

# Balloons

## GOALS

### Comprehension

**Connect to prior knowledge:** Can students name some shapes or colours that balloons could be?

### Vocabulary

**High-frequency Words:** the, up, down, goes

**Content Words:** frog, balloon, dog, mouse, house, carrot, parrot, yo-yo

### Phonemic Awareness

Identify and make rhyming words

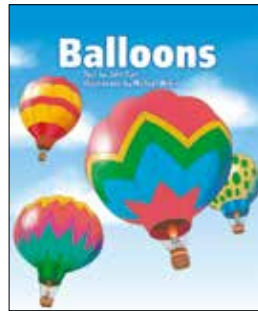
### Phonics

**Letters and Sounds:** g

**Words to Blend and Segment:** got, gum, gas, get, gap

### Fluency

Model reading the story with expression, noting the punctuation



The balloons come in all shapes and sizes.

## Before Reading

- Ask students to name some shapes or colours that balloons can be.
- Students look at the cover and describe what they see. They predict what the title might be. Read the title together. Read the name of the author and illustrator.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the colours of the balloons.
- Talk/walk through the pictures. Discuss the shape of the balloons on each page. Then find the word for the shape, e.g. *frog* on page 2. Look for the letter that has the /f/ sound. Point to *frog*. Continue on in this way through the story.
- Before turning to page 16 ask: What do you think might happen at the end of the story? Then discuss the ending. What has happened to the balloon?

## Reading the Text

- Read the title and the name of the author and illustrator together. Then read the title page.
- On page 2 discuss the shape of the balloon then read the words together. Students point to the words as they are read.
- Follow this pattern for each page. On page 16 make sure students read left to right and return to the left to start a new line.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What do you think happened to the yo-yo balloon?  
Infer: Why did it come down?

## Phonemic Awareness

- Identify and make rhyming words. Ask students to listen as the book is read to them two spreads at a time. They indicate when they hear rhyming words (words that sound similar, e.g. *frog/dog, mouse/house*).
- Then have students think of words that rhyme with *frog*, e.g. *dog, bog, fog*.
- Play rhyming games. Ask students to indicate when they hear a word that rhymes with *up* (*cup, down, pup, the*).

## Phonics

- Discuss the name and sound of the letter g. Write cvc words *got, gum, get, gas* and *gap* on the board to practise blending and segmenting the sounds together as a group, e.g. /g/ /o/ /t/, *got*.
- 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 *the, up, down, goes*. 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 one of the balloons and write the matching sentence from the story. e.g. *The frog balloon goes up.*

## Fluency

- Model reading the story with expression, noting the punctuation. Notice the different way to read page 16. Students repeat after you.

## Writing

- Write a new story using the same pattern. *The \_\_\_\_\_ balloon goes up.*
- Talk about capitalising the first letter of the first word in the sentence and spaces between words. Students write their story and illustrate it.

## Home/School Link

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

# Flowers

## GOALS

### Comprehension

**Connect to prior knowledge:** Can students name some flowers and the colours flowers can be?

### Vocabulary

**High-frequency Words:** you, are, for

**Content Words:** flower, red, blue, orange, yellow, green, pink, purple

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. *pur/ple*

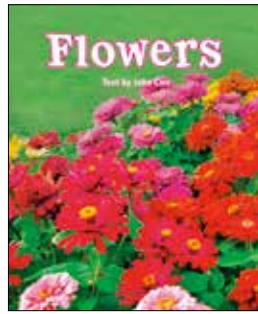
### Phonics

**Letters and Sounds:** s

**Words to Blend and Segment:** sat, sap, sip, sit, sad

### Fluency

Practise reading the text orally with a partner



Look at all the colours you find in flowers.

## Before Reading

- Ask students if they can name some flowers and the colours they can be.
- Students look at the cover and describe what they see. Predict what the title might be. Read the title together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the colours of flowers that students know.
- Talk/walk through the pictures. Discuss the colour of the flowers on each page and how all the illustrations are photographs. (This is a nonfiction text showing real information.) Students find the colour word on each page. For example, on page 2, students look for the letter that has the /r/ sound. Point to *red*.
- Before turning to page 16, ask what students think might happen at the end of the text. What is the girl holding and who for?

## Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss the colour of the flowers, then read the words together. Have students point to the words as they are read.
- Follow this pattern for each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Who do you think the flowers would be for? The girl's mother? Father? Teacher? Friend?

