

At the Bus Stop

GOALS

Comprehension

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

Vocabulary

High-frequency Words: it, is, at, she, on, in, the, from, by, of, a, for, an, with, who, this, his, her, was, some, make

Content Words: mother, bus stop, waiting, girl, fuss, bus, builder, giraffe, clown, monkeys, laugh, lady, hot-dog, stand, doctor, tablet, hand, gorilla, plaster, toe, snowman, waiting, snow, hippo, drinking, straw, diver, door, baker, snake, table, cake, eating, teacher, reading, book, hook, fishing line, hanging, silly, bizarre author, name, written, lots, making, through, quite, Mr

Phonemic Awareness

Recognise and produce words with the same sound: /z/

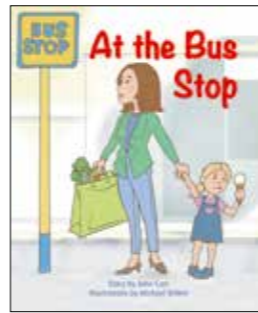
Phonics

Letters and Sounds: z, zz

Words to Blend and Segment: buzz, fizz, zip, zap, jazz

Fluency

Model fluent reading of a section of the text emphasising the rhyming words. Discuss the ending and humour.



Everyone at the bus stop is connected to someone or something else. The teacher thinks this is bizarre.

Before Reading

- Read the title. Discuss the meaning of *Bus Stop*. Then reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who is waiting at the bus stop? Look at the title page illustration. Ask: Who or what has arrived at the bus stop now? What do you think might happen in the story?
- Talk/walk through the pictures, discussing the action on each page and who has arrived at the bus stop. On page 15 have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- On page 3 look for the picture cue. Ask: Who is waiting at the bus stop? (A mother with a crying girl) Model looking for the words *mother* and *girl*. What letter will they start with? (/m/ or /g/)
- Using knowledge of high-frequency words and picture cues, read the words together. Discuss the meaning of *by*. (near, close to) Ask: Who is by her mother? (The girl) What does *making lots of fuss* mean? (Look at the girl in the picture for the answer. What is she doing?) Follow this pattern for each page up to page 14, discussing the picture, finding the content words and reading the text together.

- Review the predictions for the ending made earlier, then turn to page 16 to reveal the ending. Have the students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a funny ending?
- Reread the story together. Notice the rhyming words at the end of each page, e.g. *bus/fuss, giraffe/laugh, stand/hand*.

Phonemic Awareness

- Recognise and produce words with the same sound: /z/. Say the words *buzz, fizz, zip, zap, jazz*, emphasising the /z/ sound for students to listen to and repeat. Think of other words that have a /z/, e.g. *zoo, bizarre, zany, Zak*. Listen to and say the words.

Phonics

- Discuss the name and sound of the letter z. Write cvc words *buzz, fizz, zip, zap, jazz* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *buzz, fizz, zip, zap, jazz*. Say them separately, then blend together slowly.
- Illustrate using alphabet letters for the word *buzz*, touching the letters as the sounds are made for the word.

Word Study

- Talk about the words *was, this, by, make, who, from*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read the words throughout the book.
- On a piece of paper, students draw a picture from the story. They find the words in the story to match their picture. They write the words and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text emphasising the rhyming words for students to repeat. There are two rhyming words on each page, e.g. *bus/fuss, giraffe/laugh, stand/hand*. Notice how these help with fluency when reading the story.
- Discuss the ending and humour. Does this book make sense? Is it silly or bizarre? What do you think? Why?

Writing

- Have students make a sequence chain to help retell the story. Use arrows between each chain link, e.g. *mother/bus, girl/fuss, builder/giraffe, clown/laugh*.
- Students write a new story about something silly. They draw a picture first, then write the story. They can write the spoken words inside a speech bubble.

Home/School Link

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

I Have My Mum's Hair

GOALS

Comprehension

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

Do you look like someone in your family?

Vocabulary

High-frequency Words: I, my, them, have, want, back

Content Words: mum, hair, dad, skin, eyes, smile, frown, legs, boots

Phonemic Awareness

Recognise and produce words with the medial sound: /a/

Phonics

Letters and Sounds: a

Words to Blend and Segment: dad, mad, cat, hat, can

Fluency

Practise rereading the story orally with a partner.



What is the girl looking for in her bedroom?

Before Reading

- Read the title *I Have My Mum's Hair*. Discuss the meaning of *Mum's*. Together look at the illustration on the cover. Ask: Do you notice anything about the mother and daughter that is similar? Do you look like someone in your family? Is your hair the same? Or are your eyes the same colour?
- Reread the title and read the names of the author and illustrator. Talk about their roles.
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is similar between the girl and her mum or dad on each page. On page 15 predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 discuss what Mum and her daughter have the same in the picture. Read the words together: *I have my mum's hair*.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. What was the funny ending? Did you laugh when you read the ending? Why is it funny?

After reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Would they expect Mum to want her boots back? Why? Was this a clever idea of the author to make a funny ending?
- Reread the story together.

Phonemic Awareness

- Recognise and produce words with the medial sound: /a/ Discuss the meaning of the medial/ middle sound. Hear the sounds in *can /c /a/ /n/*. Say them separately, then blend together slowly, *can*, emphasising the medial sound /a/.
- Students think of other words with /a/ in the middle, tap, ran, clap. Listen and repeat.

Phonics

- Discuss the name and sound of the letter a. Write cvc words *can, cat, hat, dad* and *mad* on the board to practise blending and segmenting the sounds together as a group. Emphasise the /a/ in each word.
- Illustrate using alphabet letters *c, a, n*, touching them as the sounds are made for the word *can*.

Word Study

- Talk about the words *I, my, them, have, want, back*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *have* and *my* on a few pages.
- On a piece of paper, have students draw a picture from the story. Write the words: *I have my Mum's/Dad's* _____ . They find the words in the story and write them in the spaces. They read their sentence to a partner.
- Talk about the possessive apostrophe, *Mum's*, meaning something belongs to Mum. Make a chart showing what the girl has that belongs to her Mum or Dad. Students can use pictures or words. Use the headings Mum's, Dad's on a T-chart. Students retell the story using their chart.

Fluency

- Students practise re-reading the story orally with a partner following the model.

Writing

- Students write a new story (with help if needed) about themselves and a family member. e.g. *I have my* _____ 's _____. They write the story and illustrate it.

Home/School Link

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

I See a Face

GOALS

Comprehension

Making connections: Ask students if they have ever looked up at the clouds and felt they have seen particular shapes. What kinds of things do they see with their imagination? Ask students to pay close attention to the illustrations on each page to help read the story.

Vocabulary

High-frequency Words: I, in, the, a, see

Content Words: face, cloud, sea, rocks, tree, window, ice cream

Phonemic Awareness

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

Phonics

Letters and Sounds: i

Words to Blend and Segment: in, is, it, sit, pin

Fluency

Model reading the text with expression, noting the punctuation.



A boy and his grandfather are walking the dog and noticing face shapes in nature and other places. There's a humorous ending!

Before Reading

- Ask students if they have ever looked up at the clouds and felt they have seen particular shapes. What kinds of things do they see with their imagination? Ask students to pay close attention to the illustrations on each page to help read the story.
- Together look at the cover of *I See a Face*. Read the title and the names of the author and illustrator. Discuss what is happening in the picture. Look at the title page illustration. Ask: What is different? Whose faces do you see? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy pointing to on each page? What about the dog? Before turning to page 14, predict the ending. How did they end up like this?

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 3 students discuss what they think the boy is pointing to in the picture. Read the words on page 2 together: *I see a face in the cloud*. Follow this pattern for each page, discussing the picture and reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What caused this to happen?
- Retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that begin with the same sound /i/. Students listen to and hear the sounds in /i/ /t/. (*it*). Talk about the /i/ sound. (short i vowel sound) Together think of more words that start with /i/. e.g. is, in, ink, igloo, if. (If *ice cream* and *I* are suggested, let the students know that they are long i vowel sounds that sound like the name of the letter i.)

Phonics

- Discuss the name and sound of the short /i/ vowel sound. Write cvc words *in, is, it, sit* and *pin* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in /i/ /t/. Say them separately, then blend together slowly.
- Illustrate using alphabet letters *i, t*, touching them as the sounds are made for the word *it*.

Word Study

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

Fluency

- Model reading the text with expression, noting the punctuation. Students repeat your reading.
- Talk about the ellipses and exclamation mark on pages 14–16 and how they change the way you read. Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern *I see a face in a....* What is something else you can see a face in? e.g. I see a face in the sandwich/cake/muffin. Students write the story and illustrate it.

Home/School Link

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

No!

GOALS

Comprehension

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

Vocabulary

High-frequency Words: said, yes, no

Content Words: words: Dad, Mum

Phonemic Awareness

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

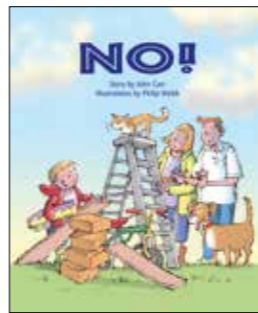
Phonics

Letters and Sounds: d

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

Fluency

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



Mum and Dad are trying to keep the boy safe.

Before Reading

- Together look at the cover of *No!* Discuss what is happening in the picture. Ask: What is the boy planning to do? What do you think Mum and Dad are saying? Look at Dad's hands and their faces.
- Look at the title page illustration. Ask: What are Mum and Dad saying here? Look at their hands. Turn back to the title. What do you think the book is called? What letter does it start with? Get your mouth ready for the /n/ sound. Read the title *No!* together. Read the names of the author and illustrator. What do you think might happen in the story?
- Talk/walk through the pictures. What are Mum and Dad saying on each page? Why is this? What is the boy wanting to do? Before turning to page 14, predict the ending. Why do Mum and Dad finally say "Yes!"?

Reading the Text

- Read the title and the names of the author and illustrator together. Read the title page together.
- On page 2 discuss what students think the boy is wanting to do in the picture. Read the story together in the picture *No!* Then on page 3 read the words together, "No!" said Mum.
- Follow this pattern for each page, discussing the picture and reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Why did the parents finally say "Yes!"? What is the boy dreaming of on page 16?
- Have students retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that end with the same sound: /d/ e.g. *and, dad, mad, sad, did*. Say the words emphasising /d/. Students listen to and hear the final sound then repeat the words. Think of and say more words ending in /d/ e.g. *kid, lid, fed, said*.

Phonics

- Discuss the name and sound of the letter d. Write cvc words *and, dad, sad, mad* and *did* on the board to practise blending and segmenting the sounds together as a group, e.g. /a/ /n/ /d/.
- Illustrate using alphabet letters *a, n, d*, touching them as the sounds are made for the word *and*.

Word Study

- Talk about the words *said, yes, no*. Print the flash cards from the inside front cover. Read them together. Ask students to locate one of the high-frequency words on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story with Mum or Dad beside them. Write the word *Yes* or *No* beside the picture depending on what Mum or Dad say.
- Have students discuss with a partner what their picture is of and they read the word *Yes* or *No*.

Fluency

- Choral read the story with the students pointing to the words as they are read. Reinforce reading from left to right with matched pointing under each word.
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern "Yes/No," said Mum/Dad. Ask: What is something your Mum and Dad are not happy or happy with you doing? Draw the picture and write the sentence.

Home/School Link

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

The Fancy Dress Party

GOALS

Comprehension

Discuss the meaning of pronouns – he, she, they, we, me.

Vocabulary

High-frequency Words: I, all, he, she, like, me, they, we, other, the

Content Words: dog, girl, children, each

Phonemic Awareness

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

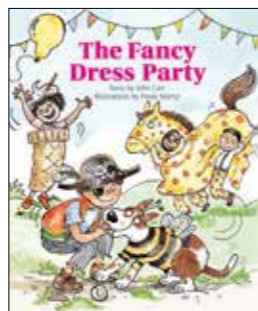
Phonics

Letters and Sounds: g

Words to Blend and Segment: dog, fog, log, dig, pig

Fluency

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



At the fancy dress party, everyone is friendly.

Before Reading

- Together look at the cover picture. Discuss what is happening in the picture. Read the title to students. Discuss the meaning of *The Fancy Dress Party*. Ask: Has anyone been to a fancy dress party? What did they dress up as? Read the title together and the names of the author and illustrator.
- Help students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is this the same as the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the narrator, the costumes and who likes who on each page. Notice the dog on each page. Ask: Did you expect a dog to be dressed up? On page 15, students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what students think the dog is dressed as in the picture. Read the words together.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Reread the story together.

Phonemic Awareness

- Recognise and produce words that end with the same sound: /g/ Students listen to and repeat words with the final /g/ sound, e.g. *dog, fog, log, fig, pig*. Say the words slowly, emphasising the final /g/.
- Together think of more words with /g/ at the end to say and repeat emphasising the /g/, e.g. *rug, bug, tug, tag, bag*.

Phonics

- Discuss the name and sound of the letter g. Write cvc words *dog, fog, log, dig, pig* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *dog* /d/ /o/ /g/. Say them separately, then blend together slowly, *dog*.
- Illustrate using alphabet letters *d, o, g*, touching them as the sounds are made for the word *dog*.

Word Study

- Talk about the words *they, we, he, she, all, other*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *they, we, he* and *she* in the text.
- On a piece of paper, students draw a picture from the story. They write the words, e.g. *They like me*. They find the words in the story and read their sentence to a partner.
- Discuss the meaning of pronouns – *they, he, she, we, me*. Relate them to the illustrations and act out in the class. Demonstrate that you use *they* and *we* with two people or more; *he* for a boy; *she* for a girl; *me* for self.

Fluency

- Students choral read the story pointing to the words as they are read. Then they read the story to a partner.

Writing

- Have students write a new story using the same pattern, e.g. *I like _____*. *She likes _____*. They write the story and illustrate it.

Home/School Link

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

This Is His!

