose was for writing the book? What have they learnt from this book? Have a student or teacher play the notes of music that are in the text. Listen for the high and low notes.

Phonemic Awareness

- Recognise and produce words that have the same long vowel sound: /o/ Students listen carefully to words read by you to identify the /o/ sound, e.g. note, low, row, vote, coat. They repeat these words and think of more words with the same vowel sound, e.g. mow, tow.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *mus/ic*. Together listen for one-syllable words in the book to clap, e.g. high, low, loud; two-syllable words, e.g. *gent/le, man/y, tu/ba*; and three-syllable words, e.g. *cla/ri/net, in/stru/ment, per/cuss/ion*.

Phonics

- Recognise words that have the same long vowel sound /o/. Write the words note, low, row, vote, coat on the board to practise blending and segmenting the sounds together as a group, e.g. /n/ /o/ /te/ note. Notice the different spellings for the long o vowel sound.

Word Study

- Talk about the words *make, an, of, all, has, play, they, big*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text, e.g. *The big instruments play the low notes*.
- Have students make a Making Music web with an example of different instruments branching out from the web. They label and illustrate their web and share it with the class.

Fluency

- Practise rereading the story with a partner, sharing information.

Writing

- Have students write a new text using the pattern of the text, e.g. A tambourine is a percussion instrument. They write the text and illustrate it.
- Students draw a picture of an instrument and label it. They can use the book as a model. They share their picture with a partner.

Home/School Link

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

Riddles

GOALS

Comprehension

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

Vocabulary

High-frequency Words: a, but, can, eat, has, not, see, walk, what

Content Words: clock, corn, ears, eyes, hands, hear, legs, mouth, potato, river, saw, shoe, table, talk, taste, teeth, tongue, touch

Phonemic Awareness

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

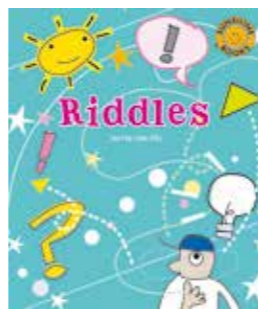
Phonics

Letters and Sounds: long e (see)

Words to Blend and Segment: see, bee, treat, she, eat

Fluency

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



Guess the answers to these riddles based on parts of the body.

Before Reading

- Ask students what they know about riddles. Have you ever made up one or read one?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- Using the cover illustration and title, students predict what the text might be about. Discuss if this will be a fiction or a nonfiction text.
- Read the title page together. Talk about what is happening in the picture. On page 3, ask: What makes a riddle? (A question with a funny answer – a twist in the meaning or a double meaning) Discuss the meaning of the question word *what* and the question mark.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring question and answer into the conversation. Notice that one page has the question and the next has the answer.

Reading the Text

- Read the cover and the title page together. On page 3 discuss the picture and what the question is about, then read the words together, pointing to the words as they are read. Turn the page to read the answer on page 4. Discuss why this is a riddle and why it is clever.
- Follow this pattern for each page, discussing what the riddles (questions or answers) are and finding key words before reading each page.
- Have students predict the answer to the last riddle before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Students discuss the riddles and the reason they thought each one was clever and funny. Ask: What are the key words in each? Prompt if needed. (*potato/eyes; corn/ears* etc.)
- What makes a riddle funny? Which one did you find the funniest? How does it make you feel when you read a riddle?
- Students retell the riddles using pictures on each page as a guide.

Phonemic Awareness

- Recognise that words can be broken into individual sounds and produce them. Students listen as you say words slowly, with the sounds stretched out. Students repeat, e.g. *cannot* /c/ /a/ /n/ /o/ /t/, *cannot*; *see* /s/ /ee/, *see*; *has* /h/ /a/ /s/, *has*.
- Play a game where you say a word and students repeat it, stretching the sounds and then breaking the word into individual sounds, e.g. *riddles* /r/ /i/ /d/ /l/ /s/

Phonics

- Recognise words that have the long ee sound. Write the words *see, bee, tree, eat, she* on the board to practise blending and segmenting the sounds together as a group, e.g. /s/ /ee/, *see*.
- Play a game of “I am thinking of a word”, e.g. I am thinking of a word with three letters rhyming with *bee* and starting with *s* (*see*).

Word Study

- Talk about the words *has, what, see, but, eat, not, walk, can*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read the words in the book.
- On a piece of paper, have students draw and write their favourite riddle from the book.
- Talk about the question word *what* and the question mark. Discuss other question words, e.g. where, why, which, when, how. Ask questions using these words.
- Look at the word *cannot*. Discuss the two words that make up this compound word and its meaning (the opposite of can).
- Discuss the plurals in the text. Make a two-column chart showing the plural adding s and its matching singular, e.g. *eye, eyes*. (Note the exception – *tooth, teeth*.)

Fluency

- Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.
- Choral read the text with half the class reading the questions and the other half reading the answers.

Writing

- Have students write a new riddle using the question/answer pattern of the text. They write their text and illustrate it.

Home/School Link

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

Colour Magic

GOALS

Comprehension

Ask questions as you read. What do I do to make a new colour, e.g. purple.

Vocabulary

High-frequency Words: black, blue, call, one, or, then, they, yellow

Content Words: blob, happen, mix, need, paint, paintbrushes, plate, print, stroke, words

Phonemic Awareness

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

Phonics

Letters and Sounds: ow (how)

Words to Blend and Segment: cow, how, now, vow, wow

Fluency

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



Learn about primary colours and how they make secondary colours.

Before Reading

- What do students know about colours? Ask: What is your favourite colour? What do you think of when you see red? (stop sign? sunset? blood?) What does green mean to you?
- Read the title to students and then read it together. Ask: What could the title mean? Are colours magic? Discuss what they see in the pictures on the cover and title page.
- Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what colours are on each page and what they might be used for. Bring words like *blob, happen, mix, need, paint, paintbrushes, plate, print, stroke, words, warm* into the conversation.
- Notice the decorative page numbers. Ask: What has the designer used as a feature?