## Phonemic Awareness

- Together identify syllables in words and clap as they are spoken, for example, *pur/ple*.
- Students listen to and hear words in the text with one syllable or beat (one clap) – *red, for, you, are, green, pink*.
- Listen for words with two syllables or beats (two claps) – *yel/low, or/ange*. Clap the beats as you say the words together.

## Phonics

- Discuss the name and sound of the letter s. Write cvc words *sat, sap, sip, sit* and *sad* on the board for students to practise blending and segmenting the sounds together as a group.  
e.g. /s/ /a/ /t/, *sat*
- 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 *you, are, for*. 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.
- Students draw a picture of some flowers and write the matching sentence from the text.  
e.g. *Flowers are purple*.

## Fluency

- Students practise reading the text orally with a partner. As this is a nonfiction book, it is best read at a moderate speed, not too fast. The text is telling the reader information.

## Writing

- Write a new text using the same pattern \_\_\_\_ are \_\_\_\_\_. e.g. *Books are \_\_\_\_\_*.  
*Books are for you*. Students write the text and illustrate it.

## Home/School Link

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

# I Can Juggle

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** I, of, can, and

**Content Words:** juggle, lots, frozen, peas, three, blocks, cheese, cakes, bears, bottles, pears, apples

### Phonemic Awareness

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

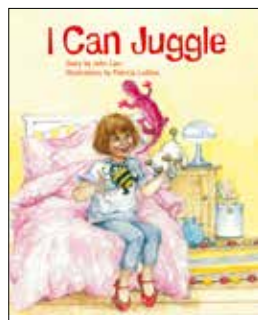
### Phonics

**Letters and Sounds:** p

**Words to Blend and Segment:** pat, pan, pad, pin, pit

### Fluency

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



A girl succeeds in juggling many different things with a surprise ending.

## Before Reading

- Read the title. Ask students if they have ever seen or tried juggling? Demonstrate or discuss how difficult it is. Read the names of the author and illustrator. Discuss what is happening in the picture and where is it happening (setting). Ask: How many toys is the girl juggling with on her bed? Juggling can be done with any number of objects starting with one. The aim is to throw objects up and catch them without dropping them.
- Look at the title page illustration. Ask: Where has the story moved to now? (setting). Does the girl look sleepy? Who else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. What is the girl doing on each page? Why do you think she is juggling while Mum and Dad do the shopping? Before turning to page 16, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 3 discuss what the girl is juggling in the picture and how many there are.
- Say *apples*. Find and point to the word in the text starting with /a/ (*apples*). Read the words together, *I can juggle three apples*. Follow this pattern for each page, discussing the picture, locating the word and then reading the sentence together.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Do you think the girl was supposed to be juggling the grocery items? What do you think would happen next after page 16?
- Could this story really happen? Is it a fiction or nonfiction? (Fiction – not true)
- 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: /p/ Students listen for a word starting with /p/ as you read page 4. Students say *pears*, emphasising the /p/. Do the same for the last page emphasising /p/eas.
- Brainstorm more words that start with /p/. e.g. pin, pot, pad, pick, post, pit, pan, pat.

## Phonics

- Discuss the name and sound of the letter p. Write cvc words *pat, pan, pad, pin* and *pit* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *pan* /p/ /a/ /n/. Say them separately, then blend together slowly. Illustrate using alphabet letters *p, a, n*, touching them as the sounds are made for the word *pan*.

## Word Study

- Talk about the words *I, of, an* and *can*. 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 they expect to see first?
- Discuss the words in the text that have s at the end. Ask: What does this mean? (more than one) Read the words *peas, pears, apples*.
- On a piece of paper students draw a picture of themselves doing an activity from the story. They write the words *I can juggle three \_\_\_\_\_*. They find the final word in the story and 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 and 6. Talk about the return sweep (where you go after reading the first line) and the full stop (end of sentence pause).
- Then follow with three more pages. Continue on until the end of the story with the students repeating after hearing the model. Make sure page 14 is read with *lots and lots* of expression. Talk about the two return sweeps (three lines of text).
- Students take turns to read the story to a partner. They notice any rhyming words, e.g. *pears/ bears; peas/cheese*.

## Writing

- Students write a new story using the same pattern *I can juggle...* What is something you can or would like to juggle? And how many will you juggle? e.g. I can juggle two oranges/lemons/mandarins.