GOALS

Comprehension

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

Vocabulary

High-frequency Words: it, is, this, his, go, to

Content Words: ball, bat, skateboard, cat, boot, toe, beanstalk, time

Phonemic Awareness

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

Phonics

Letters and Sounds: s

Words to Blend and Segment: sat, sap, set, sad, sit

Fluency

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



Whose house would have such big ball, a big bat and a big cat? Could it be a giant?

Before Reading

- Read the title. Discuss the exclamation mark. Read the title together with emphasis. Together look at the cover of *This is His!* Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: What is the boy doing? Have you ever seen such a big ball? Would it be heavy?
- Look at the title page illustration. Ask: What is the boy doing? How is he feeling? Why? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy doing on each page? Why do you think everything is so much bigger than the boy? Before turning to page 14, predict the ending. What happens when the boy sees the toe in the boot? When you see the beanstalk, does this give you a clue now of what the story is about? Why is the boy running away on page 16?
- Have students talk about what they know of a story about a beanstalk. Jack and the beanstalk? Who lives up the beanstalk? (A giant) Could the boy in the story be Jack?

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 students discuss what they think Jack is doing in the picture. (Jack is exploring the giant's house at the top of the beanstalk). Ask: What would the word *ball* start with? Get your mouth ready for /b/ *ball*. Find the word that starts with /b/. Put your finger under it and say *ball*. Read the sentence together: *This is his ball*. Follow this pattern for each page, discussing the picture and reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who knows what Jack has been doing? Do you think he was supposed to be in the giant's house?
- Students retell the story in order using the pictures on each page as a guide. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /s/ Have students listen to words that start with /s/, *said, same, sign, sore, sit*. They emphasise the /s/ sound as they repeat the words following the model. They think of more words starting with /s/. Listen and repeat: say, sat, sing, sack.
- Make a game where you say words and students do an action when they hear /s/ at the beginning of the words. e.g. sit, sad, jam, ham, sat

Phonics

- Discuss the name and sound of the letter s. Write cvc words *sat, sad, sap, set* and *sit* on the board to practise blending and segmenting the sounds together as a group. Students hear the sounds in /s/ /a/ /t/. They say them separately, then blend together slowly.
- Illustrate using alphabet letters for s, a, t, touching them as the sounds are made for the word *sat*. Do the same for the other cvc words.

Word Study

- Talk about the words *it, is, this, his, go* and *to*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words in the book.
- On a piece of paper, students draw a picture from the story. They write the words (with help if needed). *This is his_____*. They find the final word in the story and write it in the space. They read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text for students to repeat, e.g. pages 2, 4, 6 and 8.
- Continue on until the end of the story with students repeating the text after hearing the model. Notice the rhyming words (*cat/bat, toe/go*) and the punctuation in the title and on page 16. Change your voice for the exclamation marks for emphasis.
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern *This is his_____*. What is something else that might belong to the giant? e.g. This is his plate/cup/food/hen. Students write the story and illustrate it.

Home/School Link

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

We Love to Swim

GOALS

Comprehension

Making predictions: Help students to use the title and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. What kind of swimming did they do?

Vocabulary

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

Content Words: love, swim, brother, underwater, mother, dive, dog, too

Phonemic Awareness

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

Phonics

Letters and Sounds: v

Words to Blend and Segment: van, vat, vet

Fluency

Practise rereading the text orally with a partner.



The family all love to swim together.

Before Reading

- Help students use the title and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. What kind of swimming did they do?
- Students look at the cover and describe what they see. Ask: What is the dog doing? What are the people doing? Have you been swimming? Did you enjoy it? Predict what the title might be. Listen to the title and read it together.
- From the cover photo and title predict what the book might be about. Discuss if this will be a fiction or nonfiction text and how they know.
- Read the title page together. Talk about what they see in the picture.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask what students think might happen on the last page.

Reading the Text

- Read the cover and the title page together. On page 3 discuss what students see in the picture, then read the words together. They point to the words as they are read.
- Follow this pattern for each page discussing who is swimming before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the information on page 16. How does it compare to predictions made earlier?
- Ask: Would you like to swim underwater or dive? Why?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /v/ Say the following words emphasising the /v/ sound, *van, vat, vet*. Have students repeat these a few times.
- Students indicate when they hear a word with the /v/ sound in a list of spoken words, can, van, man, vet, pet, get, vat, cat, jet, visit, love, dive. Brainstorm other words that begin with /v/ to repeat the procedure, e.g. view, vase, vain, value.

Phonics

- Talk about the name and sound for /v/. Write the cvc words *van, vat, vet* on the board to practise blending and segmenting the sounds together as a group, e.g. /v/ /e/ /t/, vet. Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each letter in a word.

Word Study

- Talk about the words *I, my, to, we*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, have students draw a picture from the text. They write the matching sentence from the text, e.g. *I love to swim underwater*.
- Have students make a tree diagram to summarise who went swimming in the text. The tree could start at the top with the word *swimming*. One branch could lead to the girl, another to her brother and so on. Under these people could be another row of branches saying what kind of swimming they did, e.g. diving or underwater.
- Students use the tree to retell information in the text.

Fluency

- Students practise rereading the text orally with a partner.

Writing

- Have students write a new text about swimming and illustrate it, e.g. *My _____ and I love to _____*.
- They write the text and illustrate it.
- Brainstorm things that students love to do. Make a heart web. Start with the heart in the middle with the words “I Love” in it. Draw lines out from the heart with pictures and labels of things or people that students love.

Home/School Link

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

Where is Jill?

GOALS

Comprehension

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

Vocabulary

High-frequency Words: is, on, in, the, where, up, here

Content Words: hiding, hill, sack, shed, tree, barley, corn, page

Phonemic Awareness

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

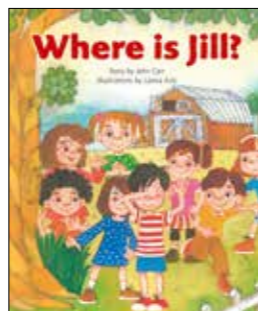
Phonics

Letters and Sounds: l, ll

Words to Blend and Segment: Jill, will, till, hill, fill

Fluency

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



The boy looks for Jill but finds his other friends until he gets to page 16.

Before Reading

- Read the title. Discuss the meaning with students. Ask: How do you know it is a question? Who could Jill be? Reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What are the children playing? Why is the boy hiding his eyes? (Are they playing hide-and-seek? Is he counting?)
- Look at the title page illustration. Ask: What is the boy doing now? What does his face tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who the boy finds on each page and where he finds them. Notice how the person's name rhymes with the place where they are hiding. On page 15 have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page.
- On page 2 look at the illustration. Ask: Is this Jill? Where is she hiding? Is she up a hill? (Do you know the rhyme *Jack and Jill*? Where did they go?) Look for the word *Jill* in the text. (Starts with J and ends with /i/) Find the word *hill* that ends like *Jill*. (They rhyme.) Students notice that the first line is a question. Read the words together. Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review students' predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you think the ending was clever? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- After reading, check on students' predictions made at the beginning and understanding of humour at the end. Is this what students predicted? Was this a clever idea that the author thought for an ending?
- Reread the story together. Recognise how to read a question and answer and how your voice differs. (Most pages start with an answer and end with a question.) Notice the rhyming words on each page, e.g. *Jill/hill*, *Jack/sack*, *Ed/shed*.
- Ask students to re-tell the story using the pictures on each page as a guide. What happened first, next, and so on?

Phonemic Awareness

- Recognise and produce words that end with the same sound: /l/ Say the word *Jill* slowly emphasising the /l/ sound. Have students listen, notice the end sound and repeat the word.
- Repeat with *hill*, *will*, *mill*, *well*, *fell*. Think of other words ending in /l/ for students to listen to and repeat, e.g. *smile*, *while*, *mile*, *pile*, *mail*, *nail*.

Phonics

- Discuss the name and sound of the letter/s: l, ll Write cvc words *Jill*, *will*, *till*, *hill*, *fill* on the board to practise blending and segmenting the sounds together as a group. Students listen to and hear the sounds in *will* /w/ /i/ /ll/. They say them separately, then blend together slowly.
- Illustrate using alphabet letters for the words and touching them as the sounds are made for the word.

Word Study

- Talk about the meaning of the words *is*, *on*, *in*, *here*, *where*, *up*. Print the flash cards from the inside front cover and read them together. Ask students to locate the words in the book.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text differentiating between questions and answers and emphasising the rhyming words for students to repeat. They reread to a partner.

Writing

- Using the same pattern, students write a new story about someone hiding. They draw a picture first, then write the story, e.g. *Where is _____? _____ is hiding in/on the _____.*

Home/School Link

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

Daisy's Rainbow Dress

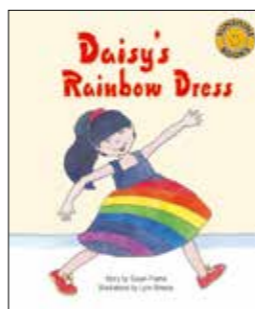
GOALS

Comprehension

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

Vocabulary

High-frequency Words: a, am, are, at, be, blue, do, for, get, has, her, I, is, it, just, like, look, my, not, now, one, red, said, she, some, the, this, to, we, where, will, your
Content Words: bed, best, bright, cool, dress, fair, few, late, most, mum, nine, quite, rainbow, ready, school, start, time, tomorrow, very, wear, wore, worry



Daisy has lots of dresses but she loves her rainbow dress best of all.

Phonemic Awareness

Identify and make rhyming words.

Phonics

Letters and Sounds: dr

Words to Blend and Segment: dress, drum, drip, drop, drag

Fluency

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

Before Reading

- Listen to the title. Talk about the girl's name, *Daisy*, and why it has apostrophe s after it. (*Daisy's*). Discuss the meaning of *rainbow*. Ask: What colours would you see in a rainbow? What would a rainbow dress look like? Look at the cover. Students discuss what they see.
- Read the title and the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Discuss what students see and make further predictions, e.g. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Daisy is doing and wearing on each page. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On page 3 what is Daisy looking at? Find the word *dresses* on page 2. Look for the blend /dr/. Has Daisy got many dresses? Yes, quite a few. Look for the letter q for *quite*. Read the words together.
- Follow this pattern up to page 14, discussing the illustration and reading the words together. Ask: How is Mum feeling on page 15? Look at her face. (anxious). When you read what she says (in speech marks), make Mum's voice sound worried.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How is Daisy feeling? Look at her face in the picture. What does she say to Mum to stop her feeling anxious? (*Do not worry.*) Why does she say this? (Mum couldn't see the rainbow dress because Daisy was wearing it in bed.) Look for the speech marks. Have students say Daisy's words with a happy voice.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was it a good idea for Daisy to sleep in her favourite dress? What words tell you that it is her favourite? (*most, best*). Why do you think the rainbow dress is her favourite? (It is bright and colourful.) Find the word *bright* on page 6.
- Look at the punctuation. How does it help you read? (Makes more sense if we use it.) Model reading a page without punctuation and then with.
- On page 10, who is talking? How do you know? What marks show the words being spoken?
- On page 12, who is talking? Would you change your voice so that Daisy sounds different to Mum? (Model this.) On page 14 Mum is worried. (Find the exclamation mark.) She asks a question. (Find the question mark.) How do we read this page? (Model this.) On page 16, how would you read the first line? What tells you to use emphasis? (The exclamation mark)

Phonemic Awareness

- Read the rhyming words in the text, e.g. *few/blue, dress/best, school/cool, time/nine, said/bed*. Students listen to the story page by page to identify these as you read. Think of other rhyming words to say and listen to, e.g. pool, cool, tool, school; time, line, nine, fine; red, bed, fed, led. Play a game of mixing up the rhyming words. Ask students to indicate when they hear two words together that rhyme.

Phonics

- Discuss the sound of the blend /dr/. Write the words dress, drip, drop, drag, drum on the board to practise blending and segmenting the sounds together, e.g. /dr/ /e/ /ss/. Illustrate using alphabet letters for each word, touching them as the sounds are made for the word.

Word Study

- Talk about the words *a, is, to, for, red, blue, like, she*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- Look at the words *wear* (page 10) and *wore* (page 16) in the text. Discuss the meaning and how we use the past tense (*wore*). Model saying sentences using *wear* and *wore*.
- On a piece of paper, students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner. e.g. *Daisy likes dresses. She has quite a few.*

Fluency

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

Writing

- Students draw and write about their favourite outfit.
- Students write a new sentence using the pattern from the story. They draw a picture first, then write the sentence, e.g. Some dresses are green. Some dresses are yellow.

Home/School Link

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

The Best Picnic Ever

GOALS

Comprehension

Connect to prior knowledge: Have you ever been on a picnic? What usually happens at a picnic?

Vocabulary

High-frequency Words: a, all, and, are, as, away, by, come, do, down, eat, for, get, had, how, I, in, into, is, it, little, make, me, my, no, not, now, of, off, on, our, play, say, see, so, stop, that, the, then, they, think, to, up, want, we, when, will, you

Content Words: already, beach, best, brother, car, clear, cries, Dad, day, drink, drip, drive, drop, end, ever, exciting, fall, father, forget, fun, idea, it's, laugh, leave, mother, mum, never, oh, pack, past, patter, people, picnic, pitter, playground, quite, rain, sandwiches, sea, silly, something, sounds, sudden, swim, swimming, through, til, time, today, town, we'll, wet

Phonemic Awareness

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

Phonics

Letters and Sounds: pl

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

Fluency

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



The family goes to the beach for a picnic on a rainy day.

Before Reading

- Together look at the cover? Discuss what is happening in the picture. Ask: What do you see? What do you think the family have been doing or are going to do? Have you ever been on a picnic? What usually happens at a picnic?
- Encourage students to read the title. Read the title together. Ask: Does it look like a good day for a picnic? What kind of weather is it?
- Help students to use the title and cover illustration to make predictions about the story.
- Listen to the name of the author and illustrator and discuss the role of both.
- Look at the title page illustration. Ask: What do you see in the picture? What kind of picnic food do you see? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page and how the family is feeling about their picnic. Bring words like *brother, father, mother, drive, playground, town, beach, rain, sandwiches, swimming, idea, play* into the conversation. Look for key words and the initial letters they start with. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 who is going on a picnic? Find the word *father* on page 2. Look for the letter f. Read the words together. Ask: Who is telling the story?
- Follow this pattern up to page 15, discussing the illustrations and reading the words together. Point out the repetition on the first few pages and how it helps to read.
- Notice punctuation. Ask: What do the speech marks tell you? How will you change your voice?

- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? What do you think the dashes are there for? (pause and emphasis)

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Why was it the best picnic ever? Is this what students predicted? Why is it OK to have a picnic in the rain?
- Retell the text using the pictures as a guide. Who went in the car? Where were they going?
- Reread the story together. Feel the rhythm as you read the repetitive parts. Notice the rhyming words on each page, e.g. *sea/me; town/down*. How do these help with reading?
- Make a chart showing setting, characters and events. Students notice how the characters remain the same but the events and the setting changes.
- Reread pages 6–9 focusing on the punctuation. Teach students the purpose of the full stop, comma, exclamation mark and speech marks. They change voices for different characters.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /pl/ Students listen for the /pl/ sound in the following words as you say them – plot, plan, plus, plum, plug. They repeat after you, emphasising the /pl/ sound. They listen to and suggest more words starting with /pl/ to repeat e.g. plane, plank, place, plait, play, playground.

Phonics

- Discuss the sound of the blend /pl/. Write the words plot, plan, plus, plum, plug on the board to practise blending and segmenting the sounds together as a group, e.g. /pl/ /o/ /t/ plot. Illustrate using alphabet letters, touching them as the sounds are made for the word.

Word Study

- Talk about the words *we, me, down, my, play, away, stop, on*. Read them together. Ask students to locate the words in the text.
- Print multiple sets of the flash cards from the inside front cover. Play a game of matching the words. Find ones that rhyme with *stop, on, my, down* and invent words that rhyme with them.

Fluency

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

Writing

- Students make a time line to show what the family did and the sequence they did it in the story. Use labels, captions and small illustrations. They use this to retell the story to a partner.
- Students write a new sentence about the best picnic using the pattern from the story. They draw a picture first, then write the sentence. e.g. We eat all our fruit and drink all our juice.

Home/School Link

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

The Rainforest Ball

GOALS

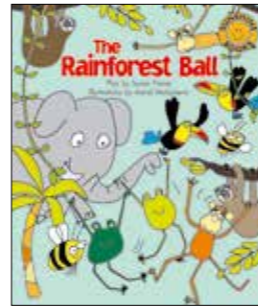
Comprehension

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

Vocabulary

High-frequency Words: a, after, all, am, an, and, at, big, can, come, down, fly, go, good, have, he, him, his, I, in, is, jump, know, let, look, more, not, of, off, on, out, run, saw, that, the, them, they, three, to, too, up, walk, was, we, were, when, will, with, you

Content Words: animals, around, ball, bangs, bees, blew, buzzing, course, crept, dance, drum, elephant, everyone, flying, friend, frogs, fun, goodnight, hanging, heard, he's, hide, I'll, I'm, jumping, kiss, let's, loud, monkey, morning, quietly, rainforest, scary, slept, sloth, snuggled, sound, sudden, swinging, that's, through, tight, toucan, trees, us



This is a play about animals in the rainforest and their invitation to a ball.

Phonemic Awareness

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

Phonics

Letters and Sounds: o (on)

Words to Blend and Segment: on, pot, not, cot, lot

Fluency

Read the play as a reader's theatre together before taking character parts in groups of seven or 13.

Before Reading

- Discuss what a play is and strategies for reading a play. What is a narrator? How do we know which parts the characters read?
- Read the title. Discuss the meaning of *rainforest*. Ask: What animals might live in a rainforest? What is a *ball*? (Discuss the difference between playing with a ball and going to a ball, a kind of dance.)
- Read the title and the names of the author and illustrator of the play.
- Help students to use the title and cover illustration to make predictions about the play.
- Together look at the cover picture. Discuss what is happening. Ask: What animals can you see and what are they doing?
- Look at the title page. Here is the list of characters in the play plus the narrator who tells the story. Ask: How many characters are there. Read their names together and what animal they are. What do you think might happen in the play?
- Talk/walk through the pictures. On pages 2–3, discuss what animals are swinging and what might be big and scary. Continue in this way until page 15. Have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the names of the characters on the title page together. Ask: On page 2, what are the animals' names and what are they doing? Find the words *Milly* and *Molly*. Look for the M. They are *swinging*. Look for /sw/.
- Read the narrator's words together. What about the drummer? Do they say anything? (No, they bang on the drum three times.) Notice the words for actions are in a different font.

- Follow this pattern for each page up to page 14, discussing the illustration and reading the different characters' words together. Point out the repetition and rhyme on each page and how this helps reading.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Was Eric the Elephant scary? What was scary?

After Reading

Invite students to discuss the play. Prompt if needed.

- Discuss the ending. Is this what students predicted? Why was the kiss scary?
- What did the animals do when they heard a scary sound?
- Reread the story together. Feel the rhythm as you read the rhyming and repetitive parts.
- Ask students to retell the story using the pictures on each page as a guide. Which animals felt scared first, and next and so on? When did the story change to being not scared and why?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /o/ e.g. on, pot, not, cot, lot. Students listen for the /o/ vowel sound as you read the words slowly. They repeat the words, /p/ /o/ /t/, pot, emphasising the /o/. They think of more words with /o/, e.g. off, dot, got, hot.

Phonics

- Discuss the short vowel sound /o/. Write the words on, pot, not, cot, lot on the board to practise blending and segmenting the sounds together as a group, e.g. /p/ /o/ /t/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *when, him, let, have, more, was, walk, were*. Read them together. Ask students to locate the words in the text. Talk about the meaning and use of each word.
- Compare *was* and *were*. Model using the words in sentences to show the different meaning.
- On a piece of paper, have students draw a picture from the play. They find the words and write them and then read their sentence to a partner. e.g. *He's big and he's scary, you know.*

Fluency

Read the play as a reader's theatre before taking character parts in groups of seven or 13.

Writing

- Students make a chart showing what the animals were doing before they felt scared, e.g. monkeys – swinging. They can use the chart to retell the play. Show how the feelings changed when the elephant appeared.
- Students write a new sentence using the pattern from the play. They draw a picture first, then write the sentence, e.g. Jimmy and Janey were walking around when all of a sudden they heard a loud sound.

Home/School Link

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

Who Came to Stay?

GOALS

Comprehension

Retell the text using the pictures on each page as a guide. What made the girl change her mind about her baby brother?

Vocabulary

High-frequency Words: a, all, and, are, ask, away, big, but, came, can, did, do, for, go, have, he, help, I, is, it, just, like, little, look, me, more, my, no, not, now, play, put, run, said, see, she, that, then, this, to, walk, we, went, with, what, who, yes, you, your

Content Words: baby, bed, brother, cannot, cat, day, dog, don't, fun, hear, house, lot, mother, Mum, really, sleep, stay, talk, ten, time, today, wave, while, why



A girl gets annoyed when someone new comes to stay and they don't go away.

Phonemic Awareness

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

Phonics

Letters and Sounds: st

Words to Blend and Segment: stop, stick, stem, step, stay

Fluency

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

Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Have you ever had anyone come to stay at your place? Discuss who it was and how long they stayed.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Look at the title page illustration. Who is in the picture? What does the expression on her face tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who or what is coming to stay on each page and how the girl is feeling about them. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what came to stay? Find the word *dog* on page 2. Look for the letter d. Read the words together. Notice the rhyming words *today* and *away*.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on the first few pages and how it helps to read.
- Look at the bold print on page 6. Ask: How would those words be read? Why are they important in the story?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who really came to stay? Is this what students predicted? Do they have brothers or sisters at home?
- Retell the text using the pictures on each page as a guide. Who came to stay first, next and so on? What made the girl change her mind about her baby brother?
- Discuss the meaning of pronouns: *he, she, we*. Model using the pronouns and relate them to the illustrations in the book. Role play with the students to demonstrate.
- Reread the story together. Feel the rhythm as you read the repetitive parts. Have students notice the rhyming words on each page, e.g. *today/away; brother/mother*.
- Make a chart showing setting, characters and events. Students notice how the characters and events change but the setting remains the same.
- Reread pages 14-16 focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark and speech marks.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /st/ Students listen for the /st/ sound in the following words: stop, stick, stay, step, stuck. They repeat after you, emphasising the /st/ sound. They think of more words starting with /st/ to say, e.g. start, sting, stew, stem.

Phonics

- Discuss the sound of the blend /st/. Write the words stop, stick, stay, step, stuck on the board to practise blending and segmenting the sounds together as a group, e.g. /st/ /o/ /p/ stop. Illustrate touching alphabet letters as the sounds are made for the word.

Word Study

- Talk about the words *who, came, ask, help, then, your, just, now*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner. e.g. *A little dog came to my house today.*

Fluency

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

Writing

- Students make a chart about what babies can/cannot do. They can use this to retell the story.
- Students write a new sentence about someone or something that came to stay using the pattern from the story. They draw a picture first, then write the sentence. e.g. *A little mouse came to my house today. She stayed for a while then went away.*

Home/School Link

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

A Letter to Grandma

GOALS

Comprehension

Discuss strategies for writing a letter. What is needed and in what order?

Vocabulary

High-frequency Words: about, get, her, his, know, live, put, what

Content Words: envelope, friend, Grandma, letter, means, museum, school, stamps, swimming, write

Phonemic Awareness

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

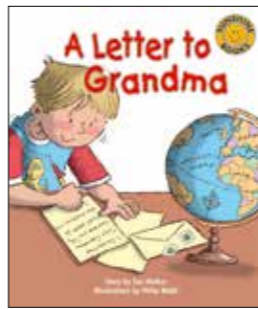
Phonics

Letters and Sounds: kn (n)

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

Fluency

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



Alex writes a letter to his grandma and waits for a reply.

Before Reading

- Listen to the title and the name of the author and illustrator. Together look at the cover picture. Discuss what students see. (stamps, envelope) Ask: What is the boy doing in the picture? Why is there a globe? 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? Which country is Grandma living in? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the boy on each page or what he is doing. Bring words like *envelope, friend, Grandma, letter, means, museum, school, stamps, swimming, write* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Read the address on the envelope.
- On pages 2–3, ask: What is the setting for the text? What is in the picture that is also on the front cover? (the globe). Can you see England on the globe? Read the text together.
- On page 4, have students tell why the print looks different to page 5. (page 4 is the text of the story; page 5 is the letter Alex is writing) Discuss the pictures, locate words like *skeleton, museum, whale*. Help students to decode these words, e.g. *skel/e/ton*. Read both pages.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words, decoding unknown words and reading the words together.
- On page 15, review the predictions for the ending made earlier, turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? What did you notice about Grandma's writing?

After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures on each page as a guide. What happened on each page? How did Alex feel at the end? How do you know?
- Have students make a time line to illustrate the process of sending a letter. For example, write the letter, put it in the envelope, write address on envelope etc. They label and illustrate the time line and share with the class.
- Reread the text, focusing on the punctuation in letters and on envelopes. Teach students the purpose of the capital letters, full stops and commas. Reinforce other punctuation in the text such as apostrophes, ellipses and exclamation marks.
- Students find examples of an apostrophe in the text. (Alex's letter, Grandma's address, spider's web, it's) Discuss the difference between the possessive and contractions. Expand the contraction and write examples of possessives using the students' names with the apostrophe.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /kn/ n Students listen for /kn/ sound as you read the words, *knee, knew, knit, knot, know*. They repeat the words, emphasising the /kn/ sound.
- Play a game of guessing. Say: "I am thinking of a word that starts with /kn/ and ends with /ee/, (*knee*). I am thinking of something you can make from string." (*knot*).

Phonics

- Discuss the sound of the digraph: /kn/ n Write the words *knee, knew, knit, knot, know* on the board to practise blending and segmenting the sounds together. Note this is a digraph with one sound /n/. Illustrate using alphabet letters, touching them as the sounds are made for the word.
- Students brainstorm other words starting with /kn/ to write up on the board. Read them together. (*knight, knob, knack, knock*)

Word Study

- Talk about the words *about, get, her, his, know, live, put, what*. 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 context of the book, e.g. *what* is a question word.

Fluency

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

Writing

- Discuss the steps for writing a letter. What is needed and in what order? Look at the back cover to talk about the different parts of a letter.
- Students write a letter to someone they know telling them what they have been doing. Use Alex's letter as a model. They start with the date and read it to a friend.

Home/School Link

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

Bobby's Birthday

GOALS

Comprehension

Retell the story using the pictures on each page as a guide. What was the first present, second, third, fourth, etc?

Vocabulary

High-frequency Words: are, come, first, for, look, thank, who, will

Content Words: birthday, chocolate, fourth, heart, hope, presents, puppy, second, shaped, third

Phonemic Awareness

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

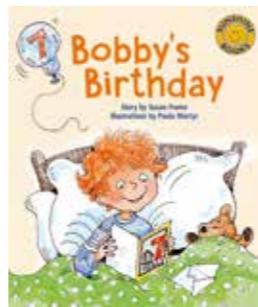
Phonics

Letters and Sounds: /ch/

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

Fluency

Model reading of the text using expression and emphasis.



Bobby really wants a puppy for his birthday. But his mum and dad give him lots of other presents.

