

# Making Cakes

## GOALS

### Comprehension

**Making connections:** Ask students if they have ever helped with baking? What did they make? Discuss colour words.

### Vocabulary

**High-frequency Words:** I, said, the, a, he, she, made

**Content Words:** red, baker, yellow, cake, hat, cup, blue, green, plane, boot, pink, brown, cow, birthday, firefighter, mistake

### Phonemic Awareness

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

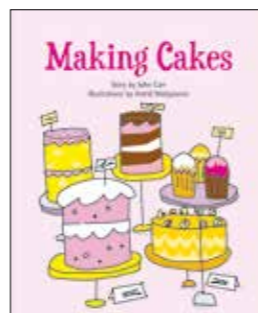
### Phonics

**Letters and Sounds:** p

**Words to Blend and Segment:** cup, pup, tap, gap, cap

### Fluency

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



The bakers make their cakes in different shapes and colours.

## Before Reading

- Read the title. Discuss the meaning of making cakes. Then reread the title. Read the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is in the picture. Look at the title page illustration. Ask: Who could this be? What is he doing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the colours on each page and find the matching colour words, e.g. on pages 2–3 discuss the colours of the baker and the cake. Find the words *red* and *yellow*, then discuss the shape of the cake. Find the word *hat*. Continue through the story in this way. On page 13 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On pages 2–3 review the colours and shape and read the words.
- Notice the speech marks on page 3. Students change their voices for the baker.
- Follow this pattern for each page up to page 13, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have the students discuss what they see in the illustration. Read the text together and 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? Did they expect this to happen? On page 16 how are they feeling?
- On page 15 have students notice the sound words. Discuss how to say these with emphasis because there are exclamation marks. Listen to the sounds they make. Ask: What makes a squirt sound? What makes a splash sound? Finally what makes a splosh sound in the picture?
- Reread the story together. Notice the pronouns *he/she*. Talk about the meaning of *he/she* and who the word is referring to on each page.
- Ask students to retell the story using the pictures on each page as a guide.

## Phonemic Awareness

- Recognise and produce words that end with the same sound: /p/ Students listen to and hear the sounds in *cup*, /c/ /u/ /p/. They say them separately, then blend together slowly.
- Emphasise the final /p/ in *up*, *pup*, *gap*, *cap*. Students repeat. They think of other words that end in /p/ to say, e.g. *trip*, *clip*, *nap*, *rap*.

## Phonics

- Discuss the name and sound of the letter p. Write cvc words *cup*, *pup*, *tap*, *gap*, *cap* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for *c*, *u*, *p*, touching them as the sounds are made for the word *cup*.

## Fluency

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

## Word Study

- Talk about the words *made*, *said*, *he*, *she*, *a*, *the*. Print two sets of the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text. Play a game matching the words that are the same.
- On a piece of paper, have students draw a picture from the story. They find and write the words in the story and then read their sentence to a partner.
- Make a two-column chart with the baker on one side with the colour and shaped cake on the other side, e.g. red baker on one side with yellow hat cake matching on the other. Students can retell the story using their chart.

## Writing

- Have students write a new story about *Making Cakes*. They draw a cake first, then write the story. They can use a different colour and shape, e.g. “*I made a purple boat cake,*” *I said*. Students 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.

# My Salad Garden

## Goals

### Comprehension

**Making connections:** Ask students if they have ever helped with a garden? What did they grow? How did they help?

### Vocabulary

**High-frequency Words:** my, I, a, the, we, and, want, in, first, must, me, will, this, to, it, is, came, from

**Content Words:** gardener, salad, plants, garden, dig, grow, dad, helps, plant, lettuces, rows, cucumbers, seeds, tomatoes, water, sun, green, red, time, pick

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. gar/den.

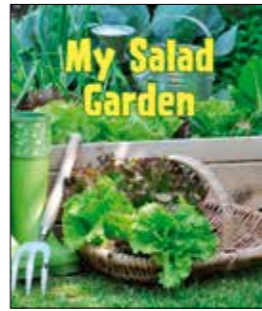
### Phonics

**Letters and Sounds:** st

**Words to Blend and Segment:** stop, step, stuck, stack, stem

### Fluency

Practise rereading the text orally with a partner.



A girl plants seeds to make a garden of salad vegetables.

### Before Reading

- Ask students if they have ever helped with a garden? What did they grow? How did they help?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Ask: What might grow in a salad garden? Have they ever eaten salad? Do they like it? Discuss if this will be a fiction or nonfiction text?
- Read the title page together. Talk about what vegetables are in the photograph of the salad.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask what they think might happen at the end of the text.