Reading the Text

- Read the cover and the title page together. Ask: What do I do to make a new colour, e.g. purple. Sequence the steps.
- On page 2–3, look at all the different shades of colour. Ask: How many shades of pink/purple can you see?
- Read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Look for tricky words like *primary, together*. Break the words into chunks or syllables, e.g. *prim/a/ry*. (y on the end of a word sounds like e) Ask: What are primary colours? Talk about what colour they might get if they mix red and yellow.
- Follow this pattern for each page discussing the pictures, what the different colours are before reading each page.
- On page 16, students look at the Index and find more information about secondary colours. They ask a partner questions about the index, e.g. What page is orange on?

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss what each colour is used for or how to make it.
- Discuss the ending and the use of black. What do you know about the magic of colour now? What do you think the author's purpose was for writing the book? What have you learnt from this book? What use for colour do you think is the most important?
- Talk about the colours on the back cover and how to mix them.

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /ow/ Students listen carefully as you read the words, e.g. *cow, how, now, vow, wow*. They identify the /ow/ sound. They repeat, emphasising the /ow/ sound and think of more words. (*brown, town, clown, down*)

Phonics

- Recognise words that have the same vowel sound: /ow/ Write words *cow, how, now, vow, wow* on the board to practise blending and segmenting the onsets and rimes together as a group. Brainstorm more words with /ow/ to add to the list. (*brown, town, clown, down*) Students record these on an /ow/ word web.

Word Study

- Talk about the words *black, blue, call, one, or, then, they, yellow*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Cut the words out and have students sort them according to the number of sounds, e.g. b/l/a/c/k/.
- On a piece of paper, students draw a picture of one of the colours in the book. They write the matching sentence from the text.
- Discuss the words that are instructions in the text. Talk about the order of doing things and how this is important for the end result. (how it affects the colour)
- Students make a colour web with an example of different colours branching out from the web. They label and illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken. They identify and clap one-syllable words, e.g. *paint, green* and two-syllable words, e.g. *yel/low, mak/ing, col/our*.

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. We can mix two colours together to make a new colour like magic. They illustrate their text and share with a partner.

Home/School Link

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

Sounds Like Music

GOALS

Comprehension

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

Vocabulary

High-frequency Words: are, be, from, on, our, some, their, this

Content Words: across, heard, music, people, shell, sounds, these, use, whistle, wind

Phonemic Awareness

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

Phonics

Letters and Sounds: long /e/

Words to Blend and Segment: be, beat, me, see, we

Fluency

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



We like to make music
and we can make
music with lots of
different things.

Before Reading

- Look at the front cover. Read the title to students and then read it together. Discuss what they see in the picture and what sounds the boy would be making. Look at the back cover and discuss what the instrument is and what kind of sound it might make. Ask: Where can you hear music? How can you make music?
- Read the title page together. Talk about the picture and discuss what it is. Ask: What sound would wind chimes make? Do they sound like music? Make predictions about the story from the cover and title page illustrations.
- Read the contents to give a summary of what the text might be about.
- Talk/walk through the pictures. Discuss what sounds or music are on each page. Bring words like *across, heard, music, people, shell, sounds, these, use, whistle, wind* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page. Model how to use picture, print and contextual cues.
- On pages 2–3, ask: What can you see in the picture? Elicit that it looks like grass. Find a word in the text starting with /gr/. Does it look right for *grass*? What makes the grass bend over? Could it be wind? Look for a word starting with /w/. Does it look right for *wind*? They read the sentence. Does it make sense?
- Discuss other sounds people heard long ago. Ask: What other ways could wind make sound or music? (whistling through a shell) Find the words starting with /wh/ and /sh/ in the next sentence. Then read the sentence together. Does it make sense?
- On pages 4–5, discuss the picture. Ask: What are the children using to make music? Find the word *voices*. How would it start? /v/. Read the words together.
- Follow this pattern for each page discussing the pictures, the different ways of making music and locating key words to decode before reading each page.
- On page 16, look at the Index and find the page numbers for drums.

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how music is made.
- Discuss the ending. Ask students to discuss what sounds they can hear right now. (Are any of the sounds music?)
- What sounds do they hear during the day in the classroom and around the school that can be called music? Find different ways to make music, e.g. with two sticks clacking.
- What was the author’s purpose for writing the book? What have you learnt from this book?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: long /e/ Students listen carefully to you read words for them to identify the long /e/ sound, e.g. *be, beat, me, see, we*. They repeat the words, emphasising the long /e/ sound. They think of more words with the long /e/ sound to break into individual sounds.
- Have students play a game of chain words containing long /e/. The first student says *be*, next says *we*, next says *key*, and so on, changing the beginning or end of the word each time.

Phonics

- Recognise words that have the same long vowel sound: /e/ Write words *be, beat, me, see, we* on the board to practise blending and segmenting the sounds together as a group. Together think of more words with the long /e/ sound. Read these together, emphasising the long /e/ sound. (*key, tea, seat, meat, lean, keen, seen*) Students make a long /e/ word web.

Word Study

- Talk about the words *are, be, from, on, our, some, their, this*. Photocopy the flash cards from the inside front cover to play memory, matching and spelling games. Play one of the games with a partner, e.g. test each other reading and writing the words or matching pairs of words.
- Have students make a three-column chart with the headings *Blow, Hit, Rattle*. List examples of things to make music in this way under the headings. Students label and illustrate and share with the class.
- Students make a glossary showing pictures and meaning of some of the instruments in the book. Help them with writing the meaning if necessary.
- Students listen and identify syllables in words and clap as they are read, e.g. *didg/er/ri/doo*. Together identify one-syllable words in the book to clap. (*gourd, wind, sticks*) Then have students identify and clap two syllable words. (*rat/tle, drum/mer, mus/ic, whist/le*)

Fluency

- Students practise rereading the story with a partner (orally) and sharing information.