Before Reading

- Listen to the title and the name of the author and illustrator. Ask: What do you think Bobby will get for his birthday? Together look at the cover picture. Discuss what they see. Ask how old Bobby is on his birthday and how they know.
- 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? Talk/walk through the pictures. Discuss what is happening on each page. Ask: What presents does Bobby get? Bring words like *birthday, chocolate, fourth, heart, hope, presents, puppy, second, shaped* and *third* into the conversation. On page 13, have students predict the ending.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use print cues such as look for chunks in words (*birth/day, pup/py*).
- Read the title together and the names of the author and illustrator. Read the title page.
- Have students look at the pictures on pages 2–3. Ask: Where is the setting for the text?
- Look for the word *room* on page 4. Then look for the word *presents*. It has a small word or chunk inside it. (*sent*) Read the word together. Look for *shaped*. Look for the digraph /sh/ and the small word *ape*. Say the word slowly emphasising the chunk (*ape*) *sh-ape-d*. Read the words together. Reread the page together noticing the speech marks and changing voices for different characters. Notice whether the characters are speaking or thinking.
- Follow this pattern for each page up to page 13, discussing the illustration, looking for key words and chunks of words, and reading the words together. There is a speech bubble on page 13. What does it say? Who is saying it?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending on Pages 14–16. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- What genre is this story? (narrative) Discuss the ending. Did Bobby get what he hoped for? Is this what students predicted? Do they have a pet at home?
- Retell the story using the pictures on each page as a guide. What was the first present, second, third, fourth, etc? Look at the back cover to retell the story with four pictures. Compare the two retellings. Reread the story together.
- Discuss the meaning of *happiest* on page 16. Think about Bobby being happy at the start of the book. He gets happier and then says it's his happiest birthday ever. Why is that? Think of other words you can make into a comparative (-er) and superlative (-est). e.g. sad, small, big, cold, warm. Add the suffixes.
- Make a chart showing setting, characters and events. Students notice how the characters and events change but the setting remains the same.
- Reread page 12, focusing on punctuation. Teach students the purpose of the full stop, comma, question mark and speech marks. Read page 11 as if there was no punctuation. Then with punctuation to show the students how it is important to make sense of the text. (for meaning)

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /ch/ Students listen for the /ch/ sound as you read the words *chap, chat, chess, chip, chop*. They indicate when they hear any and repeat them emphasising the /ch/sound, e.g. /ch/ ap, chap.

Phonics

- Discuss the sound of the digraph ch-. Write the words *chap, chat, chess, chip, chop* 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.

Word Study

- Talk about the words *are, come, first, for, look, thank, who, will*. Read them together. Ask students to locate the words in the text. Photocopy 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, write them and read their sentence to a partner.

Fluency

- Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat after you.

Writing

- Students make a chart of contractions from the story. They read the contractions and add more of their own. They write out the full words with the letters that the apostrophe is in place of included.

Home/School Link

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

Boo and Brutus

GOALS

Comprehension

Identify the sequence of events. Use the pictures to confirm.

Vocabulary

High-frequency Words: but, find, he, him, me, new, not, ran

Content Words: best, chickens, ditch, friend, gate, goats, grass, headbutt, snorted, tractor

Phonemic Awareness

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

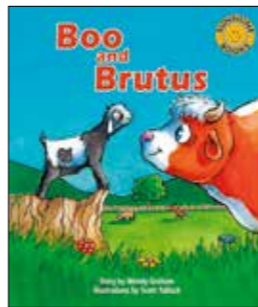
Phonics

Letters and Sounds: long /u/

Words to Blend and Segment: blue, boo, cute, new, you

Fluency

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



Boo is a brave little goat who isn't scared of Brutus, the bull.

Before Reading

- Read the title and the name of the author and illustrator. Together look at the cover picture. Discuss what they see. Ask: Which animal do you think is Boo and which one is Brutus in the picture? What kinds of animal are they? Can you see more animals in the picture? What do you know about goats and bulls?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different in this picture compared to the cover? (the fence between Boo and Brutus) What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the animals on each page or what they are doing. Bring words like *best, chickens, ditch, friend, gate, goats, grass, headbutt, snorted, tractor* into the conversation.
- On page 15, have students predict the ending. Ask: Is this a fiction or nonfiction book? How do you know? Look at the back cover and talk about things goats like to do.

Reading the Text

- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues. On pages 2–3, look at the picture. Ask: What are the animals? (*goats*) Locate the word *goats* to confirm. What are the goats' names? Find some clues in the initial letters: /m/ *Max*, /f/ *Fergus* and /b/ *Boo*. Do these make sense? Read the sentences together.
- Students look at the picture and tell what Max liked to do. (Max is eating grass.) Locate *grass* in the text. Ask: What does Fergus do to the gate? (*headbutt*) Find *headbutt* in the text. Read the sentence.
- On pages 4–5, ask: What are the goats doing now? (*looking at the bull*) Look for the word in the text to confirm this. What does Boo want to do to the bull? (*tease him*) Find the word *tease*. Read the sentence to check it makes sense.
- Follow this pattern, using the illustration, text and contextual cues to read the words.
- Review students' predictions for the ending made earlier. Turn to page 16 to reveal the ending.

After Reading

Invite students to discuss the story. Prompt if needed.

- Ask students if they liked the ending. Did it make you laugh? Identify the sequence of events. Use the pictures to confirm. What happened first, next and so on? Reread the story together.
- Discuss what pronouns are and model using them. Relate the pronouns to the illustrations in the book, e.g. *she* is used instead of *Boo* on page 4. Students find other pronouns in the book and explain what they relate to. (*he/Brutus*, page 5; *you/Brutus*, page 7)
- Reread page 4, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, exclamation marks, apostrophe and speech marks. Why is there an apostrophe in *let's*? (contraction for let us)

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: long /u/ Have students indicate when they hear words with the long /u/ vowel sound, e.g. *blue, boo, cute, new, you*. They repeat the words, emphasising the long /u/ sound.

Phonics

- Discuss the long /u/ vowel sound. Write the words *blue, boo, cute, new, you* on the board to practise blending and segmenting the onsets and rimes together as a group. Use magnetic letters to make the onsets and rimes. Brainstorm other words ending with the long /u/ vowel sound to write on the board. Read them together. (*knew, too, few, queue*) Students record their own lists.

Word Study

- Talk about the words *but, find, he, him, me, new, not, ran*. 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. *him* is a pronoun in place of the bull. (page 11)
- Students find contractions in the story and discuss their meaning, e.g. *I'm, Let's, can't, I'll, couldn't*. They make a list and match to their expanded form.
- Have students locate verbs in the text and write their matching base verb, e.g. *snorted/snort; poked/poke; scared/scare; smiled/smile; tried/try*.

Fluency

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

Writing

- Students make a time line of the events in the story. They illustrate and label their time line, then use it to retell the story to the class.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share it with the class.

Home/School Link

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

Mark and the Dinosaurs

GOALS

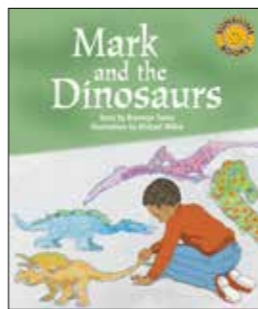
Comprehension

Identify the main idea of the story and the two characters in it.
Discuss what the dinosaurs they drew are doing.

Vocabulary

High-frequency Words: again, ask, ate, had, his, them, there, were

Content Words: chalk, concrete, dinosaurs, draw, friend, green, reptiles, swimming, tramping, wading



Mark has dinosaurs in his room and on the concrete outside.

Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them. (ask /a/ /s/ /k/)

Phonics

Letters and Sounds: /sw/

Words to Blend and Segment: swan, sweep, sweet, swim, swing

Fluency

Practise re-reading the story with a partner (orally), making sure to change their voice for different characters.

Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you read any stories by Bronwyn Tainui? (*Where Is Mike?*) Did you like reading them?
- Together look at the cover picture. Discuss what they see. Ask: What is Mark doing in the picture? Where is he sitting? What do you know about dinosaurs? Is this a fiction or nonfiction book? How do you know?
- Help 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 in this picture compared to the cover? Where is Mark drawing now?
- Talk/walk through the pictures. Discuss what is happening on each page and what the boys are doing. Bring words like *chalk, concrete, dinosaurs, draw, friend, green, reptiles, swimming, tramping, wading* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- On pages 2–3, look at the picture. Ask: What do you think Mark is talking about? (*dinosaurs*) Locate the word *dinosaurs* to confirm. Where is he pointing? Read the sign on the door. (A clue in the last line of page 2 – *bedroom*.) Does this make sense? Read the sentence together.
- On page 4, ask: What can you see in the picture? (*dinosaurs everywhere*) Look for the words in the text to confirm this. Read the sentence to check *dinosaurs everywhere* makes sense. Discuss the use of apostrophes. Model reading the direct speech, changing your voice for the different characters.
- Follow this pattern to page 14, using the illustration, text and contextual cues.
- 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? Did it match your predictions? How did you read the last sentence?

After Reading

Invite students to discuss the story. Prompt if needed.

- Identify the main idea of the story and the two characters in it. Discuss what the dinosaurs they drew are doing.
- On the back cover, students discuss their favourite dinosaur. They practise saying the names.
- Retell the text using the pictures on each page as a guide. What did the boys do on each page? How did they both feel at the end of the story? What do you think would happen next if there were more pages in the book?
- Discuss the meaning of the verb *draw*. (make a picture) Find other words from the base word *draw* (*draws* – page 2; *drew* – page 8). Note that we don't say *drewed*; *drew* is the past tense. Discuss other verbs that have a different past tense, e.g. *eat/ate, give/gave, has/had*.

Phonemic Awareness

- Recognise that words can be broken into individual sounds and produce them: *ask /a/ /s/ /k/* Students listen for individual sounds as you read words and break them into sounds. They repeat after you, e.g. /w//e//n/ /t/, *went*; /h/ /a/ /d/, *had*; /th/ /e/ /m/, *them*. Students think of more words to break up, e.g. *can, this, big*.

Phonics

- Discuss the sound of the blend: /sw/ Write the words *swan, sweep, sweet, swim, swing* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and have students touch them as the sounds are made for the word. They brainstorm other words starting with /sw/ and read them together. (*swat, sweat*)

Word Study

- Talk about the words *again, ask, ate, had, his, them, there, were*. 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. *again* means to repeat something (page 16).
- Locate the verbs on page 14 and write their matching base verb, e.g. *running/run; swimming/swim; wading/wade; tramping/tramp; flying/fly; washed/wash*. Students think of other examples to add to the list and read them.

Fluency

- Students practise rereading the story with a partner (orally), making sure to change their voice for different characters.

Writing

- Students write an extra page to the story. What might happen on the next day?
- Students make a time line noting the events in the story. They 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.

Artie and the Neighbourhood Party

GOALS

Comprehension

Discuss the possible reasons for the author writing this text.

Vocabulary

Focus High-frequency Words: every, here, his, say, soon, there, well, your

Focus Content Words: balloons, concert, family, house, invitation, lawn, neighbours, party, Saturday, street

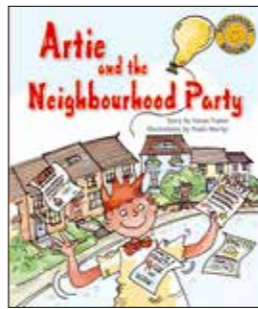
Phonics

Letters and Sounds: Identify and make rhyming words, e.g. Artie/party, shine/nine

Words to Blend and Segment – ear: bear, dear, ear, hear, near

Fluency

Model reading of text with expression, noting the punctuation, rhyming words and questions. Students repeat.



Artie and his family are new to the street so Artie goes out to chat to a neighbour. He finds that he is having a street party.

Before Reading

- Read the title and the names of the author and illustrator. Notice the rhyme in the title. 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 *neighbourhood*?
- Together look at the cover picture. Ask: Who is this? What is he doing? Is this a fiction or a nonfiction 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? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *balloons, concert, family, house, invitation, lawn, neighbours, party, Saturday* and *street* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Artie doing? Mr Jackson doesn't hear very well so he confuses things Artie says. Find the words *Artie, neighbours, neighbourhood,* and *party* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. What confused Mr Jackson? Notice the ellipses showing there is more to come.
- On pages 4–5, ask: What else is Mr Jackson saying to Artie? Look for the words *Saturday, you, two* and *wasn't* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together and note any confusions.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. What was the last thing Mr Jackson misheard? What made him think there was another party next year?

After Reading

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

- Do you think it was a good idea to have a party even though it wasn't planned to start with? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and make your voice sound excited.
- Look at the back cover to discuss the neighbours on Happy street. What is each one doing or carrying? What sort of neighbourhood is this one? Why do you think so?
- Discuss what the author's purpose was for writing this text.

Phonics

- Write the words *bear, dear, ear, hear, near* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *b-ear, bear*. Read them together and talk about the meaning of each. Think of more -ear words to add to the list, e.g. *fear, gear, pear*.
- Notice the silent gh in *neighbour* and *neighbourhood*. Have students find more words in the book with a silent gh and read them, e.g. *thought* (page 2), *sighed* (page 6), *laughed* (page 11).
- Students identify syllables in words and clap as they are spoken, e.g. *lem/on/ade*. Together find one-syllable words in the book to clap, e.g. *ate, food*. Have students clap two-syllable words, e.g. *con/cert, jug/gled*.

Word Study

- Talk about the words *every, here, his, say, soon, there, well, your*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. not one/none is the opposite of *every* on page 8. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- Students find more rhyming words in the story like *Artie/party*.
- 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.
- Have students compare the words Artie said with what Mr Jackson thought he said in a two-column chart, e.g. on page 2, *Artie/party*. Do the same for pages 4 and 16. What do students notice about them? (They rhyme.)

Fluency

- Model reading of text with expression, noting the punctuation, rhyming words and questions. Students repeat.

Writing

- Students make a party invitation for next year's Happy Street party. They include a programme for the concert. They write who will be singing/playing and what it will be and what time. They illustrate their programme and share.
- Students make a plan/map of Happy Street and label where the neighbours live. Share with the group.
- Students write a newspaper story reporting on the Happy Street party. They illustrate their story and insert the byline to show they were the reporter.

Captain Patch Goes to Sea

GOALS

Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.

Vocabulary

Focus High-frequency Words: away, call, could, every, had, just, may, saw

Focus Content Words: bath, chest, crew, diamonds, gold, island, months, shark, sick, year

Phonics

Letters and Sounds: Identify and make rhyming words, e.g. crew/stew; drop/stop

Words to Blend and Segment – ew: crew, dew, few, new, stew

Fluency

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



Travel with Captain Patch and his crew over a whole year in this rhyming ballad.