### Reading the Text

- Read the cover and the title page together. On page 2 discuss what salad plants this gardener wants to grow, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what the different stages are for making a garden and finally reaping the rewards before reading each page.

### After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss page 16. How does the girl look? (proud and happy) What could she be thinking? (Wow, I grew these yummy vegetables.) Ask: Would you like to grow your own garden?

### Phonemic Awareness

- Students identify syllables in words and clap the beats as they are spoken, e.g. gar/den (2), to/ma/toes (3), plant (1)

### Phonics

- Recognise and produce words that begin with the sound /st/to practise blending and segmenting the sounds together as a group, *stop, step, stuck, stack, stem*, e.g. /st/ /o/ /p/, *stop*.
- Use alphabet letter cards to illustrate the sounds and have students touch the letters as the sound is made for each. (/s/ /t/ combine to make the blend /st/.)

### Word Study

- Talk about the words *first, this, must, came, will, from*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of the first thing to do to make a garden. They write the matching sentence from the text, e.g. First, I must dig the garden.

### Fluency

- Practise rereading the text orally with a partner.

### Writing

- Have students write the instructions for making a salad garden, e.g. First dig the soil. Then plant the lettuce plants. Then plant the cucumbers, and so on.
- Students write a new text about growing a fruit salad in the garden. They follow the sequence of the text, write the text and illustrate it. e.g. We plant an apple tree. We plant a pear tree.

### Home/School Link

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

## So Many Seeds

### GOALS

#### Comprehension

Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Nonfiction is true and informs). Connect to prior knowledge. “Have you ever eaten seeds? Name some seeds.”

#### Vocabulary

**High-frequency Words:** a, are, can, eat, go, here, in, of, so, some, the, there, they, we

**Content Words:** bird, bottle, bowl, bread, cake, cracker, cup, feeder, garden, grinder, grow, jar, lots, nut, sandwich, sauce, seeds, soup

#### Phonemic Awareness

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

#### Phonics

**Letters and Sounds:** th (voiced)

**Words to Blend and Segment:** them, then, this, there, that

#### Fluency

Choral reading with students pointing to the words as they are read. Notice the parts that repeat.



Here are just some of the seeds that we have in our diet.

### Before Reading

- Connect to prior knowledge, ask: Have you ever eaten seeds? Name some. Read the title to students and then read it together. Discuss the meaning of *many*.
- From the cover image and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs).
- Read the title page together. Talk about what students see in the picture. Ask: What seeds do you see? Are these seeds you might eat?
- Talk/walk through the pictures. Students discuss what they see on each page. Before turning to page 16 ask them what they think will be on the last page.

### Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: Could we eat these seeds? Which word says *eat*? How would *eat* start? Find the word that begins with e, then read the word together, pointing to it as it is read.
- Follow this pattern for each page discussing the different ways the seeds are presented, then looking for the initial letter of the key words before reading each page.
- Turn to page 16, read the text and discuss the ending. Ask: Is this a good ending? Why?

### After Reading

Invite students to discuss the information. Prompt if needed.

- On pages 9 and 10 ask: What seeds have been used to make sesame oil and peanut butter? What has happened to the seeds before you buy the products?
- Discuss the ending. Ask if students eat lots of seeds. Which items of food in the book have they eaten? They illustrate and label these.

### Phonemic Awareness

- Recognise and produce words that begin with the same sound: /th/ (voiced). Students listen for the /th/ sound as you say the words, then they repeat. e.g. *them, then, this, that, there*.
- Together think of more words beginning with the voiced /th/, e.g. these, those, though.

### Phonics

- Recognise words that begin with the digraph /th/ (voiced). Tell students that a digraph has two letters that make one sound.
- Write the cvc words *them, then, this, that, there* on the board to practise blending and segmenting the sounds together as a group, e.g. /th/ /e/ /m/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

### Word Study

- Talk about the words *here, they, are, some, there, eat, so, go*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read the words in the book.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *grinder, bird feeder, nut cracker*. Discuss other new vocabulary and meanings.
- On a piece of paper, students draw a picture of one of the photographs in the book. They write the matching sentence from the text, e.g. page 15, *Here are some seeds. They go in soup.*

### Fluency

- Choral reading with students pointing to the words as they are read. They notice the parts that repeat and how these help with reading the text.

### Writing

- Students make a word web to show the different things they can eat that contain seeds. They write the word *seeds* in the middle of the web and have the different foods branching out from it. They can illustrate the foods and retell the story using the web.
- Have students write a new text using the pattern of the text, e.g. Here are some seeds. They go in a smoothie. They write the text and illustrate it.
- Students make a chart to show seeds that we eat and those that we do not eat. e.g. Acorns are seeds of the oak tree. We do not eat them. We do eat pea seeds. The chart can be illustrated and shared with the class.