## Home/School Link

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

# I Like My Dad

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** I, on, my, can, one, two, like, his, him  
**Content Words:** count, hat, head, eyes, face, letters, shirt, spots, shorts, fingers, hand, stripes, boots, holes, socks, three, four, five, six, seven

### Phonemic Awareness

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

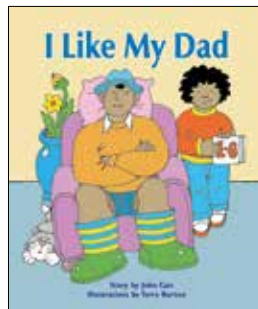
### Phonics

**Letters and Sounds:** l

**Words to Blend and Segment:** lot, let, lap, lip, lid

### Fluency

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



A boy using counting to show what he likes about his dad.

## Before Reading

- Together look at the cover illustration to help with reading the title – mainly high-frequency words known by students. Discuss what is happening in the picture. Ask: Who is in the picture? Notice the cat. Read the title together. Discuss the meaning of the title, *I Like My Dad*. Reread the title. Read the names of the author and illustrator.
- Look at the title page illustration. What is different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the boy is counting on each page. On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 discuss what the boy is counting 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. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny? Explain how *count* has a different meaning here, *I can count on him*. (depend on him)

## After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the story using the pictures on each page as a guide.
- Discuss the ending. Is this what students predicted? Why would you not expect? Was this a clever idea that the author thought of to make a surprise ending? Notice the cat on each page. What is it doing?

## Phonemic Awareness

- Recognise and produce words that begin with the same sound: /l/ Hear the beginning sound in *lot* and *lad*. Say the words slowly emphasising the /l/. Students think of other words that start with /l/. Say them and listen to the /l/ sound.
- Model words starting with and emphasising /l/, e.g. *lot, let, lip, lid, lap*. Students listen and copy your model. They think of other words to say starting with /l/, e.g. *live, long, last, lemon, laugh*. Listen to the /l/ at the beginning as it is emphasised. They say the words and listen to the /l/ as they say them.

## Phonics

- Discuss the name and sound of the letter l. Write cvc words *lot, let, lap, lip, lid* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *lot, /l/ lol /l/*. Say them separately, then blend together slowly, *lot*.
- Illustrate using alphabet letters *l, o, t*, touching them as the sounds are made for the word *lot*.

## Word Study

- Talk about the words *can, his, two, like, him, one*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *one, two, him* and *his* in the text.
- On a piece of paper, students draw a picture from the story. They write the words *I count \_\_\_\_\_ on his \_\_\_\_\_*. They find the words in the story and read their sentence to a partner.
- Together make a time line showing the order of the story, e.g. 1 hat, 2 eyes etc. Students use the time line to retell the story.

## Fluency

- Choral read with students as they point to the words as they are read. Then they read the story to a partner.

## Writing

- Have students write a new story using the word *count*: *I count \_\_\_\_\_ on \_\_\_\_\_*. 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.



# Little and Big

## 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:** is, the, big, little, just

**Content Words:** snake, hat, cake, truck, duck, house, mouse, shark, right

### Phonemic Awareness

Identify and make rhyming words

### Phonics

**Letters and Sounds:** b

**Words to Blend and Segment:** bat, ban, bad, bid, bit

### Fluency

Practise rereading the story orally with a partner



A boy tries on many hats to find the perfect fit.

## Before Reading

- Together look at the cover of *Little and Big*. Discuss what is happening in the picture. Ask: Why is there a cat? What is the man holding? Are they both the same size? (One is little and one is big).
- Have students get their mouths ready for /l/. Ask if anyone can guess or knows the word. Now read the title together. Listen to the names of the author and illustrator. Look at the title page illustration. How is this different? What do you think might happen in the story?
- Talk/walk through the pictures. What is the person doing on each page? Discuss the size and shape of each hat. What about the cat? Before turning to page 16, predict the ending. Where is the cat now?

## 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 shape and size the hat is in the picture. Say what letter/sound will *snake* start with? Find the word that starts with /s/. Read the words together: *The snake hat is too.....* Ask: Is the hat too big or too little? What makes sense? Look at the picture? Look at the first letter /b/. Read: *The snake hat is too big.*
- Follow this pattern for each page, discussing the picture, the print and the context before reading the words together.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Why do you think the cat was just right?
- 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

- Identify and make rhyming words. Students listen for the rhyming words as the text is read to them. They identify *house/mouse, truck/duck, shake/cake*.
- Say the word *bat* and have students say a word that rhymes with bat, e.g. cat, at, sat.
- Students listen to you say *bake*. They say a word that rhymes with *bake* – snake, cake, lake and so on.
- Play a rhyming game. e.g. Say I’m thinking of a word that begins with /t/ and rhymes with *cake*. What is it?