Before Reading

- Together look at the cover picture. Ask: What do you see? Why would he have that name? Read the title together. Read the the names of the author and illustrator. Have you read any other stories by Susan Frame? (*Getting Around, Jo Tries Out for the Team*) What did you think of these stories?
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What are the people doing in the picture? What do you notice about the flag on the ship? Is this a fiction or a 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.
- Talk/walk through the pictures. Discuss what is happening on each page and in each month. Bring words like *bath, chest, crew, diamonds, gold, island, months, shark, sick, year* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: What do you see? Students find the tricky words *January, trusty crew, eighteen twenty-two* and *exactly* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. When did this story take place? (January, 1822 – about 200 years ago) Have students notice the rhyming words, e.g. *two/crew, sea/see*.
- On page 3, ask: What did Captain Patch and his crew do in February? Look for the words *February, magical, jiving jelly-fish* and *danced* in the text to confirm. Read the words together. Students notice the rhyming words, e.g. *land/sand, shoes/blues*.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together and noting the rhyming words.
- On page 15, review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

After Reading

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

- What kind of person is Captain Patch? How do you know? 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. What did Captain Patch suggest when the crew got sick? (page 4)
- Reread the story together, emphasising the rhyming words and feeling the rhythm. Be aware of the punctuation marks. On page 8, there is a dash. What does this mean? (pause, like a comma, but something is explained after the dash) Change your voice for Captain Patch.
- Look at the back cover to discuss what the pirates did each month. Practise saying the months of the year together. Learn to recite them like Captain Patch did on page 16.
- What do you think the author's purpose was for writing the story?

Phonics

- Write the words *crew, dew, few, new, stew* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *cr-ew, crew*. Read the words together and talk about the meaning of each. Students think of more ew words to add to the list, e.g. *chew, blew*.

Word Study

- Talk about the words *away, call, could, every, had, just, may, saw*. 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 memory game. Discuss the meaning or use of each word in the book, e.g. *call* means to stop by on page 10.
- On page 3, read the description of the magical land *with bright orange trees and purple sand*. Explain that the author is helping us to create a picture in our minds as we read. Read on to *Crabs danced...* Why are there hyphenated words? (They are adjectives made up of more than one word to describe a noun.) What did the crabs wear? (*red-and-green shoes*) What do you notice about *jiving jellyfish*? Can you see a picture of the jellyfish in your mind?
- Have students make a list of interesting words the author has used to make her story colourful and exciting.
- On page 4, students find the word used for medicine? (*remedy*) Why did the author use *remedy* instead of medicine? (It rhymes with tea.) Make a list of all the rhyming words in the story on the board to read together.

Fluency

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

Writing

- Students make a timeline for the months of the year. Under each they summarise the main event that happened. They label and illustrate and use this to re-tell the story to the group.
- Class project: Create the pirates' favourite dish, some pickled onions or other pirate food. Students write the recipe and create the dish. They write about whether they liked the taste.

Five Foolish Friends

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

Focus High-frequency Words: back, five, four, give, must, one, two, walk

Focus Content Words: bridge, count, fishing, friend, home, idea, lost, someone, water, yell

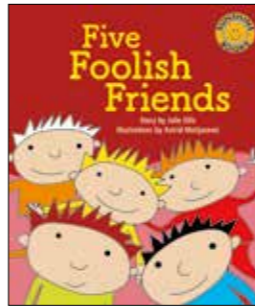
Phonics

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

Words to Blend and Segment: stand, stash, stick, still, sting

Fluency

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



This play shows how important it is to be able to count properly.

Before Reading

- Ask: What is a narrator? Which parts do the characters read? Listen to the title and the names of the author and illustrator. What do you notice about the title? (alliteration) Why would the author use this technique in the title? (Makes the text more interesting, imaginative and real.) Have they read other stories by Julie Ellis? What can they remember about them?
- Students discuss what they see on the cover. Ask: How many characters are there? Could they be the five foolish friends? What does *foolish* mean? How do they look? (happy? friendly?) What could they be doing?
- Help students to use the title and cover page illustration to make predictions about the play.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where are the five friends now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening with the five friends on each page. Bring words like *bridge, count, fishing, friend, home, idea, lost, someone, water, yell* into the conversation. On page 15, have students predict the ending.

Reading the Text

- On the title page, read the title together and the names of the characters including the narrator. Ask: What are the characters doing? What clues in the picture tell you what might happen in the play? (fishing rods, hats, a bag)
- On pages 2–3, look at the picture. Ask: What are the five friends doing? Find the word *plan* in the narrator’s lines to confirm. What idea did they have? (fishing) Find the words *idea* and *fishing*. Where and when do they plan to meet? Read the parts together.
- On pages 4–5, ask: Where are the five friends now? (fishing on the red bridge) Look for the word *fishing* in the text to confirm this. Read the narrator’s part to check that *fishing* makes sense. How are the five friends feeling? (happy with all their fish) Read what Friend 4 says. What does *missing* mean? Do you think one of the friends is missing?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Change voices for the different characters.
- Review the predictions made earlier, then turn the page to reveal the ending.

After Reading

- Check the accuracy of students’ predictions. Invite them to discuss the play. Prompt if needed.
- Students re-tell the text using the pictures on each page as a guide. What did the five friends and Alex do on each page?
 - Reread the play together, then divide the class into seven characters including the narrator to read the parts together. If possible add actions. Did students like the ending? Why? Why is *Foolish* in the title? What made the friends seem foolish?
 - Discuss the back cover. Re-tell the play using those pictures.

Phonics

- Write the words *stand, stash, stick, still, sting* on the board to practise blending and segmenting the sounds together as a group, e.g. /st/ /a/ /nd/. Illustrate by touching the alphabet letters for each word as the sounds are made for the word.
- Students think of more words starting with st to add to the list. Play a guessing game. e.g. I am thinking of something that is the opposite of go. (stop)

Word Study

- Talk about the words *back, five, four, give, must, one, two, walk* on the inside front cover of the book. Read them together. Ask students to find the words in the text.
- Photocopy and print multiple sets of these flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word, e.g. *back* means “not lost” on page 14.
- Find the word *let’s* on page 2. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (let us). Students find more examples of contractions in the book (*let’s, I’ll, isn’t, don’t, that’s*) and expand them.
- Discuss words that end in -ing. Record these on a chart, e.g. walk/walking; point/pointing; miss/missing. Add other verbs to the chart. (hug, fish, yell, shake) Remind students about the rule when the verb ends in e, drop the e before adding -ing.
- 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

- Choral reading with students pointing to the words as they are read. Read the play as a readers’ theatre, taking character parts in groups of six or seven.

Writing

- Students summarise the events on a story map showing the setting (where), characters (who), actions (what) and reasons (why). They illustrate and share with a partner.
- Students make a problem/events/solution three-column chart about the play. They illustrate and share with the class. Use the chart to re-tell the play as a story.

Juliet's Scarf

GOALS

Comprehension

Re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to?

Vocabulary

Focus High-frequency Words: ask, before, big, first, get, going, now, very
Focus Content Words: elephant, giraffe, idea, knitting, monkey, neck, scarf, throat, trunk, warm

Phonics

Letters and Sounds: Recognise and produce words that begin with the same sound: sc
Words to Blend and Segment: scab, scale, scarf, scone, scoop

Fluency

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



Juliet loves to knit but she can't find anyone to wear the scarf she has knitted.

Before Reading

- Read the title and the names of the author and illustrator. Notice the apostrophe in the title. Ask: What is it for? (the scarf belongs to Juliet) Look at the cover picture. Ask: What do you see? What can you say about the scarf? What is the Juliet doing in the picture? How would you describe Juliet? Have students relate any knowledge of scarves.
- Help 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 in this picture compared to the cover? What is it showing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Juliet on each page or the animals. Bring words like *elephant, giraffe, idea, knitting, monkey, neck, scarf, throat, trunk, warm* into the conversation.
- On page 14, have students predict what might happen.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: What is Juliet doing? Find the word *knitting* with a silent k to confirm. What is she knitting? Find the word *scarf*. Notice what is happening on page 3. Find the word *longer*. Read the sentences together.
- On pages 4–5, ask: What is Juliet doing now? Look for the words *father* and *dog* in the text to confirm this. Read the sentences together. What do you think Juliet will try next?
- Follow this pattern for each page up to page 14, 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.
- Students discuss what they see in the illustration. Read the text together. Ask: What is Juliet going to knit next? Did you like the ending? Why? How would you read the sentence? What did you think of the way the long scarf was used in the end? How would you have used it?

After Reading

- Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- Is this a fiction or nonfiction book? How do you know?
 - Students re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to? How did they all feel at the end of the story?
 - Reread the story together, varying voices for the different characters.

Phonics

- Write the words *scab, scale, scarf, scone, scoop* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /sc /ab/. Demonstrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with /sc/ to write up on the board. Read them together, e.g. scan, scare, scalp, scar.
- Talk about words where gh sounds like /f/, e.g. *coughing* on page 11. Students say the word and think of more, e.g. laugh, tough, rough, trough, enough. Students make a gh /f/ web.

Word Study

- Talk about the words *ask, before, big, first, get, going, now, very*. 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 game in pairs. Discuss the meaning or use of each word in the book, e.g. *before* is the opposite of *after* on page 2.
- Find words with possessive apostrophes, e.g. *Juliet's scarf, Jane's horse, giraffe's throat/neck; elephant's trunk, horse's neck*. Students practise using these with a partner.
- Find the words *first* and *second* on pages 11 and 12. How many zookeepers were in the story? How many monkeys were in the story. What did they do?
- 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

- Practise re-reading the story with a partner (orally). Remember to use a variety of intonation and expression to make the characters sound interesting.

Writing

- Discuss the back cover and have students re-tell the story using these pictures.
- Students make a summary chart of the story answering the question words: Who? What? When? Where? Why? How? They label and illustrate, then share with the group.
- Demonstrate how to knit so that students could knit a square each to be made into a rug or for animals in shelters.

Lin's Bag

GOALS

Comprehension

Make connections: Students think about a time when something similar happened to them.

Vocabulary

Focus High-frequency Words: been, first, going, got, he, now, ran, them

Focus Content Words: bags, button, elevator, excited, friends, handbag, holiday, parents, tickets, time

Phonics

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

Words to Blend and Segment – pr: prank, press, prick, print, prune

Fluency

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

What can be learnt from this story?



Lin and her family are off to the airport after their holiday. But where are their bags and where is Dad?

Before Reading

- Ask: Has anyone been on holiday? What did you take? Listen to the title and the names of the author and illustrator. Have you read any other stories by Michelle Osment? (*Those Are Not My Beans*) Did you like it? Notice the apostrophe in the title showing the bags belong to Lin.
- Together look at the cover. Discuss what they see. Ask: What is Lin doing in the picture? Which are Lin's bags? Who do the other two belong to?
- Look at the back cover to discuss what students would take on holiday. Ask: Would the different things in the pictures fit into a bag or not?
- Help 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 in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bags, button, elevator, excited, friends, handbag, holiday, parents, tickets, time* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are Lin and her parents doing? What is Lin excited about? Find the words *elevator, excited* and *friends* to confirm. Read the sentences together.
- On pages 4–5, ask: What is Mum doing? What has she lost? Look for the words *handbag* and *tickets* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

After Reading

- Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- Where were the tickets? How did the family lose their bags in the elevator? Do you think this could be based on a true story? Why?
 - What type of genre is this story? Is this a fiction or a non-fiction book? How do you know? What is the difference?
 - Students think about a time when something similar happened to them. Share and discuss.
 - Reread the story together. Be aware of the punctuation marks and change voices for the characters and emphasis.

Phonics

- Write the words *prank, press, prick, print, prune* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *pr-ank, prank*. Read them together and talk about the meaning of each.
- Students look at the word *Lin's*. Why is the apostrophe there? Can you see any other words with a similar apostrophe showing something belonging to a character (possessive, Mum's bag on page 4). They make up other examples using their names. Where would the apostrophe go? List examples on the board for students to read.

Word Study

- Talk about the words *been, first, going, got, he, now, ran, them*. 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 game in pairs. Discuss the meaning or use of each word in the book, e.g. *ran* is the past tense of run on page 10.
- Look for contractions in the story. List them and their expanded forms and say what they mean, e.g. *that's, let's, I've, don't, didn't, you've*.
- Have students find the past tense to match the base verb, e.g. *press/pressed; open/opened; pull/pulled; smile/smiled; pick/picked; look/looked; squeeze/squeezed; close/closed*. They make these into a two-column chart to read. Talk about how some verbs already end in e, so you just add d to make the past tense. (*smile/smiled*)
- Together make a list of opposite words on the board, e.g. *up/down, opened/closed*. Read them together. Think of more opposites to add.
- On a piece of paper, 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 punctuation and change of characters. Students repeat. What can be learnt from this story?

Writing

- Students make a Who, What, Where, How chart to summarise the story. Say who the characters were, where the story took place, what happened and how it ended. They illustrate where possible and present to the class.
- Have students design and plan a model elevator using two cardboard cartons stuck together. They demonstrate how it works.

Miss Twinkle, You Are a Star

GOALS

Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss how the teacher is different on each page.

Vocabulary

Focus High-frequency Words: around, came, off, our, she, walk, well, went

Focus Content Words: cartwheels, circus, different, flips, spell, splits, star, stilts, teacher, toes

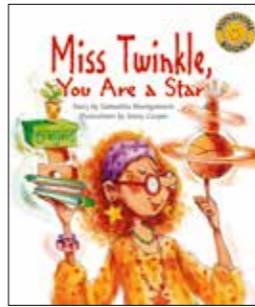
Phonics

Letters and Sounds: Recognise and produce words that end with -ell

Words to Blend and Segment: bell, fell, spell, tell, well

Fluency

Model fluent reading of a section of the text, emphasising the alliteration and descriptive words, for students to repeat. (e.g. stilts with stars)



Miss Twinkle is not at all like a normal teacher. Find out why.