### Home/School Link

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



# A Berry Big Family

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** blue, but, eat, like, look, red, will, you

**Focus Content Words:** berries, fruit, jam, pie, sauce, sick, small, smoothie, sour, stone

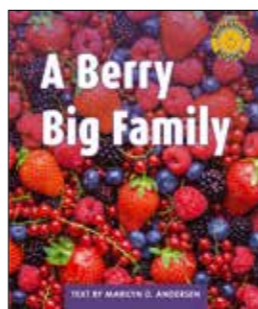
### Phonics

**Letters and Sounds:** Plurals – recognise and produce words that end with the same sound: /s/

**Words to Blend and Segment:** berries, jams, leaves, pies, sauces

### Fluency

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



Berries grow over most of the world and there are favourite ones in different countries.

## Before Reading

- Help students to use the title of the book and cover illustration to make predictions about the text. Notice the use of *Berry* in the title.
- Read the title and then read it together. Ask: What could *berry big* mean? (a play on words for very big) There are many different berries. Which berries do you like to eat? Discuss what students see in the pictures on the cover and title page. Notice the variety of berries. Who wrote the text?
- Students tell if this is fiction or non-fiction and explain how they know.
- Help students use the title and cover illustration to make predictions about the text. They read the title and the table of contents to get an idea of what the text will be about.
- Talk/walk through the pictures. Have students notice the colours of the berries. Discuss what they see on each page. Bring words like *berries, fruit, jam, pie, sauce, sick, small, smoothie, sour, stone* into the conversation.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What berries are in the picture? Do you like these? Look for tricky words, e.g. *everywhere, Antarctica, world, centre, fruit*. Break the words into chunks or syllables, e.g. *An-tar-tic-a*. Then read the text together pointing to the words as they are spoken. Ask: Have you eaten *raspberries* or *cranberries*? Notice that they both end in the word *berries*.
- On pages 4–5, discuss the pictures. Ask: Which do you like best? Find the words *yummy, sauces* and *delicious* in the text. Talk about the meaning of these words and the chunks that make them up, e.g. *de-lic-ious*. Note the pronunciation is different to how the word looks. Note the c in *sauc* sounds like /s/. Read the words together.
- Follow this pattern for each page discussing the pictures, what the different berries are, where they come from or what they are made into before reading each page.

- Students use the index to find information about raspberries.

## After Reading

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

- Students re-tell the text using the pictures on each page as a guide. They discuss the ending and what berries taste like.
- What do you think the author's purpose was for writing the book? What have you learnt from this book? How many countries do berries grow in?
- Students look at design of the page numbers and discuss what effect this has on the book.
- On the back cover, students match the berries to their names. They say the name of the berry, then look for beginning letters to match. They are all compound words and all end in *berries*.

## Phonics

- Write the words *berries, jams, leaves, pies, sauces* on the board to practise blending and segmenting together as a group, e.g. *berr-ies, berries*. Brainstorm more plural words to add to the list. (stones, places) Have students notice that words that end in y change to ies for the plural.
- Students identify syllables in words and clap as they are spoken, e.g. *smooth/ie*. They find one-syllable words in the book to clap, e.g. *small, fruit*. Have students clap two-syllable words, e.g. *Swe/den, peo/ple*.

## Word Study

- Talk about the words *blue, but, eat, like, look, red, will, you*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context. Play a spelling game with them.
- Students make a berry web showing the different kinds of berries. They illustrate and label them.
- Organise for students to survey members of the class to see what berries they like best. They turn the results into a graph to share.
- In pairs, students copy or trace a map of the world and indicate where the different berries grow. They write the words and illustrate to share with the class.
- Have students make a flow chart summarising the different steps needed to make a berry smoothie. They illustrate and label the process.

## Fluency

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

## Writing

- Students draw a picture of one of the berries in the book. They write the matching sentence from the text and share this with a partner.
- In pairs, students make up a recipe using berries, e.g. berry ice cream, sauce or jam. They list and illustrate the ingredients and the step-by-step method.

## How Does Your Snack Grow?

### GOALS

#### Comprehension

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

#### Vocabulary

**Focus High-frequency Words:** come, from, has, how, like, where, yellow, your

**Focus Content Words:** apple, banana, carrot, chickpeas, grapes, hummus, popcorn, raisins, snack, sunflower

#### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. hum-mus

**Words to Blend and Segment:** apples, bananas, chickpeas, popcorn, raisins

#### Fluency

Model fluent reading of a section of the text, including how to read questions, for students to repeat.