Writing

- Have students write a new text using the pattern of the text, e.g. We can make music on a piano. They illustrate their sentence and share this with a partner.

Home/School Link

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

Write On!

GOALS

Comprehension

Making connections: Ask students to predict what good writers do. Are they good writers?

Vocabulary

High-frequency Words: have, let, more, say, see, think, up, which

Content Words: everywhere, own, poem, read, rhyme, share, story, true, words, write

Phonemic Awareness

Recognise and produce words that have the same ending sound: -ite

Phonics

Letters and Sounds: -ite

Words to Blend and Segment: bite, kite, site, quite, write

Fluency

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



Writing lets your words last. There are so many ways that we can write.

Before Reading

- Ask students what good writers do. Link to what they do. Ask: Are you good writers?
- Read the title to students and discuss its meaning. Discuss what they see in the pictures on the cover and title page. Ask: Is this the position you sit in when you write?
- Read the name of the author. Ask: Have they read other books by Clare Scott? (*Bridges, Boing*) Is this book fiction or nonfiction? How do you know? What is the difference?
- Students make predictions about the text from the cover and title page photographs.
- Have students look at and discuss the fact on the back cover. Ask: What could have been used to write on stone? Why did they use stone? Can you read the writing? Why not?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the different types of writing on each page and what they might be for. Bring words like *everywhere, own, poem, read, rhyme, share, story, true, words, write, warm* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. Have students notice the exclamation mark.
- On pages 2–3, ask: What kind of writing do you see? Look for tricky words like *writing, everywhere, kinds* and *words*. Break the words into chunks or syllables, e.g. *writ/ing*. Read the text together, with students pointing to the words as they are read. Let them try to read the words in magnetic letters.
- On page 4, discuss the pictures. Find the words *stories* and *true* in the text. Read the sentences together. Talk about what the writing might be for. (A true story about bridges).
- On page 5, find the words *made* and *beginning*. What kind of writing is this? (fiction) Read the sentences together.
- Follow this pattern for each page, discussing the pictures and what the different writing is for before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Check on the accuracy of students' predictions made at the beginning.
- Read page 15 and ask students if they are good writers. Do you do the things on the list? What does the *handy hint* mean?
- Retell the text using the pictures as a guide. Discuss what each writing is for.
- Discuss the ending and the humour. What did you notice about the last two words and the title? Talk about "Right on" and "Write on" and the exclamation mark. Was the author being funny?
- What do you think the author's purpose was for writing the book. What have you learnt from this book? What writing do you think is the most important?

Phonemic Awareness

- Recognise and produce words that have the same ending sound: -ite Students listen to words you read to identify the -ite ending, e.g. *bite, kite, site, quite, write*. They repeat after you, emphasising the /ite/ sound. They think of more words ending with /ite/. (*right, night, light*)

Phonics

- Recognise words that have the ending: -ite Write words *bite, kite, site, quite, write* on the board to practise blending and segmenting onsets and rimes together as a group. Brainstorm more words with -ite ending to add to the list. (*right, night, light*) Note how words that have the same ending sound can have a different spelling. Make the words in magnetic letters.

Word Study

- Talk about the words *have, let, more, say, see, think, up, which*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. In pairs, make them in magnetic letters, then read them to each other.
- On a piece of paper, students draw a picture of one of the writings in the book. They write the matching sentence from the text.
- Have students make a words web with all the things we do with words branching out from the centre. Use page 2 to help you.
- Make a venn diagram showing different types of writing, e.g. online/print and the ones that do both will be written in the middle.
- Make a writing web with examples of different writings branching out from the web. Students label and illustrate it and share their web with the class.

Fluency

- Model reading a section of the text using expression and emphasis to convey information.

Writing

- Help students to create a text of their own. It can be a poem, song, ad or any of the ones they have read about. They plan and write it, then share this with a partner.

Home/School Link

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

Art Inside the Frame

GOALS

Comprehension

Making connections: Read the fact on the back cover. Think about a time when something similar has happened to you? Have you ever mixed paints like an artist?

Vocabulary

Focus High-frequency Words: around, how, make, new, right, that, their, what

Focus Content Words: artist, bridge, flowers, fruit, painting, people, place, think, tree, world

Phonics

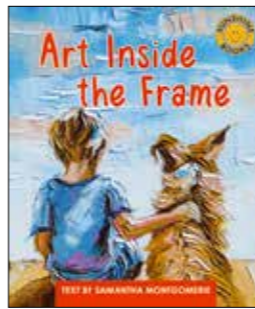
Letters and Sounds: Recognise and produce words that have the same vowel sound:

ai long a

Words to Blend and Segment: brain, chain, pain, paint, rain

Fluency

Practise rereading the text with a partner (orally), sharing information.



This book is about the art that hangs on the wall in a frame and what it shows us.