Before Reading

- Listen to the title and the names of the author and illustrator. Ask: Have they read any other stories by Samantha Montgomerie? Did you like reading them?
- Together look at the cover picture. Students discuss what they see? Ask: What is Miss Twinkle doing in the picture? Why are her eyes closed? How would you describe Miss Twinkle? (stylish, colourful, interesting, clever) Is this a fiction or non-fiction 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 in this picture compared to the cover? What is Miss Twinkle doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Miss Twinkle or the children are doing on each page. Ask: Is Miss Twinkle a good name for her? Why? Bring words like *cartwheels, circus, different, flips, spell, splits, star, stilts, teacher, toes* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture. Ask: What is Miss Twinkle doing? (spinning) What are the children thinking? (Their teacher is different.) Find the word *different*. How does it start? Will it be a long or short word? Read the sentences together.
- On pages 4–5, ask: What is the child doing now? (spelling) Look for the word *spell* in the text to confirm this. Read the first sentence to check that *spell* makes sense. Ask: How is Miss Twinkle feeling? (happy) Find words in the text to confirm this. What words are in the speech bubble? How would she say them? Read the words together. Repeat the last sentence. Is this what other teachers usually say if you spell words correctly?
- Follow this pattern for each page. Discuss how the alliteration and descriptive parts help with reading the story. How do you use your voice for these parts? Have students discuss the illustration on page 16.

After Reading

- Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- Read the text together. Ask: What type of genre is this story? Did you like the ending? Why? How would you read the sentence on page 16? What does the exclamation mark mean? Would you like Miss Twinkle to be your teacher? How would you describe her?
 - Students re-tell the text using the pictures on each page as a guide. Discuss how the teacher is different on each page. How did they feel at the end of the story? Did they like the ending?
 - Discuss the back cover. Students practise re-telling the story to someone using these pictures.
 - Reread the story together. Use interesting voices as you read the descriptive words.
 - Talk about the meaning of “*Ta-da!*” Find interesting words in the story that are associated with a circus and with Miss Twinkle, e.g. *flips, stilts, splits, spins, glittery, tip-toe*. Have students listen to the sounds of the language as you say these words.
 - Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. e.g. on page 2 *our* is used instead of “the children’s”; *she* is used instead of “Miss Twinkle”; *other* is used instead of saying the teachers’ names; *you* is used instead of the child’s name. Students find other pronouns and explain their meaning.
 - Reread page 4, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, exclamation marks and speech marks.

Phonics

- Discuss the sounds of the -ell word ending. Write the words *bell, fell, spell, tell, well* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b /ell/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -ell to write up on the board. Read them together. (sell, dell, yell)
- Students test each other with “what am I” questions, e.g. I like to ring out. What am I? (bell)

Word Study

- Talk about the words *around, came, off, our, she, walk, well, went*. Read them together. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs. e.g. What word is the opposite of *he* or *on*? Discuss the meaning or use of each word.
- Find the present tense to match the base verb. e.g. leap/leaps; spin/spins; walk/walks; cry/cries; smile/smiles; shout/shouts; point/points. Make these into a two-column chart to read.
- 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.
- Have students make a st- web with words from the story, e.g. star, stilts, stand, starts.

Fluency

- Model fluent reading of a section of the text, emphasising the alliteration and descriptive words, for students to repeat.

Writing

- Have students develop a character web for Miss Twinkle. They can use descriptive words to describe how she looks, acts and teaches. They draw her, too.
- Students make a two-column comparison chart of their teacher and Miss Twinkle.

Monkey Finds a Phone

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.

Vocabulary

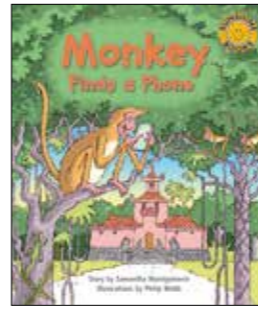
Focus High-frequency Words: all, ate, had, made, saw, went, with, yellow
Focus Content Words: bananas, castle, children, gold, idea, king, message, monkey, phone, slide

Phonics

Letters and Sounds: Recognise and produce words that begin with the same sound: wr /r/
Words to Blend and Segment: wrap, wreck, write, wrong, wrote

Fluency

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



Monkey gets up to mischief when he finds the king's phone.

Before Reading

- Together look at the cover picture. Discuss what students see. Ask: What is Monkey doing in the picture? What is he holding? How would you describe the monkey? (happy? friendly?) What do you see in the background? (A castle) Who do you think lives there?
- Read the title together. h
- Have students notice how /ph/ makes the /f/ sound. Read the names of the author and illustrator. Ask: Have they read any other stories by Samantha Montgomerie? Did you like reading them? Is this a fiction or non-fiction book? How do you know?
- Help students use the title and cover illustration to make predictions about the story. Ask: What is the same or different in the title page picture compared to the cover? What is Monkey doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Monkey, the king or the children on each page. Bring words like *bananas, castle, children, gold, idea, king, message, monkey, phone, slide* 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, look at the picture and ask: What is Monkey doing? Find the word *phone* to confirm. Have students find the words *king* and *grabbed*. Do these make sense?
- On pages 4–5, ask: What is Monkey's idea? Look for the word *message* in the text to confirm that he is writing a message. Read the first two sentences to check that the word *message* makes sense. What does the message on the phone say? Read it together. How is Monkey feeling and why? On the last line what is the word in bold? How do you read it? (with emphasis) Read the last sentence together. Ask: Do you think Monkey should be sending texts on the king's phone?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions for the ending, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentence?

After Reading

- Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- What type of genre is this story? Why might the author write this story? Why could it be a problem if monkeys take things in the real world? What sort of things might monkeys like the look of? (shiny things)
 - Students re-tell the text using the pictures on each page as a guide. What did Monkey and/or the king do on each page? Why do you think Monkey grabbed the phone to start with? Did he know what he was doing? How did everyone feel at the end? Did you like the ending? Why?
 - Discuss the back cover. Students order the pictures.
 - Reread the story together. Discuss how the repetitive parts help with reading the story. How do you use your voice for these parts? Feel the rhythm as you read repetitive parts.
 - Discuss the simile (a comparison using like or as) on page 7. *They swung like monkeys all day.* (comparing the children to monkeys) Find more similes in the text. (pages 11, 15)
 - Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. e.g. *he* on page 2 used instead of "Monkey". Have students find other pronouns in the book and explain their meaning. Discuss how the pronoun *they* changes in meaning on different pages. They refers to the monkey bars on page 6 and children on page 7.
 - Reread page 4, focusing on the punctuation. Discuss the purpose of the apostrophe, bold print and italics.

Phonics

- Write the words *wrap, wreck, write, wrong, wrote* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /wr/- ap, *wrap*. Students notice the silent w. Brainstorm more words starting with /wr/ to add to the list.
- Talk about ph for phone. Ph is another way of writing the /f/ sound. Brainstorm other words with ph to write on the board and blend, e.g. telephone, photo, pharmacy.

Word Study

- Read the words *all, ate, had, made, saw, went, with, yellow* together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book. e.g. *all* is used in *all the way to the top* meaning the pile of bananas went as high as the castle (page 10).
- Look at the word *castle*. Notice it has a silent t. Students think of other words like this. (thistle, listen, Christmas, whistle, fasten)
- 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

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

Writing

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.

Red's Kennel

GOALS

Comprehension

Identify the sequence of events: What happened first, next etc.

Vocabulary

Focus High-frequency Words: did, could, help, little, only, please, that, well

Focus Content Words: door, fur, garden, house, idea, kennel, nail, possum, wave, window

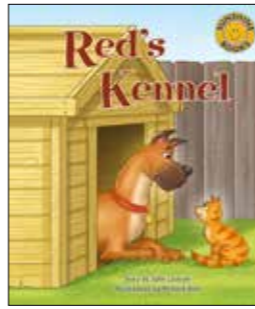
Phonics

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

Words to Blend and Segment: cannot, kennel, outside, possum, window

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?



Red is AJ's dog and he needs a new kennel as he grows bigger.

Before Reading

- Read the title. Have students notice the apostrophe in *Red's*. The kennel belongs to the dog called Red. Read the names of the author and illustrator. Have students think of other stories by John Lockyer. Ask for their opinion of them.
- Look at the cover picture. Discuss what they see. Ask: Why do you think the dog was called Red? What is Red doing in the picture? How would you describe the dog? Is this a fiction or non-fiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story. Ask: What will the story be about?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *door, fur, garden, house, idea, kennel, nail, possum, wave, window* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: Who are the characters in the illustration? Find the names *AJ, Dad* and *Red* to confirm. What are they looking at? Find the word *kennel* to confirm. How are they feeling about the kennel? (Look at their faces.) Who made the kennel? Read the sentences together. Ask: Why do you think the boy is called AJ? What could it stand for? What are your initials?
- On pages 4–5, ask: Who is in the kennel now? Look for the words in the text to confirm this. How is Red feeling? Look at his eyes. Does he want to chase a bird? What are Dad and AJ discussing? Read the words together. What is their good idea? (Make a door that only Red can open and not the other animals.)
- Follow this pattern for each page up to page 15. Review the predictions for the ending made earlier, then turn to page 16 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 the sentences. (Show how you would read in a laughing voice.)

After Reading

- Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- Students re-tell the story using the pictures on each page as a guide. What did Red, Dad and AJ do on each page? Why did all the animals come into the kennel to start with? How did Dad stop them? What happened to Dad? Why are they laughing at the end? How could Dad have changed the outcome or done things differently?
 - Have students identify the sequence of events: What happened first, next etc.
 - Look at the back cover. Tell the story from Red's point of view. Use the illustrations to help you.
 - Reread the story together.
 - Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 5, *he* used instead of "Red"; on page 14, *they* instead of "the boys". Students find other pronouns in the book and explain their meaning.
 - What can you say about the characters in the story? Make a Venn diagram to show similarities and differences between two of the characters.
 - Reread page 13, focusing on the punctuation. Show students the purpose of the question marks and model how your voice changes for a question.

Phonics

- Write the words *cannot, kennel, outside, possum, window* on the board. Blend and segment the words by saying and clapping the syllables as they are spoken, e.g. *ken-nel*. Find more words in the text to divide into syllables.
- Look at the words *laugh, laughing, laughed*. Write them on the board. Students notice the letters gh sound like /f/. (Enough is another similar gh example to note.)

Word Study

- Talk about the words *did, could, help, little, only, please, that, well* and read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Find the adjective *bigger* in the text on page 2. Explain that this is a comparative of big. Students think of other comparatives that can be used to describe something.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

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

Writing

- Have students draw and write about a place for a cat, bird or possum to stay in.
- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Students make a Problem/Events/Solution three-column chart about the story. They illustrate and share with the class.

Smile!

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: blue, don't, green, good, no, other, our, where

Focus Content Words: camera, class, children, front, middle, photo, short, smile, tall, teacher

Phonics

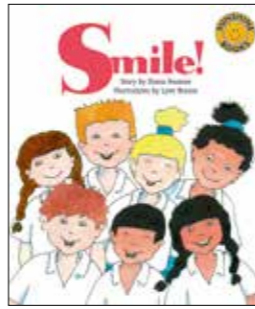
Letters and Sounds: Recognise and produce words that begin with the same sound:

ph /f/

Words to Blend and Segment: phew, phone, photo, photocopy, photograph

Fluency

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



It is time for the class photo but the photographer has never taken one before.

Before Reading

- Together look at the cover picture. Students discuss what they see. Ask: What are the children doing in the picture? Try to work out the title. Read the title together. Why are they smiling? Do you smile for photos? Have you had a class photo taken? Share experiences. Where did you sit or stand in the picture?
- Read the names of the author and illustrator. Have students read any other stories by Diana Noonan? (*So Many Seeds, Forts, Arches*) Did they enjoy them?
- 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 to Mr Man, Miss Snap and the children on each page. Bring words like *camera, class, children, front, middle, photo, short, smile, tall, teacher* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Miss Snap doing? Find the words *taking* and *photo* to confirm. What is she taking a photo of? Why does she look worried? Read the sentences together.
- On pages 4–5, ask: What are Mr Man and Miss Snap doing? Look for the words *fair, dark, back, middle, front* in the text to confirm this. Read page 4 to check the words make sense.
- On page 5, ask: How is Miss Snap feeling? What is she doing? Find words in the text to confirm this, e.g. *smile, camera, click*. Read the words together. Repeat the last sentence.
- On page 7 look at the illustration, ask: Do you think Miss Snap has some things to learn?
- Follow this pattern for each page up to page 14. Discuss how the speaking parts should be read. How do you use your voice for these parts?
- On page 16, have students discuss what they see in the illustration. Ask: How would you read the sentences? (Use emphasis for the exclamation mark.)

After Reading

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

- Why do you think the author wrote this story? Is this a fiction or non-fiction book? How do you know? What is the main idea or theme of the story? What can you say about class photographers? What do they need to know?
- Students re-tell the story using the pictures on each page as a guide. What did Miss Snap, Mr Man and/or the children do on each page? Why do you think Miss Snap sorted children that way to start with? Did she know what she was doing? How did everyone feel at the end of the story? Did you like the ending? Why?
- Discuss the back cover. How would you order the pictures?
- Reread the story together. Focus on the punctuation and show intonation and expression for the different characters.

Phonics

- Write the words *phew, phone, photo, photocopy, photograph* on the board to practise saying the words together as a group, e.g. /ph/ew/.
- Brainstorm other words with /f/ ph to write on the board. Read them together, e.g. phonics, phase, physics, pharmacy.

Word Study

- Talk about the words *blue, don't, green, good, no, other, our, where*. 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 game in pairs. Discuss the meaning or use of each word in the book, e.g. *don't* is short for do not on page 12.
- Students find words in the story that are opposites and explain their meanings, e.g. *back/front; tall/short; fair/dark*. Fill in a two-column chart to read. Think of more to add to the list.
- Discuss the words *back row, middle row* and *front row*. Miss Snap and Mr Man tried three ways of sorting the children. Summarise the information by matching the describing words showing hair colour, eye colour and height with back, middle and front, e.g. Back row – black hair; blue eyes; tall children and so on.