See how children eat different snacks and find out how their snacks are grown.

### Before Reading

- Talk about what snacks students like to eat. Read the title and author to them and then read the title together. Ask: What snack did you eat today? Do you know how your snack grows? Discuss what students see in the pictures on the cover and title page. Look at the back cover.
- Ask: Which are your favourite snacks and why? Do you know how any of these grow? Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true)
- Students read the title and table of contents and the illustrations to give an idea of what the text is going to be about.
- Talk/walk through the pictures. Notice the colours of the different snacks. Discuss what the snack is on each page and how it is grown. Bring words like *apple, banana, carrot, chickpeas, grapes, hummus, popcorn, raisins, snack, sunflower* into the conversation.
- Before turning to page 16, ask students how they think the text might end.

### Reading the Text

- Read the cover and title page together. On pages 2–3, ask: what are the two snacks? Look for tricky words like *hummus* and *carrot*. Break the words into chunks or syllables, e.g. *hum-mus*. Talk about where carrots grow. Read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Find the words *chickpeas* and *hummus* in the text. Talk about where chickpeas grow and what they are used for. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different snacks are before reading each page.
- On page 16, have students look at the index and find the page where there is more information about raisins. They ask a partner questions about the index, e.g. What page is popcorn on?

### After Reading

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

- Students re-tell the text using the pictures on each page as a guide. They discuss how each snack is grown.
- Discuss the ending and what a snack is. Who is the author? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Have students look at the design on the page numbers. What is it? What does this feature add to the book?
- Students make a chart summarising the snacks in the text and where they come from or grow. They label, illustrate and share with the class.

### Phonics

- Write the words *apples, bananas, chickpeas, popcorn, raisins* on the board to practise blending and segmenting the syllables as a group, e.g. *ap-ple, apple*. Together find more words in the text to break into syllables, e.g. *carrots, sunflower, chickpeas*.

### Word Study

- Talk about the words *come, from, has, how, like, where, yellow, your*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book. Discuss their meaning in context. Photocopy multiple sets of the flash cards and play a spelling game with students.
- On a piece of paper, students draw a picture of one of the snacks in the book. They write the matching sentence from the text.
- Discuss words that are a simile (a comparison using like or as) on page 10, *The corn plants grow tall like grass*. This sentence compares the corn plants to tall grass. Students make up their own similes, e.g. My snack is as tasty as ice cream.
- Have students find words in the book that end with ck /k/ (*snack, chick*). They think of more words ending with ck, e.g. back, crack, track, kick. They make a /ck/ web and say the words and illustrate where possible.
- Have students make the life cycle of one of the snacks. Use the apple (page 15) or carrot (page 3) for a model or to copy.

### Fluency

- Model fluent reading of a section of the text, including how to read questions, for students to repeat.

### Writing

- Have students discuss the benefits of growing their own snacks. Who benefits from this? What could our families grow or prepare? They write their thoughts, then illustrate them before sharing with a partner.
- Have students write a new text using the pattern of the text, e.g. *I like grapes. Grapes grow on vines*. They illustrate and share this with a partner.
- Students grow some snacks at school, e.g. carrots, corn. They track the progress from garden to plate. They keep a diary with photos or illustrations each week.

# Ruby Is a Beekeeper

## GOALS

### Comprehension

Discuss the possible reasons for the author writing this text, e.g. passion for bees; to share information; to stimulate interest.

### Vocabulary

**Focus High-frequency Words:** call, eat, get, her, made, new, take, want

**Focus Content Words:** beekeeper, bees, hives, honey, hood, smoke, sting, suit, swarm, wood

### Phonics

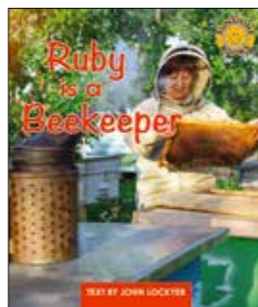
**Letters and Sounds:** Recognise and produce words that have the same sound:

x /ks/

**Words to Blend and Segment:** box, fox, index, wax, x-ray

### Fluency

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



Ruby loves her bees and the honey they make. See what a beekeeper does.

## Before Reading

- Ask students what they know about bees. Discuss what they see in the pictures on the cover. Ask: What would a person who looks after bees be called? Look at the title. Read the title together. Who wrote the text? Have you read other stories by John Lockyer? (*Beaks, The Family That Shared*) What do you think this book will be about?
- Talk/walk through the pictures. Notice the various activities Ruby does. Discuss what students see on each page. Bring words like *beekeeper, bees, hives, honey, hood, smoke, sting, suit, swarm, wood* into the conversation. How do you know that this book is non-fiction?