Before Reading

- Read the title together. Discuss what students see in the pictures on the cover and contents page. Ask: What do you think the book will be about? How do you know that this book is non-fiction? Who wrote the text? Have you read any other books by Samantha Montgomerie? (*Miss Twinkle, You Are a Star, Light Show Under the Sea*) What did you think of them?
- Read the title and the table of contents to get an idea of what will be in the text.
- Talk/walk through the pictures. Notice the different styles of artwork that appear in frames. Discuss what is on each page. Bring words like *artist, bridge, flowers, fruit, painting, people, place, think, tree, world* into the conversation. Students notice the difference between realistic and imaginative art. (between art that comes from the artist's imagination and art that shows real objects and people)

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, have students talk about how this painting makes them feel. Ask: What can you see in this scene? Do you think the sky is realistic? Why? Why not?
- On pages 4–5, ask: What do you see in the pictures? (An artist's garden: one is a photo and one is a painting.) How can you tell which is a photo? Look at the text to help you. Look for tricky words like *artists, painting, around, bridge, garden*. Break the words into chunks or syllables, e.g. *art/ists*. Read the text together, pointing to the words as they are read.
- On pages 6–7, ask: What do you see? (paintings that look like photos) Find the tricky words like *flowers, fruit, animals, colours, everything, right, photograph*. Break them into chunks, e.g. *fl-ow-ers*. Read the sentences together.
- Follow this pattern for each page, discussing the pictures, what the different features and tricky words are before reading the text.
- Students look at the index and find the pages with information about artists. They ask a partner questions about the index, e.g. Which pages have information about paintings?

After Reading

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

- Discuss how paintings make us think in new ways. What does *art inside the frame* mean? What do you think the author's purpose was for writing the book? What have you learnt from this book? Where would you see art like this every day?
- Students re-tell the text using the pictures on each page as a guide. They discuss the features of the art as they appear.
- Read the fact on the back cover. Students think about a time when something similar happened to them. Have you ever mixed paints like an artist? Share experiences. What colours did you make? What colours can you mix to make another colour? Students can refer to *Colour Magic* (Level 11).
- How is this book similar to *Art Outside the Frame*?

Phonics

- Write the words *brain, chain, pain, paint, rain* on the board. Chunk and say them as a group, e.g. *br-ain*. Brainstorm more words with -ai, e.g. brainstorm, wait, bait.
- Together think of words starting with ph (f) like *photo, photograph, phone* and *phonics*. Write these on the board and have students practise saying them. They make a ph web, illustrating the words.

Word Study

- Talk about the words *around, how, make, new, right, that, their, what*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context. Play a spelling game with the cards.
- Students find the word *imagination* on page 13. Break it into syllables, *i/mag/in/a/tion*. They find the base word on page 16. (*imagine*) What do these words mean?
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Students look for compound words in the text, e.g. *everyday, everything something, sometimes*. They list the two words and then the compound word along with the meaning. They can add other compound words they know to the list.
- Organise a quiz. Choose one chapter to reread and write questions about it using information from the text or from the illustrations. For example, *People* on page 8 – Question: 1. How were people shown before photos? They ask a partner the questions to have a fun quiz.

Fluency

- Practise re-reading the text with a partner (orally), sharing information.

Writing

- Have students write and illustrate a fact from the story, e.g. *Some artists paint worlds that are not real*. They share this with a partner.
- Students experiment with mixing paints as on the back cover. They document the colours they make with photos. They mount their photos and label each one with the colours they used.
- Plan a school or class trip to an art gallery to view paintings. Students write a review in the form of a blog to share their experience.

Art Outside the Frame

GOALS

Comprehension

Making predictions: Help students to use the title of the book and the cover illustration to make predictions about the text.

Vocabulary

Focus High-frequency Words: all, let, made, not, some, their, when, with

Focus Content Words: art, artist, carve, clay, frame, mould, sculpture, stone, wheel, wood

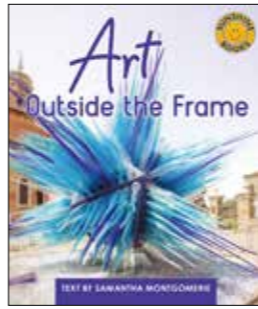
Phonics

Letters and Sounds: Identify syllables in words and clap as they are spoken, e.g. sculp-ture

Words to Blend and Segment – present text: adds, looks, makes, shapes, uses

Fluency

Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



This book is about art that isn't flat and isn't usually on a wall. We call it sculpture.

Before Reading

- Read the title together. Ask: What could this mean? Discuss what they see in the pictures on the cover and contents page. What do the photos show about art? Help students to use the title of the book and the cover illustration to make predictions about the text.
- How do you know that this book is non-fiction? Who wrote the text? Have you read any others books by Samantha Montgomerie? (*Flamingoes Everywhere*, *What's Your Fur For?*) What did you think of them?
- Read the title and the contents to get an idea of what kind of art is going to be in the text.
- Talk/walk through the pictures. Notice the different kinds of art that is not in a frame. Discuss what students see on each page. Bring words like *art*, *artist*, *carve*, *clay*, *frame*, *mould*, *sculpture*, *stone*, *wheel* and *wood* into the conversation. Ask: What is a sculpture? (page 2).

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? This is a very famous sculpture. Look at the text to see why it is a sculpture. Look for tricky words like *frame*, *flat*, *sculpture*, *different*. Break the words into chunks or syllables, e.g. *fr-ame*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, ask: What do you see? Share experiences of seeing a statue. Is there one near our school or in the town? Look for the tricky words *sculpture*, *carving*, *artist*, *stone*, *wood*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what the different features and tricky words are before reading each page.
- Students go to the index and find the page where there is more information about a mould. They ask a partner questions about the index, e.g. what page is metal on?

After Reading

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

- What does *mould* mean on page 8? How is it different to mould on food? Prompt if needed.
- Discuss the ending and the interesting sculpture on page 16. Can you make a stone sculpture like that? How do sculptures make us think? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Model how to identify the main idea of the text. Read the chapters and decide on a main idea for each. Then see if a theme appears to show the main idea of the text.
- Students re-tell the text using the pictures on each page as a guide. Together discuss the feature of sculptures and art outside the frame. How is this book similar or different to *Art Inside the Frame*?
- Look at the back cover to discuss what these sculptures are made of.