Fluency

- Choral reading with students pointing to the words as they are read. Take notice of the punctuation to make it more meaningful.

Writing

- Students make a problem/events/solution three-column chart noting the events in the story. They illustrate and label the chart, then use it to re-tell the story to the class.
- Help students to use a school digital camera to create photos of groups in the class for a school album. They learn how to handle a camera with care, how to line up the subjects, how to check the photos and print them. Create a digital and/or printed photo album. Share the album with the class.

The Thunder Giants

GOALS

Comprehension

Analyse the characters of Max, Billy and Samira. What can you say about each?

Vocabulary

Focus High-frequency Words: around, as, did, don't, her, saw, their, who

Focus Content Words: children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry

Phonics

Letters and Sounds: Recognise and produce words that start with the same sound:

/j/ soft g

Words to Blend and Segment: gentle, germ, giant, giraffe, gym

Fluency

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



Thunder and lightning in a storm can be scary but the children find a way to make it fun.

Before Reading

- Read the title and the names of the author and illustrator. Then read the title together. Ask: What could the title mean? Have you heard thunder? Does it sound like giants? Have you read any other stories by Samantha Montgomerie? Did you like reading them?
- Together look at the cover picture. Ask: What are the children doing in the picture? Is this a fiction or a nonfiction 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? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are the children doing? Find the words *classroom, lunchtime, drawing, splashed, outside, drummed* and *steady* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What are the children drawing? They heard a very loud thunder clap. Look for the words *castle, thunder* and *rattle* in the text to confirm. Read the words together. (Notice castle has a silent t.)
- Follow this pattern for each page up to page 15, 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 together. Ask: Did you like the ending? Why? How would you read the sentences?

After Reading

- Check on accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- How did the children cope with being scared of loud thunder? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
 - Analyse the characters of Max, Billy and Samira. What can you say about each?
 - Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and emphasise the descriptive words, e.g. *rumbled and rolled* on page 6.
 - Look at the back cover to discuss the fact about lightning and thunder.
 - Reread page 8, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.
 - What do you think the author's purpose was for writing the story?

Phonics

- Write the words *gentle, germ, giant, giraffe, gym* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *g-erm, germ*. Read them together and talk about the meaning of each. Think of more soft g words to add to the list. (genius)
- On page 4, find the word *went*. Students suggest other words that rhyme with *went*, e.g. bent, sent, rent, tent. Say the words together.

Word Study

- Talk about the words *around, as, did, don't, her, saw, their, who*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. *around* means going in a circle on page 12. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- Read the words *stomped and stamped* on page 12. Explain that this is an example of alliteration of st. In the description of Samira dancing, the author is helping you to create a picture in your mind as you read. Have students find more examples of alliteration.
- Who are the thunder giants? Students say what they do and list them. What makes the thunder? What is happening when it gets louder? (*bowling, cooking, dancing*) Find the interesting words the author used to describe these.
- Make a timeline of the weather growing in intensity, starting with the rain splashing, then drumming on to the thunder clapping and so on.
- What were the main things that Max didn't like when there was thunder? Make a web with Max in the middle and things like *windows rattled* coming out from the web.

Fluency

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

Writing

- Students make a setting, characters, problem, solution summary of the story. Under the four headings they label and illustrate the main points and use this to retell the story to the class.
- Students draw or paint what they think a thunder giant might look like.

The Town Fire Brigade

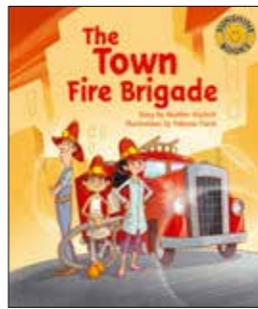
GOALS

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: here, into, little, open, ran, said, she, were
Focus Content Words: bakery, fire, firefighters, hole, ladder, roof, school, siren, station, town



The town fire brigade is made up of volunteers. They all have jobs to do but when there is a fire, off they go to help.

Phonics

Letters and Sounds: Recognise and produce words that begin with the same sound: br

Words to Blend and Segment: bricks, bridge, brigade, bring, brown

Fluency

Model fluent reading of a section of the text, emphasising the sound words, repetition and attending to punctuation, for students to repeat. (onomatopoeia)

Before Reading

- Ask: Has anyone seen a fire brigade in a small town? Usually the firefighters have other jobs but help when a fire alarm sounds. Read the title and the names of the author and illustrator.
- Together look at the front cover. Ask: What can you see? What are the firefighters doing? Can you see one winking? Why do you think that is?
- 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? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bakery, fire, firefighters, hole, ladder, roof, school, siren, station, town* into the conversation. Notice the sound words in the pictures. 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. Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the man on the bike doing? Find the words for the sound of the siren starting with /w/. Read them. Why is he biking? What was he doing before he started biking? Find the words *bakery, flour, van, tray* and *oven* to confirm. Look for the first sound, /b/. What else do you hear? *b-ake, bakery*. Make sure it looks right, sounds right and makes sense. Follow a similar process for other tricky words. Read the sentences together. Read the sound words in bold in the picture.
- On pages 4–5, ask: How did Mr Rowley get to the fire station? Read the sound words (*scoot scoot zoom*). Whose scooter did he take? How did the boy feel? Look at his face.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- On page 16, have 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.

After Reading

- Check the accuracy of students’ predictions. Invite them to discuss the story. Prompt if needed.
- Look at the back cover to re-tell the story using the pictures.
 - Identify the main idea of the story and the characters in it. What can you say about each one? Did they get along well? Did they have fun? What caused each of the fires? How did each firefighter get to the fire station?
 - Reread the story together. Change voices for the characters and emphasise the sound words in the art, e.g. *Woo-woo! Clippety Clop!* Tell students that this is *onomatopoeia*, words that sound like the sound of the thing they are referring to. Have students make a poster to illustrate some of the sound words as shaped words, e.g. *SLURP, Woosh* for the fire hose.

Phonics

- Write the words *bricks, bridge, brigade, bring, brown* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *br-icks, bricks*. Read them together and talk about the meaning of each. Students think of more br- words to add to the list, e.g. broom, brake, brand, brooch, brush.
- Find words in the story starting with cl-, e.g. *cleaning, clippety-clop*. Students think of more to add to the list. Read them together.

Word Study

- Talk about the words *here, into, little, open, ran, said, she, were*. 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 game in pairs. Discuss the meaning or use of each word in the book, e.g. *open* is the opposite of closed on page 14.
- Notice the way the firefighters call the animals when they escaped from the vet. What do they call the dog and cat? (*kitty, doggy*) What letter does the y sound like? (long /e/) Think of other animals to do this to, e.g. horse/horsey.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text, emphasising the sound words, repetition and attending to punctuation, for students to repeat.

Writing

- Have students make a cause-and-effect chart, e.g. Cause – left buns in oven; Effect – fire at bakery. Add all the incidents in the story. They illustrate where possible and share with a partner.
- Students make a story map covering the events in the story in order. They illustrate and label the story map, then use it to re-tell the story to the class.
- Find out about volunteer fire brigades that usually operate in rural or small town areas. Find out who the people are that put out the fires. Present your findings.

Different But the Same

GOALS

Comprehension

Discuss possible reasons for the author writing this text, i.e. showing how we all have similarities as well as differences.

Vocabulary

High-frequency Words: way, our, well, small, green, more, long, eyes

Content Words: brown, different, same, curly, wavy, respect, skin, freckles, colour, feelings

Phonics

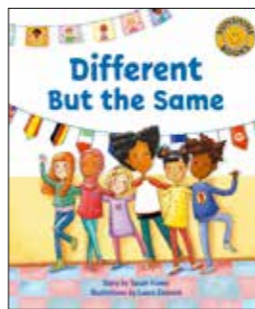
Letters and Sounds: Identify and produce rhyming words, e.g. inside/pride; me/be; day/away

Words to Blend and Segment: -ear; hear, wear, hearing, wears, bear, pear, footwear

Fluency

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

Ask: What can be learnt from this story?



The children in the classroom are different in lots of ways. But they all have the same feelings deep inside.

Before Reading

- Read the title and the names of the author and illustrator. Notice the opposites in the title. (*different/same*) Ask: What do they mean? How does the sound of the title set the scene for the story? What could the title mean? Have you read any other stories by Susan Frame? Did you enjoy them? Together look at the cover picture. Discuss what you see. Ask: 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? What is the girl doing? What do you think might happen in the story now?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *brown, different, same, curly, wavy, respect, skin, freckles, colour, feelings* into the conversation. Stop at page 23 and have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator together.
- Look at the picture on pages 2–3. Ask: What are the girls doing? What do you see in the classroom?
- Locate the tricky words *different, instance, straight* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Notice the rhyming words.
- Turn to pages 4–5. What is happening in the classroom now? Look for the tricky words: *brown, curly, wavy*, in the text to confirm. Read the words together. Notice the rhythm and the rhyming words.
- Follow this reading pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together noting the punctuation, rhythm and rhyme.
- 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 on page 24. 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 text.

- Who is telling the story? What does respect mean? Prompt if needed.
- Ask: 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. Review the events and talk about the main idea.
- Re-read the story together paying attention to punctuation marks, rhythm and rhyme.
- Look at the back cover. Discuss how these two boys are different or the same. Discuss how students are different from or the same as their friends.
- Re-read page 14 focusing on the punctuation. Focus on the purpose of the capital letters, full stops and exclamation marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.
- Discuss the possible reason for the author writing this text, e.g. showing how we all have similarities as well as differences. What can students learn from this story?

Phonics

- Write the words *hear, wear, hearing, wears, bear, pear, footwear* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *h-ear, hear*. Read them together and talk about the meaning of each. Think of more -ear words to add to the list, e.g. *wearing, pears, bears, ears*

Word Study

- Talk about the words *way, our, well, small, green, more, long, eyes*. 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 22 “*the way we dress*” means how we look or the style of dress.

Fluency

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

Writing

- Students draw a picture to illustrate a sentence from the story. They write the sentence under it and then read their sentence to a partner, e.g. Simon and Delilah both wear glasses (page 17).

Home/School Link

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

Learning Experience

GOALS

Comprehension

Discuss strategies for reading a play: Which words set the scene or explain actions? Which parts do characters read? Which parts does a narrator read? Predict what the play might be about.

Vocabulary

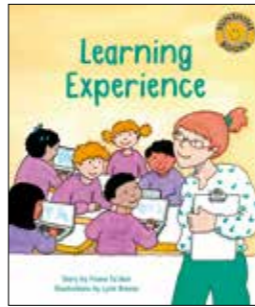
High-frequency Words: we're, two, well, take, much, thing/s, bad, I've
Content Words: game, yesterday, ready, learn/ing, class, office, test, group, solve, problem/s

Phonics

Letters and Sounds: Identify syllables in words and clap as they are spoken, e.g. learn-ing, ex-per-i-ence, un-us-u-al, did-n't, fin-ish-ing
Words to Blend and Segment: ow (long o): own, show, know, window, low, mow

Fluency

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



In this play, the children are in class waiting for their teacher. She is late so they practise being self-managers of their own learning.

Before Reading

- Read the title and the names of the author and illustrator to students. Read the title together. Ask: What could the title mean? Have they read any other stories by Feana Tu'akoi. Share their experiences.
- Look at the cover. Ask: What do you see? What is the setting? Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page. Ask: What do you see? These are the characters in the play. This is a drama. The characters are from the class on the cover. Read their names together.
- Discuss strategies for reading a play. Ask: Which words set the scene or explain actions? Which parts do characters read? Which parts does a narrator read? Predict what the play might be about.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *game, yesterday, ready, learn/ing, class, lessons, test, group, solve, problem/s* into the conversation. On page 21, 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 can you say about the class? Locate tricky words like *heard, finishing, hurry* to confirm. Break them into chunks or syllables, e.g. *fin-ish-ing*. Students should make sure the words look right, sound right and make sense. Read the sentences together for the reader/narrator and each character.
- On pages 4–5, ask: What is happening in the picture? Look for the words *yesterday, self-managers, ready, learning, usually* in the text to confirm. Discuss their meaning. Give examples of being *self-managers*. Read the words together.
- Review predictions for the ending made earlier, then turn to page 22 to reveal the ending.
- Have students discuss what they see in the illustration. Read the reader's text together. Ask: Did you like the ending? Why? On page 24, why are the children laughing?

After Reading

Invite students to discuss the text.

- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. Ask: What did the children do that would make Ms Crook feel proud? Review what the title "Learning Experiences" means now that you have read the play. Is it different to what you thought when looking at the cover at the beginning of the lesson?

Phonics

- Have students identify syllables in words and clap as you read them, e.g. *learn-ing, ex-per-i-ence, un-us-u-al, did-n't, fin-ish-ing*.
- Write the words *own, show, know, window, low, mow* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-ow, show*. Read the words together and talk about the meaning of each. Students think of more ow words to add to the list, e.g. *throw, tow, crow, blow*.

Word Study

- Talk about the words *we're, two, well, take, much, thing/s, bad, I've*. 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 memory game in pairs. Have students discuss the meaning or use of each word in the book.
- Students find the word *thought* on page 12. Together build a list of words with the letter cluster -ought, e.g. *bought, brought, ought*. Compare these words with *caught* on page 14. Students make a list of words with the letter cluster -aught.

Fluency

- Have students read the play as a Readers' Theatre together before taking character parts in groups. They act out the play in groups of eight. One student reads the directions.

Writing

- Students write a recount of times when they have been responsible, a self-manager or have solved problems. Remind them to edit their writing. They illustrate and share.
- Students make a setting, characters, problem, solution summary of the story. Under the four headings, they label and illustrate the main points and use this to re-tell the story.
- Brainstorm how the drama might continue. What happens next? Students write a new ending to the play. They say what happens after Ms Crook comes back. What learning will they do?
- Look at the back cover and talk about the differences between classrooms now and in the past.
- Have someone come to school to talk about school in the 1950s or visit a local museum that has memorabilia from that era. Students write a report about the visit. They illustrate and display their findings.

Home/School Link

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

Mr Bright, Turn Off the Lights!