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photo? What is Ruby doing? Look for tricky words like *beekeeper, hives, wood, many, honey*. Break the words into chunks or syllables, e.g. *bee-keep-er*. Then read the text together, pointing to the words as they are read and making sure they make sense, sound right and look right.
- On pages 4–5, ask: What do you see? Notice her special suit. Why would she wear this? Look in the text for clues. (Elicit – to avoid bee stings) Share students' experiences of bee stings. Why do you think Ruby sends smoke into the hives? (Smoke makes them sleepy and stops them stinging.) Find the tricky words, *special, suit, hood, doesn't, sting, blows, smoke, sleepy*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what Ruby or the bees are doing and any tricky words before reading each page.
- Students look at the index and find the page where there is more information about nectar? They ask a partner questions about the index, e.g. what page is *swarm* on?

## After Reading

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

- What is a beekeeper's *hood*? (page 4) What is a *swarm*? (page 6)
- Discuss the ending and what being a beekeeper means. What have you learnt from this book?
- Discuss the possible reasons for the author writing this text, e.g. an interest in bees; to share information; to stimulate interest.
- Students re-tell the text using the pictures on each page as a guide. They discuss the things Ruby has to do as a beekeeper.
- Model how to identify the main idea of the text. Find the main idea of each chapter first, then see where there is a common theme. This will give the overall main idea of the text.
- What shape are the designs on the page numbers? What effect has the designer had on the book by adding these? Why did they choose this shape? (honeycomb/hexagon shape)
- Read and discuss the fact on the back cover together. What does this mean for all plants? Who will be affected? What needs to happen to save the plants in the food chain?

## Phonics

- Write the words *box, fox, index, wax, x-ray* on the board to blend and segment and say them as a group, e.g. *b-ox, box*. Brainstorm more words that have x, e.g. *mix, mixed, mixing, mixes, fix*. Notice an e is added before s when the word ends in x, e.g. *fixes*.
- Find words in the text with the long ee sound to repeat. Students make a web of these and illustrate where possible, e.g. *bee, beekeeper, sleepy, cheese, eat*.
- Have students think of words that use bee as a base, e.g. *eg beekeeper, bee hive, bee sting, swarm of bees, honeybee, bumble bee*.

## Word Study

- Talk about the words *call, eat, get, her, made, new, take, want*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Have students look for compound words in the text, e.g. *beekeeper, honeycomb*. List the two words and then the compound word on the board along with the meaning. Add any other compound words students know to the board.

## Fluency

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

## Writing

- Students write about their favourite way of eating honey. They could create a recipe that uses honey in it. This could be a class project.
- Students make a model using a repeated hexagon shape. They plan it on paper first.
- Have students work collaboratively to design a poster showing the importance of bees. They investigate what bees do to ensure plants grow. They label and illustrate and share with the class.



# Salt of the Earth

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference? Make predictions about the story from the title and front cover illustration.

### Vocabulary

**Focus High-frequency Words:** can, good, make, not, out, put, some, when

**Focus Content Words:** animals, body, eggs, farmers, meat, popcorn, salt, sweat, taste, water

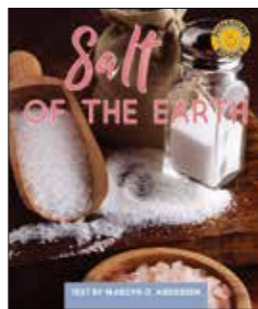
### Phonics

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

**Words to Blend and Segment:** sweat, sweep, sweet, swing, swim

### Fluency

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



Salt is a important for how our bodies work.

## Before Reading

- Ask: What do you see on the cover picture? What do you know about salt? Discuss the different types of salt on the cover. (sea salt flakes, rock salt, table salt)
- Read the title to students and then read it together. Predict what the text might be about. Ask: Is this a fiction or non-fiction book? How do you know? What is the difference? (Fiction is not true and non-fiction may have photos.) Flick through the pages to check.
- Students read the title and the table of contents to give an idea of what is in the text.
- Talk/walk through the pictures. Discuss the ways salt is used or what is happening to the salt on each page. Bring words like *animals, body, eggs, farmers, meat, popcorn, salt, sweat, taste, water* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. Ask: What is happening to the salt in the photo on the Contents page? On pages 2–3, what are the different foods that have salt on them? Students look for tricky words like *better, popcorn*. Break the words into chunks or syllables, e.g. bet-ter. Students read the text together pointing to the words as they are read.
- On page 5, discuss the pictures and whether students can see the salt or not. Find the words *can* and *can't* in the text. Talk about their meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures, what the different foods or uses of salt are before reading each page.
- On page 16, have students look at the index and find where there is more information about meat. They ask a partner questions about the index. e.g. What page is popcorn on?