Phonics

- Write the words *adds*, *looks*, *makes*, *shapes*, *uses* on the board to chunk and say them as a group, e.g. *add/s*, *look/s*, *m/ake/s*, *sh/ape/s*, *use/s*. Brainstorm more words ending in *-s/es*, e.g. *think/s*, *call/s*, *carve/s*.
- Students find all the verbs ending in *-ing* in the text (present continuous tense). They can use the contents page to help. They fill in a three-column chart with the base verb (present tense), the present continuous and the past tense beside them, e.g. *carve*, *carving*, *carved*.
- Together identify one-syllable words in the book to clap, e.g. *clay*, *art*. Then have students clap two-syllable words, e.g. *carv/ing*; *i/deas*.

Word Study

- Talk about the words *all*, *let*, *made*, *not*, *some*, *their*, *when*, *with*. Read them together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations and the question words – how, when, where, why, who, what. For example, *Using Clay* page 6. Question: 1. How do artists shape clay? Students ask a partner their questions to have a fun quiz.

Fluency

- Choose a heading from the contents page and find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

Writing

- Have students write and illustrate a fact from the text. They share this with a partner.
- The class can use their imagination to use some wire, old parts, stones or clay to create a sculpture. They display it and write about it.
- Have students make a flow diagram to show the steps to making a sculpture using a mould and liquid. They refer to page 8 to help them.

Museums Are Fun

GOALS

Comprehension

Connect to prior knowledge: Has anyone been to a museum? What did you see? Tell us about your visit.

Vocabulary

Focus High-frequency Words: ask, but, from, old, over, some, walk, what

Focus Content Words: art, bird, bread, desk, history, museum, nature, oven, school, village

Phonics

Letters and Sounds: Recognise and produce words that end with the same sound: /ng/

Words to Blend and Segment: king, living, ring, sing, thing

Fluency

Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



See all the topics you can explore in the different kinds of museums.

Before Reading

- Connect to students' prior knowledge, ask: Has anyone been to a museum? What did you see? Tell us about your visit. Look at the back cover. Share what the children are doing at this museum and any similar experience students have had.
- Read the title together. Discuss what students see in the pictures on the cover and title page. Ask: Who wrote the text? Read the author's name together.
- Help students use the title of the book and cover illustration to make predictions about the text. Then read the title and contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different kinds of museum and the variety of things and activities in them. Discuss what they see on each page. Bring words like *art, bird, bread, desk, history, museum, nature, oven, school, village* into the conversation.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the pictures? Are they very different things? Why do we have museums? Read the words together.
- On pages 4–5, read the heading and the words together.
- On page 6, look for the tricky words in the heading. Break the words into chunks or syllables, e.g. *liv-ing, his-tor-y*. Read the page together pointing to the words. Ask: What do you see in the pictures? Would you like to be in a classroom like that? Why, why not?
- Look for tricky words on page 7. Break the words into chunks or syllables, e.g. *class-room, wood-en*. Then read the text together, pointing to the words as they are read. Ask: How do your desks compare? Are they made of wood?
- Follow this pattern, discussing the pictures, what the museum is and what is being shown before reading each page. Look for the tricky words and check that they sound right, look right and make sense in the sentences.
- On page 16, students look at the index and find the page with more information about fossils.

After Reading

- Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.
- What does the author mean when she writes, "Museums are fun!" Is this book fiction or non-fiction? How do you know? What is the difference?
 - What do you think the author's purpose was for writing the book? What have you learnt from this book? What different museums have you visited? What are the different museums you have read about in this book? What is the difference between natural history and living history?
 - Students choose a heading from the contents page. They read the relevant pages and summarise the main idea with pictures and labels. They share with the class.

Phonics

- Write the words *king, living, ring, sing, thing* on the board to practise blending and segmenting together as a group, e.g. k-ing, king. Brainstorm more words the end in -ng to add to the list. (song, bring, bang, lung)
- Students find the words *space* and *science* on page 16. Explain that they both have a c that sounds like /s/. (soft c) Most words have a hard c like cat /k/. Students think of more words with c and say whether they are a soft or hard c.
- Look at the words *skeleton* and *scary* on page 13. Students say the words. Notice they both start with the /sk/ blend but have different spellings. Have students make a web with words that start with sc or sk, e.g. *scat, scar, ski, scooter, skin*. They illustrate where possible.
- Students identify syllables in words and clap as they are spoken, e.g. *his/tor/y, din/o/saur*. Together find one-syllable words in the book to clap, e.g. *art, space, shells*. Have students clap two syllable words, e.g. *sci/ence, liv/ing, pret/ty; fos/sils*.

Word Study

- Talk about the words *ask, but, from, old, over, some, walk, what*. Read them together. Ask students to find and read these words in the text. They discuss the meaning in context with a partner and ask each other spelling riddles, e.g. I am thinking of a word that is the opposite of under and it starts with o. Can you spell it? (over)
- Students write a list of questions they might ask in a science museum to help them find out how things work. They use the question words how, when, why, what, where.

Fluency

- Choose a heading from the contents page and find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

Writing

- On a piece of paper, students draw a picture from book. They write the matching sentence from the text.
- Find a recipe for an old-fashioned food such a scones and help students to make them. They list and illustrate the ingredients and method.
- Have students write about the museum in the book that they found most interesting and why.
- On page 8, have students notice the roofs of most of the houses. Together research how to make a thatched roof. Students write some sentences about thatched roofs.

We Need to Read

GOALS

Comprehension

Discuss and model how to identify the main idea of the text.

Vocabulary

Focus High-frequency Words: about, any, away, be, help, make, there, very

Focus Content Words: blind, braille, code, family, friends, glasses, letters, pets, toys, words

Phonics

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

Words to Blend and Segment: about, cloud, loud, out, shout

Fluency

Practise re-reading the story with a partner (orally), sharing information.



We read every day, for all sorts of reasons. We need to read!