GOALS

Comprehension

Re-tell the text using the pictures on each page. Discuss what the different characters said about Mr Bright's lights and how it made them and him feel. What can be learnt from this story?

Vocabulary

High-frequency Words: along, under, night, sleep, off, please, couldn't, because

Content Words: light, turn, complain, Mayor, flick, bright, dark, lighthouse, perfect, storm

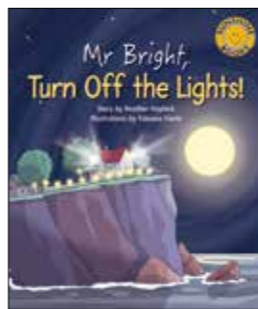
Phonics

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

Words to Blend and Segment: bright, light, night, lighthouse, right, tight, sight, fight

Fluency

Model reading part of the text, noting the punctuation, interesting words and change of characters, e.g. page 20. Make your voice sound different for the different characters. Students repeat.



Mr Bright loves lights but they are keeping his neighbours awake. How can everyone be happy?

Before Reading

- Read the title and the names of the author and illustrator. Notice the rhyme in the title. Read the title together. Ask: What could the title mean? Why would Mr Bright need to turn off the lights? How does the sound of the title set the scene for the story?
- Look at the cover. Ask: Could this be Mr Bright's house? 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. Ask: Who is this? What is he doing? What might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *light, turn, complain, Mayor, flick, bright, dark, lighthouse, perfect, storm* 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.
- Turn to pages 2–3. Ask: What is happening in the illustration? Locate the words *switched, cliff-top, cottage, flick, mirror* to confirm. Make sure the words look right, sound right and make sense. Discuss their meaning. Read the sentences together.
- Turn to pages 4–5. Ask: What do you see? Look for the words *twinkled, dangled, letterbox, runway* in the text to confirm. Read the words together. (Note the compound words and discuss their meaning.)
- Follow this pattern for each page up to page 23, using the illustrations, 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 together. Ask: Did you like the ending? Why? How would you read the sentences. Why did the characters say Mr Bright would be perfect? What did they mean?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: Why did the mayor write a grumpy letter? What is a grumpy letter? Do you think it was a good idea for Mr Bright to become a lighthouse keeper? Why? Which parts of the story were repetitive? How did they add to the story? Read them again.
- Re-tell the text using the pictures on each page. Discuss what the different characters said about Mr Bright's lights and how it made them and him feel. What can be learnt from this story? Record the re-telling for further reflection and discussion.
- Discuss and model how to identify the main idea of the story.
- Look at the back cover to discuss what students see. Discuss whether Mr Bright could be a lighthouse keeper today.
- Discuss the possible reasons for the author writing this text.

Phonics

- Write the words *bright, light, night, lighthouse, right, tight, sight, fight* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *br-ight, bright*. Read them together and talk about the meaning of each. Students think of more -ight words to add to the list, e.g. *might*.
- Build a list of words with the suffix -age, e.g. *cottage, sausage*. Read them together.

Word Study

- Talk about the words *along, under, night, sleep, off, please, couldn't, because*. 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. Discuss the meaning or use of each word in the book.
- Notice the bold print on pages 11 and 16. Ask: Why are the words printed in this way? How would we read these words?
- Students identify and build up a list of compound words from the story, e.g. *lighthouse, supermarket, ponytail*. They say what the two words mean individually and when combined.
- Find the word *complain* in the text. Ask: What other words can be made from *complain*? What does complain mean?

Fluency

- Model reading part of the text, noting the punctuation, interesting words and change of characters. Make your voice sound different for the different characters. Students repeat.

Writing

- Students make another page for the story telling what Mr Bright does in his lighthouse.
- Students write an advertisement for a job of their choice. They can use page 23 as a model.
- Students write a grumpy letter to the mayor complaining about something they aren't happy with. They can use page 12 to help them.

Home/School Link

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

Nervous Nellie

GOALS

Comprehension

Discuss possible reasons for the author writing this text.

Vocabulary

High-frequency Words: told, great, looked, find, school, think, still, away

Content Words: assembly, breath, nervous, nerves, bounced, flicking, freak, relax, confident, frightened

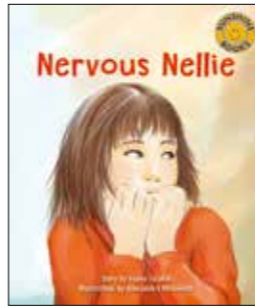
Phonics

Letters and Sounds: Recognise and produce words that have /er/ as in nerves

Words to Blend and Segment: nerves, nervous, never, writer, better

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.



Nellie has to introduce an important visitor at school assembly. She is surprised to find that the visitor is just as nervous about it as she is.

Before Reading

- Read the title and the names of the author and illustrator. Read the title together. Ask: What do you notice? Tell them that alliteration is a technique used to make writing sound good. What could the title mean?
- Look at the cover picture. Ask: How is Nellie feeling?
- Look at the title page. Ask: What is the same or different in this picture compared to the cover?
- Help students to use the title and cover illustrations to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *assembly, breath, nervous, nerves, bounced, flicking, freak, relax, confident, frightened* 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.
- Turn to pages 2–3. Ask: What is Nellie doing? Locate the words *hopeless, never, nerves* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- Turn to pages 4–5. Ask: What is Nellie thinking about? Why is she nervous about assembly? Look for the words *assembly, speaking, important*. Read the words together and read the page.
- 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 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: How did Nellie cope with being scared of talking at assembly? What would you have done in a similar situation? What type of genre is this story? Do you think it could be based on a true story?
- Ask: What do you think was the author's purpose for writing the story? Did you learn anything from the text?
- Analyse the characters of Nellie and Jason. Ask: What can you say about each? What is the same or different about them?
- Re-read the story together being aware of the punctuation marks. Change your voice for the characters and emphasise the descriptive words, e.g. *freaked out, cracked up*.
- Look at the back cover to re-tell the story using the pictures.
- Re-read page 22 focusing on the capital letters, full stops, speech marks and exclamation marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.

Phonics

- Write the words *nerves, nervous, never, writer, better* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *n-er-v-ous, nervous*. Read them together and talk about the meaning of each. Students think of more -er words to add.

Word Study

- Talk about the words *told, great, looked, find, school, think, still, away*. 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.
- Read the words *breathe* and *bluff* (page 6). Ask: What do they mean? Tell students this is another example of alliteration. The author is helping to create a mind picture as they read.
- On the board, list the things that Nellie tries out to overcome her nerves. Ask: Which ones do you think will work?

Fluency

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

Writing

- Students make a time line showing the things Nellie tried. They illustrate and label it.
- Students use the flash cards. They make clues for the words and make a crossword for a partner to solve.
- Students make a setting, characters, problem, solution summary of the story. They label and illustrate the main points and use this to re-tell the story to the class.

Home/School Link

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

Shooting for the Stars

GOALS

Comprehension

Re-tell the text using the pictures on each page. Discuss what the different characters said about choosing Mia to be the spaceship pilot and how it made her feel.

What can be learnt from this story?

Vocabulary

High-frequency Words: end, best, ever, said, out, before, need, their

Content Words: show, space, aliens, spaceship, stars, shooting, pilot, dance, planet

Phonics

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

Words to Blend and Segment: sh: show, she, shooting, showed, spaceship, rushed

Fluency

Model fluent reading of a section of the text using intonation for students to repeat. On pages 8 and 22, notice how you say the alliterative words (twisted and twirled)



Martina wants her end of year show to be the best one ever. She also wants to make sure that Mia, who uses a wheelchair, can join in.

Before Reading

- Look at the cover together. Ask: What is happening? What do you notice about the girl? What do you notice about her wheelchair? Explain that Mia is on the stage performing in a show. Even her wheelchair has a costume.
- Read the title and the names of the author and illustrator. Ask if students have read any other stories by Samantha Montgomerie. Ask if they liked reading them.
- Look at the title page illustration. Ask: What is the same or different about this picture compared to the cover? How does Mia look? Help students to use the title and cover and title page illustrations to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening with the class and Mia on each page. Bring words like *show, space, aliens, lasers, spaceship, stars, shooting, pilot, dance, planet* 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.
- 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: What are the class doing? Find the words *Martina, planning, excited*. Discuss their meaning. Who is Martina? What is she thinking about? Read the page together.
- Turn to pages 4–5. Ask: What do you see? What do you think she is talking about? Find the words *space, loved, aliens, flashing* and *world* in the text to confirm this. Discuss their meaning. 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.
- Discuss what is happening in the illustration. Read the text together. Ask: How would you read the last two sentences? How are the girls feeling? Why did Martina say “It was out of this world”? What does that mean? Who else said those words? (Miss Lee on page 4.)
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: How would you describe Mia? How would you describe Martina and Miss Lee?
- Re-tell the text using the pictures on each page. Discuss what the different characters said about choosing Mia to be the spaceship pilot and how it made her feel. Ask: What have you learnt from this story?
- Look at the back cover. Talk about how Mia is feeling on these pages from the story. Why is she feeling this way?

Phonics

- Write the words *show, she, shooting, showed, spaceship, rushed* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-ow, show*.
- Brainstorm other words with sh as in *show* to write on the board. Read them together, e.g. *shout, share, shop*.
- Look for words with oo in them, e.g. *shooting, looking*. Notice there are two different sounds for oo. Build two separate lists for the two sounds. Use words like *moon, stood, looped, took, looking, soon*. Read the lists as a class.

Word Study

- Talk about the words *end, best, ever, said, out, before, need, their*. 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 spelling or memory game in pairs. Discuss the meaning or use of each word in the book. Make sentence strip definitions to match to the words. Convert these into a crossword puzzle for others to do.
- Look at the words *best* on page 2 and *worst* on page 8. Ask: What do they mean? Explain that they are superlatives for the adjectives *good* and *bad*. What is the superlative for *great*? Do the same for other adjectives, e.g. *small, big, long, dark, tall*. Add the comparatives. Build a three-column chart for the adjective, comparative and superlative.

Fluency

- Model fluent reading of a section of the text using intonation for students to repeat. On pages 8 and 22, notice how you say the alliterative words (*twisted* and *twirled*).

Writing

- Students make a time line noting the events in the story from Mia’s point of view. They illustrate and label it, then use it to re-tell the story to the class pretending they are Mia.
- Students draw a picture from the story. They find a matching sentence, write it and read it to a partner, e.g. It felt like the worst show ever for Mia (page 8).
- They write instructions for converting Mia’s wheelchair into a spaceship. They include some of the words: first, next, then, last. They can use page 18 to help.
- In groups students write a script for the play. They list the cast and the scenery. They write parts for the characters to say and act it out to another group.

Home/School Link

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

Why Poppy Needs Another Holiday

GOALS

Comprehension

Analyse the characters of the aunts and Poppy. Ask: What can you say about each character?

Vocabulary

High-frequency Words: why, say/s, other, first, never, keep, didn't, another

Content Words: holiday, aunt/s, Mercedes, Ferrari, carrot, museum, swimming, baking, flowers, busy

Phonics

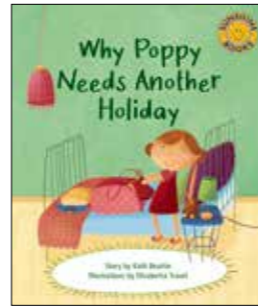
Letters and Sounds: Recognise and produce words that have the long a sound (a_e)

Words to Blend and Segment: make, bake, cake, race, wave, lemonade

Fluency

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

Make your voice sound different for the different people. Students repeat.



Poppy's aunts like doing lots of different things. Poppy needs to find a way to enjoy her holiday without getting tired out.

Before Reading

- Look at the back cover. Discuss what students like to do on holiday. Read the title and the names of the author and illustrator. Read the title together. Ask: What could the title mean? Why might Poppy need another holiday?
- Together look at the cover. Discuss what they see. Ask: Who is this? What is she doing? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help 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 in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *holiday, aunts, Mercedes, Ferrari, carrot, museum, swimming, baking, flowers, busy* 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.
- Look at pages 2–3. Ask: What is Poppy doing in the pictures? (Asking her Mum if she can stay with her aunts in the holidays. Poppy calling her aunts who say yes.) Locate the words *holiday, aunts, Mercedes, Ferrari* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Ask: Why are the aunts named after famous cars?
- Turn to pages 4–5. Ask: What is happening here? Look for the words *museum, gingerbread, ourselves* in the text to confirm. Read the words 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 together. Ask: Did you like the ending? Why? How would you read the sentences. What was the last thing the aunts did with Poppy? What made Poppy so exhausted?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: Do you think it was a good idea for Poppy to have a holiday with her aunts? What would you have done in a similar situation? Why did Poppy pick flowers for her aunts? What type of genre is this story? Do you think it is based on a true story?
- Re-read the story together. Be aware of the punctuation marks. Change your voice for the characters and make your voice sound excited.
- Analyse the characters of the aunts and Poppy. What can students say about each character?

Phonics

- Write the words *make, bake, cake, race, wave, lemonade* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *m-ake, make*. Read the words together and talk about the meaning of each. Think of more a-e words to add to the list, e.g. *rake, lace, take*.
- Notice the word *so* in bold print on page 20. Ask: Why is it bold? Read the sentence together emphasising *so*. Then read it again without the emphasis to hear the difference.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *lem-on-ade, hol-i-day*. Together look for one-syllable words in the book to clap, e.g. *aunt, cake*. Have students find and clap two-syllable words, e.g. *Pop-py, swim-ming*.

Word Study

- Talk about the words *why, say/s, other, first, never, keep, didn't, another*. 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.
- Students draw a picture from the story. They find a matching sentence in the story and write it and read their sentence to a partner.

Fluency

- Model reading part of the text, noting the punctuation and change of characters. Make your voice sound different for the different characters. Students repeat after you.

Writing

- Students make a story map of all the places Poppy went on the holiday. They label and illustrate their story map and share with the group.
- Students write a story about where they would like to go for a holiday and why. They illustrate and share.
- Students re-read page 24. They write a story about where Poppy might go for her next holiday.

Home/School Link

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