## After Reading

Check on the accuracy of students' predictions made at the beginning. Invite them to discuss the information. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. Discuss the ending. Is salt good for us or not? Why do we need some salt?
- Why do you think the author wrote the book? What have you learnt? How much salt is enough for us? How much is too much?
- Read the fact on the back cover. Link it to the text and pictures on pages 10–11. Have a discussion on preserving fish and meat using salt.

## Phonics

- Write words *sweat, sweep, sweet, swing, swim* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sw-eat, sweat*. Brainstorm more words with *sw* to add to the list. e.g. *swan, swamp*. Find *sweat* and *sweet* in the book and discuss their meaning in the context of the story.

## Word Study

- Talk about the words *can, good, make, not, out, put, some, when*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture showing a way to use salt in the book. They write the matching sentence from the text.
- Brainstorm words that end in *-lt* e.g. *salt, melt, knelt, felt, fault, vault, malt, halt*. Students discuss their meaning.
- On page 13, find *melt* and discuss how it is used in the text.
- Find the words with the /or/ vowel sound, e.g. *for, popcorn, horses*. Talk about the role of *r* in this vowel sound. Together *o* and *r* make /or/, an r-controlled vowel sound.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *pop/corn*. Together listen for one-syllable words in the book to clap, e.g. *salt, fish*. Have students clap two syllable words, e.g. *a/go; sail/ors*.

## Fluency

- Choral reading with students pointing to the words as they are read.
- Students choose a page to reread to a partner. They use intonation to make the meaning clear. Their partner summarises what they have read in their own words. Then they swap over.

## Writing

- Have students write a new text using the pattern of the text, e.g. *Animals need salt, too. Farmers put out salt blocks for goats. Students share this with a partner.*
- Discuss why avoiding too much salt is a challenge for people. Bring some empty food packaging to school to look at the amount of hidden salt in them. e.g. *crackers, muesli bars, potato chips, biscuits.*
- Make a poster saying *too much salt is not good, some salt is OK.*
- Have students draw and label things they like that are salty. Include some items that have hidden salt that we need to be aware of.

# A Robot Sandwich

## GOALS

### Comprehension

Discuss the possible reason for the author writing this text, e.g. learning to write clear instructions.

### Vocabulary

**High-frequency Words:** everyone, which, asked, work, did, all, what, they

**Content Words:** sandwich, teacher, robot, instructions, recipe, describe, followed, slice/s, bread, spread

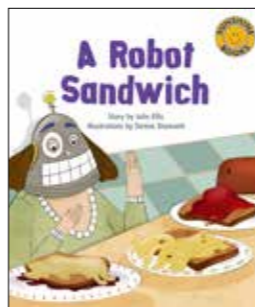
### Phonics

**Letters and Sounds:** Recognise and produce words that have the soft c sound as in ice. /s/

**Words to Blend and Segment:** slice, recipe, ice, mice, twice, price

### Fluency

Choose a page to choral read with the students, e.g. page 15, model emphasising the repetitive parts and using intonation.



The children write instructions to tell a robot how to make a sandwich. It is not as easy as they expected!

## Before Reading

- Read the title and the names of the author and illustrator together. Ask: How does the sound of the title set the scene for the story? What could the title mean? Have you ever heard of a robot sandwich?
- Together look at the cover picture. Ask: What is the robot doing in the picture? Is this a real robot? 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.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What would the robot mask be for?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *sandwich, teacher, robot, instructions, recipe, describe, followed, slice/s, bread, spread* 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 page 2. Ask: What do you see? Locate the tricky words *slices, bread, sandwich* to confirm. Make sure the words look right, sound right and make sense. Read the sentence together. Read the rest of the page together in the same way.
- On page 3, ask: What is the teacher doing? Find the words *teacher* and *instructions* to confirm and blend them, e.g. *teach-er; in-struct-ions*.
- Turn to page 4. Ask: What do you see in the picture? Look for tricky words *spread, vegemite ingredients* in the text to confirm. Read the words together.
- On page 5, notice that the illustration shows adverbs to help with writing instructions. Ask: What are adverbs? Read the adverbs in the story. They are all to do with time and the order of the instructions to be written for the robot.