Before Reading

- Ask students to talk about what they know about reading and why we need to read.
- Read the title together. Read the name of the author to them. Discuss what students see in the pictures on the cover and title page. Ask: Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.)
- Help students use the title of the book and cover illustration to make predictions about what might be in the text.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice how books make people feel happy or focused. Students discuss what books they see on each page and who is reading them. Bring words like *blind, braille, code, family, friends, glasses, letters, pets, toys, words* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different reasons we read? What can you say about the children in the picture? Do you recognise any of the books? Which ones have you read?
- Look for tricky words like *learn, enjoy, find out about* in the text. Break the words into chunks or syllables, e.g. *en-joy*. Students read the text, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Ask: What places can we read? Find the words *home, school, work* in the text. Read the words together.
- Follow this pattern for each page, discussing the pictures before reading each page. Discuss the ending after turning to page 16.
- Students use the index and find information about school. They ask a partner questions about the index, e.g. What page are glasses on?

After Reading

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

- Ask students about people who can not see. How can they read books? (Braille) How does braille work? What do people use if they can't see very well, but are not blind? (glasses)
- Discuss and model how to identify the main idea of the text.
- Discuss page 16 and what it means. How does reading feed the mind? How does reading make leaders? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Look at the back cover. Have students finish this sentence to show how they feel. *A day without reading is like...* If they aren't sure, could they try some time without reading? Are they able to do it? How does it feel?
- Look at the design on the page numbers. What is it? What does this feature add to the book?

Phonics

- Write the words *about, cloud, loud, out, shout* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /cl/-oud, cloud. Brainstorm more words with -ou to add to the list, e.g. doubt, couch, pouch.

Word Study

- Talk about the words *about, any, away, be, help, make, there, very*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture from the book. They write the matching sentence from the text.
- Discuss words that are metaphors (a comparison without like or as) on page 16. Reading is feeding the mind. Readers are leaders.
- Have students find compound words in the story, e.g. *anyone, newspapers, ourselves, without, yourself*. They say their meaning and then break them apart into two words.
- Have students describe what you find in a library. Use page 6 to help you. Who benefits from libraries? Have you ever been to a school or a public library? They share their experiences.

Fluency

- Practise rereading the story with a partner (orally), sharing information.

Writing

- Have students write a new text using the pattern of the text, e.g. Reading can help us to make things. They illustrate the thing to make and share this with a partner.
- *Reading can...* (page 8) How can it help us be friends when we are far away?
- Have students make a reading web with a picture of a book in the middle and all the things that reading can do for us coming out from the web. They label and draw the things. They share with a partner as a re-tell of the text.
- Students make a survey of all the different things that can be read in the classroom. Who can find the most? They report the findings to the class.

Zodiac Animals

GOALS

Comprehension

Making text to self connections: Ask students if they know what year they were born in. Refer to page 16 to see the zodiac signs.

Vocabulary

Focus High-frequency Words: after, are, ask, call, every, has, new, would

Focus Content Words: dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year

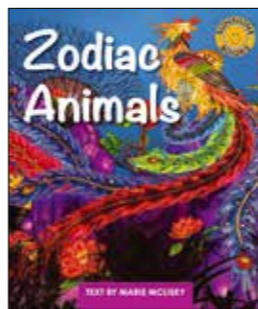
Phonics

Letters and Sounds: Recognise and produce words that end with the same sound:
long e

Words to Blend and Segment: cheeky, funny, happy, lucky, nosy

Fluency

Practise re-reading the story with a partner (orally).



The Chinese New Year is named one of the 12 zodiac animals. Which one are you?

Before Reading

- Ask: What do you know about zodiac animals? Talk about Chinese New Year and the lantern festival. Share experiences the students have had. Ask students if they know what year they were born. Refer to page 16 to see the zodiac signs.
- Read the title to students and then read it together. Ask: What could *zodiac animals* mean? Discuss the images on the cover and title page. Read the name of the author to them.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the colours and the designs of animal lanterns. Discuss what animals make the zodiac animals on each page. Bring words like *dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year* into the conversation.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What animals can you see in the picture? Look for tricky words like *Chinese, zodiac, lantern, festival* and *lanterns*. Break the words into chunks or syllables, e.g. *lan-tern*. Then read the text together, pointing to the words as they are read.
- Students refer to page 16 to find their animal. They will need to know the year of their birth.
- On pages 4–5, discuss the pictures. Ask: What is the first animal? Find the words *year, dragon, strong, lucky*. Talk about the meaning of *strong* and *lucky*. Read the text together.
- On page 5, ask: What is the next animal? Find the words *snake, smart, wise* in the text. Read the text together. This means if you are born in any of the years of the snake, you may have these qualities.
- Follow this pattern for each page, discussing the pictures, what the different animals and their qualities are before reading each page.

After Reading

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

- Students find their animal on page 16, then match up to their qualities in the text, e.g. if they are born in the year of the rabbit, do they feel shy and/or happy? How does knowing your zodiac animal make you feel?
- Students re-tell the text using the pictures on each page as a guide. Discuss the animals of the zodiac signs and their qualities.
- Discuss what a zodiac animal means. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Chinese New Year is when the lantern festival is held. It is also when special food is eaten. Look at the back cover to learn a fact about a sweet food. (These are dumplings made from rice flour with a sweet filling.) Have students research other food people like to eat at Chinese New Year. They make a booklet showing these.

Phonics

- Write the words *cheeky, funny, happy, lucky, nosy* on the board to practise blending the words together, e.g. *cheek-y, cheeky*. Brainstorm more words ending with -y to add to the list, e.g. family, monkey, loudly, friendly, memory.