- Read the rest of the pages together, looking at the picture and then finding the tricky words.
- Review the predictions for the ending made earlier, then turn to page 24 to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: Do you think the children found the robot teacher useful? What would you have done in a similar situation? Why do you think the robot did the wrong things to start with? How do you think robots will be used in the future?
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea. Ask: Why do you think the author wrote this text?
- Look at the back cover. Discuss the different sandwich fillings and which ones students prefer. Together, write clear instructions for a robot to make a favourite sandwich. The instructions could be illustrated with diagrams and arrows.
- Re-read page 9, focusing on the punctuation. Focus on the purpose of the capital letters, full stops, comma, speech marks, question mark and exclamation mark. Demonstrate reading without punctuation marks and then repeat, acknowledging how the meaning becomes clearer when punctuation marks are observed.

## Phonics

- Write the words *slice, recipe, ice, mice, twice, price* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sl-ice, slice*. Read the words together and talk about the meaning of each. Students think of more soft c words to add to the list, e.g. *place, nice, once, rice*.

## Word Study

- Talk about the words *everyone, which, asked, work, did, all, what, they*. Read them together. Ask students to locate the words in the text. Discuss the meaning or use of each word.

## Fluency

- Choral read a page with students. Model emphasising repetitive parts and using intonation.

## Writing

- Students write about what they would do if they had a robot. What instructions would they give it? How would they make them clear so the robot understood?
- Students use recycled cartons etc, to make their own robot. They paint it and name it.
- Students make sandwiches in class. They write instructions about what to do in order as they complete each step. They enjoy eating their sandwich. They could swop sandwich making instructions with a partner to see if their instructions were clear enough.

## Home/School Link

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



# Gluten-Free Benji

## GOALS

### Comprehension

Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the text. After reading, check on predictions made at the beginning. Were they correct?

### Vocabulary

**High-frequency Words:** school, didn't, eat, everyone, still, couldn't, best, hard

**Content Words:** gluten, free, cheese, fruit, rice, vegetables, symbols, sure, noodles, eggs

### Phonics

**Letters and Sounds:** Identify syllables in words (especially with double consonants) and clap as they are spoken

**Words to Blend and Segment:** ng - eating, being, thing, anything, shopping, something, baking, long

### Fluency

Model fluent reading of a section of the text for students to repeat. Use intonation to make it sound as though Benji is talking.



Benji and some of his family will feel sick if they eat food with gluten in it. They need to follow a gluten-free diet. Here's how!

## Before Reading

- Help students to use the title of the book, the cover and title page photographs to make predictions about the text.
- Ask: What do you know about gluten? Is it something in food we eat? Discuss what they see in the picture on the title page.
- Talk/walk through the pictures. Notice Benji's family and the special food they buy or make to eat. Discuss what students see on each page. Bring words like *gluten, free, cheese, fruit, rice, vegetables, symbols, sure, noodles, eggs* into the conversation.
- Ask: How do you know that this book is non-fiction?

## Reading the Text

- Read the cover and the title page together.
- Turn to pages 2–3. Ask: What do you see in the photo? How many children are in Benji's family? Look for tricky words like *special, gluten, sore*. Break the words into chunks or syllables, e.g. *spe-cial, special*. Read the text together, pointing to the words as you read, making sure they make sense, sound right and look right.
- On pages 4–5, discuss the picture. Ask: What do you see? Why do Benji and his family need gluten-free food? Find the tricky words *free, safe, labels*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what Benji and his family are doing, the gluten-free food and the tricky words before reading each page.
- Students look at the index and find the page with information about pancakes. They ask a partner questions about the index, e.g. Which page has information about pizza?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Ask: What does gluten-free mean? What have you learnt from this book?
- Discuss the possible reasons for the author writing this text, e.g. passion for gluten-free; to share information; to stimulate interest; to recount her own family's experience.
- Re-tell the text using the pictures on each page as a guide. Discuss the things gluten-free Benji has to do.
- Read and discuss the questions on the back cover together. What does this mean for people that need to be gluten-free?

## Phonics

- Students identify syllables in words, especially with double consonants, and clap as they are spoken, e.g. *glu-ten; noo-dles; buck-wheat; ba-na-nas, shop-ping, yum-my, cof-fee, muf-fins, din-ner, piz-za, but-ter, cur-ry*.
- Write the words *eating, being, thing, anything, shopping, something, baking, long* on the board to blend and segment and say them as a group, e.g. *eat-ing, eating*. Students think of more words that have -ng, e.g. *sing, running, cooking*.
- Have students find words in the text with the long u sound like *use* or the short u sound like *yummy*. They make these words into two lists to read depending on the short or long u sound, e.g. *curry, gluten, butter, crumbs, up, fussy, capsicum, cucumber, lunch, yum, buckwheat*.