Word Study

- Talk about the words *after, are, ask, call, every, has, new, would*. Read them together. Ask students to find these words and discuss their meaning in context, e.g. on page 2, *after* is used in the context of "named after" an animal which means uses the name of an animal.
- On a piece of paper, students draw a picture of one of the animals in the book. They write the matching sentence from the text.
- Have students find the words that start with fr-. (*friends, friendly*) Discuss the two letters they start with, /f/ /r/ fr. Students think of more words starting with fr, e.g. from, frame, fresh, frost. They label a fr- web and illustrate where possible.
- Students identify syllables in words and clap as they are spoken, e.g. *zo/di/ac*. Together identify one-syllable words in the book to clap, e.g. *goat, born*. Have students clap two-syllable words, e.g. *lan/tern, car/ry*.
- Students make a two-column chart and list the adjectives beside the 12 animals to describe them. They draw the animal beside its name.

Fluency

- Practise re-reading the story with a partner (orally). Notice how you change your voice when you ask the questions.

Writing

- Students write about their zodiac animal and its qualities. They illustrate the animal and share this with a partner.
- Have a quiz about the years of the zodiac animals. Use page 16 and in pairs find animals that match the years, e.g. What animal is 2013? Answer: snake.
- Design an animal lantern for the current Chinese New Year. Use some ideas from the art styles in the text. Students explain why the design and colours were chosen.

Art Is Us

GOALS

Comprehension

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

Vocabulary

High-frequency Words: us, lived, use/d, these, been, inside, would, called

Content Words: learn, important, art, decorate, past, paintings, cave, information, handwriting, stories

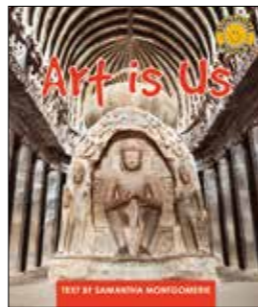
Phonics

Letters and Sounds: Recognise and produce words that end with the same vowel sound -ure

Words to Blend and Segment: picture, figure, mixture, furniture, fracture, manure

Fluency

Pick a page that most students can read easily. Ask them to re-read it with pace and expression.
Model how to do this if necessary. Students repeat.



People all over the world use art to show what is important in their lives and cultures.

Before Reading

- Read the title and the author's name. Then read them together. Ask: What could the title mean? What do you know about art? Discuss what students see in the pictures on the cover and title page.
- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Read the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different places art occurs. Discuss what makes the art on each page. Bring words like *learn, important, art, decorate, past, paintings, cave, information, handwriting, stories* into the conversation.
- Before turning to page 24, ask students how they think the book might end.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What kind of art do you see? Look for tricky words like *important, decorate, learn*. Discuss their meaning. Break the words into chunks or syllables, e.g. *im-por-tant, important*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Read the heading. Find the words *past, paintings, cave* in the text. Talk about the meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures about art before reading each page.
- Look at the index and find pages where there is more information about tombs. Students ask a partner questions about the index, e.g. What page has information about hunting?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Check on the accuracy of students' predictions made at the beginning. Re-tell the text using the pictures on each page as a guide.
- Look at the back cover. Talk about the masks from Africa.
- Discuss and model how to summarise the text. Together, work through the text chapter by chapter, summarising each. Then look for a main thread or theme that might summarise the whole text.

Phonics

- Write the words *picture, figure, mixture, furniture, fracture, manure* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *fig-ure, figure*.

Word Study

- Talk about the words *us, lived, use/d, these, been, inside, would, called*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Students identify syllables in words and clap as you say them, e.g. *ab-or-ig-in-al, tribe, ter-ra-cot-ta, sym-bol*. Together find one-syllable words in the book to clap, e.g. *made, large*. Have students clap two-syllable words, e.g. *af-ter, in-side*.

Fluency

- Pick a page that most students can read easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.

Writing

- Students make a web showing why art is useful to us, e.g. it tells us about the past. They label and illustrate their web. They can share it with the class.
- Students make an artwork about something that is special to them. They write some sentences to say what is special about it and what story it tells.
- Students create an approximate time line of the art in the text. They identify the country where the art originated, if known. They illustrate with a thumbnail of the art.
- Students research and write a story about ancient art, using inspiration from the text, e.g. totem poles, rock art, cave painting.
- Students research how calligraphy is a visual form of writing. They write sentences about it and give some examples.

Home/School Link

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

Dragon Dance

GOALS

Comprehension

Discuss and model how to identify the main idea of the text.

Vocabulary

High-frequency Words: magic, river, red, dragon, head, animal, night, want

Content Words: snake, festival, lanterns, front, behind, middle, luck, dance, brave, strong

Phonics

Letters and Sounds: Recognise and produce words that have the vowel sound /i_e/ (long i) as in like.

Words to Blend and Segment: like, life, wise, bike, nice, price, knife

Fluency

Choral read parts of the story with students pointing to the words as they are read. (Model emphasising interesting words like twirl, swirl, twist, swish.)



Chan loves to dance and she especially wants to do the dragon dance at Chinese New Year.

Before Reading

- Read the title and the names of the author and illustrator. Notice the alliteration in the title. Explain to students that alliteration is a skill authors use to enhance their writing.
- Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is a dragon dance? Have they read any other stories by Samantha Montgomerie? Did they like reading them?
- Together look at the cover. Ask: What is the girl doing? Can you see a dragon? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Is it the same dragon? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *snake, festival, lanterns, front, behind, middle, luck, dance, brave, strong* into the conversation. On page 23, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the girl doing? Is this the same girl as the one on the cover? What do you see happening? Locate the tricky words *swish, swirl, twist, twirl, festival, lanterns* to confirm. Discuss their meaning. Remind students to make sure the words look right, sound right and make sense.
- Read the sentences together. Notice the alliteration of sw and tw, e.g. *twist/twirl; swish/swirl*. How do these words sound? Can you picture dancing by swishing and swirling?
- On pages 4–5, ask: What is happening now? Look for the tricky words *colourful, jiggled, noticed*. Read the words together. Notice and emphasise the alliterative words again.
- Follow this pattern for each page up to page 23. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the text.