## Word Study

- Talk about the words *school, didn't, eat, everyone, still, couldn't, best, hard*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Have students look for contractions in the story, e.g. *didn't, couldn't, can't, doesn't*. List the two words and then the contraction on the board along with the meaning. Add any other contractions students suggest to the list, e.g. *won't, it's, don't*. They read the words.

## Fluency

- Model fluent reading of a section of the text for students to repeat. Use intonation to make it sound as though Benji is talking.

## Writing

- Students research a class project about which food can be gluten-free. They label and illustrate the food to make a booklet. They can clip photos from the internet for their project.
- They make the gf muffin recipe in class or at home. They write about the experience, the taste, what it looked like. They supply a photo or illustration to share.
- They design a poster showing the importance of gluten-free food. They label and illustrate it and share with the class.

## Home/School Link

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

## Ready, Steady, Cook!

### GOALS

#### Comprehension

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

#### Vocabulary

**High-frequency Words:** need, food, some, can't, people, different, same, thing/s

**Content Words:** energy, cooking, heat, eat, raw, recipe, bread, always, baking, bubbles

#### Phonics

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

long o (/oa/)

**Words to Blend and Segment:** soak, roast, boat, float, coat, goat

#### Fluency

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



Cooking is a fun activity. It is important to understand the qualities of foods so they can be cooked properly.

### Before Reading

- Find out students' prior knowledge of food and the different ways of cooking food, including the ways different cultures prepare food. Ask: What do you know about cooking?
- Read the title together and the author's name. Ask: Have you read any other books by Heather Haylock? Share your experiences.
- Ask: What do you notice about the title? (Two words rhyme, *Ready* and *Steady*. This is an effect authors and poets use to make their writing more interesting.) What does *ready* mean? What does *steady* mean? What does the title mean?
- Discuss what students see in the pictures on the cover and title page. What is being cooked?
- Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Make predictions about the text from the cover and title page photographs. Read the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different places cooking occurs. Discuss what food is being cooked on each page. Bring words like *energy*, *cooking*, *heat*, *eat*, *raw*, *recipe*, *bread*, *always*, *baking*, *bubbles* into the conversation.

### Reading the Text

- Read the cover and the contents page together. On pages 2–3, ask: What kind of food do you see? Look for tricky words like *energy*, *brain*, *raw*, *cooking*. Break the words into chunks or syllables, *en-er-gy*. Read the heading and text together, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Find the words *cooked*, *safe*, *easily* in the text. Talk about the meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures about cooking and food before reading the text.
- Look at the glossary on page 22 and find the meaning for vitamins. Students ask a partner questions about the glossary. What word means the way to be active? (energy)
- Students read the text independently or with a partner.

### After Reading

Invite students to discuss the text.

- What do students think the author's purpose was for writing the book. What have they learnt from this book? Ask: What is your favourite recipe to cook? What ingredients would you need?
- Check on the accuracy of students' predictions made at the beginning. Invite students to discuss the information.
- Look at the back cover. Talk about which ingredients would be in the food in the photo.
- Look at the design on the page numbers. Ask: What is it? How does this add to the book?

### Phonics

- Recognise and produce words that have the same vowel sound: /oa/ long o. Students listen carefully as you read words with the /oa/ sound, e.g. *oak*, *roast*, *boat*, *float*, *coat*, *goat*. Students repeat these words emphasising the /oa/ sound.
- Write words *soak*, *roast*, *boat*, *float*, *coat*, *goat* on the board to practise blending and segmenting the onsets and rimes together as a group, *s-oak*, *soak*. Brainstorm more words with -oa to add to the list, *moat*, *boast*, *roasting*, *soaked*. Notice that words like *note*, *vote*, have the same long o vowel sound with a different spelling.

### Word Study

- Talk about the words *need*, *food*, *some*, *can't*, *people*, *different*, *same*, *thing/s*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read them in the book. Discuss their meaning in context.
- Students draw a picture of cooking from the book. They write the matching sentence from the text. They share it with a partner.
- Students play a spelling or memory game with the flash cards.

### Fluency

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

### Writing

- Students make a chart showing the different ways to cook. They can name a dish they know using the method. They label, illustrate and share.
- Students use some of the special cooking words to make a crossword with a partner. They write clues about the meaning, e.g. What is the opposite of cooked? (raw) Others can try to finish the crossword.

### Home/School Link

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