- Ask: Why did Chang want to be the dragon's head? How did Dad change her mind? On page 12, what does Dad mean when he says "takes a whole team of dancers"?
- What type of genre is this story? Do you think it could be based on true facts?
- Discuss and model how to identify the main idea of the text.
- Re-read the story together making sure students are aware of the punctuation marks and changing voices for the characters.
- Look at the back cover. Discuss how dragons are important to Chinese people. Does this one look similar to the one Chang was part of?
- Re-read page 8, focusing on the punctuation. Demonstrate reading without punctuation and then repeat, acknowledging the difference when you use it. Notice how the meaning becomes clearer when punctuation marks are observed.
- Tell students that authors use similes to describe and compare two things. They use like or as, e.g. *slither like a snake* (page 12), *flow like a river* (page 12). Students find more examples in the story. They write their own example to share.

Phonics

- Identify and produce words with i_e (long i). Write the words *like, life, wise, bike, nice, price, knife* on the board to practise blending and segmenting the onsets and rimes, e.g. *l-ike, like*. Read them together and talk about the meaning of each. Students think of more i_e words.

Word Study

- Talk about the words *magic, river, red, dragon, head, animal, night, want*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. On page 4 *want* means "would like".
- Students find words in the story starting with digraph ch, e.g. *choose, Chinese, Chang*. Brainstorm other words with ch.
- Students look in the story for words with the soft c like ice. (*noticed, dancer, dance, danced*) They think of other words to list and say.
- Students write another page for the story. They imagine what happened to the dragon in the sky. They illustrate and share their new endings.

Fluency

- Choral read parts of the story with students pointing to the words as they are read. Model emphasising interesting words like *twirl, swirl, twist, swish* on page 2.

Writing

- Organise a class project where students discuss what countries class members come from. They mark these on a world map. They talk about the different cultures and festivals that might be relevant. Have individuals draw and write about these to share and display.

Home/School Link

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

Standing Strong

GOALS

Comprehension

Is this book fiction or non-fiction? How do you know? (photos) What is the difference? (Non-fiction is true and informs.) Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.

Vocabulary

High-frequency Words: people, better, take, want, wanted, white, many, same

Content Words: standing, strong, differently, changed, stood, improve, world, ideas, equal, actions

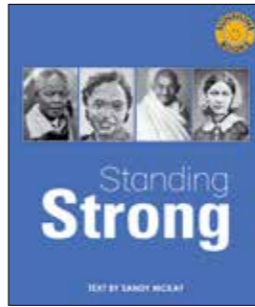
Phonics

Letters and Sounds: Identify syllables in words and clap as they are spoken.

Words to Blend and Segment: stand/ing, strong, peo/ple, be/cause, coun/try

Fluency

Choose a heading from the contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner



This book looks at people who stood up for the principles of fairness and justice.

Before Reading

- Ask: What do you see on the cover? What do you understand by the expression *standing strong*? Discuss the different people on the cover. Do you recognise any of these people? Look at the contents page for clues.
- Read the title. Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Students make predictions about the text from the cover and title page photographs.
- Talk/walk through the pictures. Notice the photos of people throughout. Ask: Why do you think most of them are black-and-white photos? Discuss what the people were standing strong for. Bring words like *standing, strong, differently, changed, stood, improve, world, ideas, equal, actions* into the conversation.

Reading the Text

- Read the cover and the title page together. Ask: What is happening in the photo on the contents page? Read the table of contents.
- On pages 2–3, ask: Who are the photos of? What did they stand strong for? Look for tricky words like *stood, strong, action, dangerous, difficult*. Break the words into chunks or syllables, e.g. *ac-tion, action*. Talk about the meaning of the words. Then read the text together, pointing to the words as you read.
- On pages 4–5, discuss the photos and whether students know anything about Emmeline Pankhurst. Find the words *country, thought, unfair* in the text. Talk about their meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the people are standing strong for. On page 24 ask: Do you recognise anyone on this page?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: Why did Nelson Mandela go to prison?
- Re-tell the text using the pictures on each page as a guide. Discuss the ending. Ask: Is it good to stand strong? Why do we need people like these to stand up for fairness? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Read the back cover. Have a discussion on standing strong for the planet. Link to page 24 and what Greta Thunberg stands strong for.

Phonics

- Students identify syllables in words and clap as they are spoken. They find words with one, two, three and four syllables in the text to say and clap, e.g. *black, pris-on, Man-del-a, com-for-ta-ble*. Organise the words into a four-column table.

Word Study

- Talk about the words *people, better, take, want, wanted, white, many, same*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book and discuss their meaning in context. Write the meaning on a sentence strip so students can play a game to match the words with their meanings.
- Brainstorm words that end in -le where the e is silent, e.g. *people, comfortable, example, terrible, able*. Together discuss their meaning. Find *able* on page 18 and discuss how it is used in the text.
- Talk about the r controlled vowel sound. This is where the vowel changes when followed by the letter r. Students locate words with the ar vowel sound in the text, e.g. *hard, parks, marched*.

Fluency

- Choose a heading from the contents page, find the related pages and model reading them in an interesting way. Students repeat the process with a partner.

Writing

- Students write a new chapter using the pattern of the text, e.g. People stand strong because... They illustrate their writing and share with a partner.
- They draw a picture of someone standing strong from the book. They write the matching sentence from the text.
- They choose one person from the book. They read about them and write a quiz where the answers are in the text. For example, Mahatma Gandhi, Question 1: What year was he born? They have fun with a partner answering and asking quiz questions.

Home/School Link

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