## Phonics

- Discuss the name and sound of the letter b. Write cvc words *bat, ban, bid, bad* and *bit* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *bat* /b/ /a/ /t/. Say them separately, then blend together slowly.
- Illustrate using alphabet letters *b, a, t*, touching them as the sounds are made for the word *bat*.

## Word Study

- Talk about the words *is, just, the, big* and *little*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words on a few of the pages.
- On a piece of paper, students draw a picture of themselves with a hat from the story. Write the words (with help if needed): *The \_\_\_\_\_ hat is too \_\_\_\_\_*. They find the missing words in the story and write them into the spaces and read their sentence to a partner.

## Fluency

- Model fluent reading of a section of the text for students to repeat, e.g. pages 2 and 4. Listen for the rhyming words (*snake, cake*).
- Follow with two more pages. (Listen for rhyming words *truck* and *duck*.) Continue on until the end of the story with the students repeating after hearing the model.
- Students practise rereading the story orally with a partner.

## Writing

- Have students write a new story using the same pattern, *The \_\_\_\_\_ hat is too \_\_\_\_\_*. What other shapes of hat could you have? e.g. kite, car, dog, bird. 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.

# Munch! Munch! Munch!

## GOALS

### Comprehension

Discuss the meaning of the number words.  
Relate them to pictures in the story.

### Vocabulary

**High-frequency Words:** in, one, big, a, have, are, little

**Content Words:** three, bananas, hanging, bunch, gorilla, four, carrots, lying, rabbit, five, children, crocodile, lunch, munch, crunch, goes

### Phonemic Awareness

Identify and make rhyming words

### Phonics

**Letters and Sounds:** g

**Words to Blend and Segment:** fat, fin, fan, fog, fit

### Fluency

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



The animals and the children are all eating lunch.

## Before Reading

- Read the title. Discuss the meaning of the title and the exclamation marks. Then reread the title. Students listen to the sound of the words as you say them. Ask: Do they sound like the noise you would make when eating? Read the names of the author and illustrator to students.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the rabbit eating? How does the title relate to the picture? Look at the title page illustration. Does this give you any more clues? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the meaning of number words on each page. Relate them to the pictures in the story. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 have students look at the picture and count the bananas. 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. 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. *bunch, munch, crunch, lunch*.
- Ask students to retell the story using the pictures on each page as a guide.
- Act out the story with a reader and students taking the parts of the animals and children.

## Phonemic Awareness

- Identify and make rhyming words. Students identify rhyming words as they listen to the story being read to them. Then they repeat the rhyming words, e.g. *lunch, munch, bunch, crunch*.
- Students think of new rhyming words to repeat, e.g. fat, cat, rat, bat; big pig, wig, fig; in, bin, tin, fin, din.

## Phonics

- Discuss the name and sound of the letter f. Have students listen as you say words that start with /f/, emphasising the /f/ sound. They repeat after you.
- Write cvc words *fat, fin, fan, fog, fit* on the board to practise blending and segmenting the sounds together as a group.
- Illustrate using alphabet letters or magnetic letters for *fat /f/ /a/ /t/*, touching them as the sounds are made for the word *fat*.

## Word Study

- Talk about the words *are, one, big, in, little, have*. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text.
- On a piece of paper, students draw a picture from the story. They find and write the words in the story to match the picture and read their sentence to a partner.

## Fluency

- Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat, e.g. *lunch, munch, bunch, crunch*.
- Model reading pages 14–15 with expression for the words inside the speech marks and for the exclamation marks. Students repeat after you.
- Choral read the story together emphasising the rhyme and rhythm.

## Writing

- Students write a new story about eating. They draw a picture first, then write the story, e.g. *I eat one big lettuce. Crunch! Crunch! Crunch!* Draw the word *crunch* as shape words in bold print in the illustration.

## Home/School Link

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

# One Big Milkshake

## 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. Do you think that would be a fun way to make a milkshake?

### Vocabulary

**High-frequency Words:** I, one, two, big, make

**Content Words:** banana, three, pears, four, plums, five, strawberries, six, hops, milkshake

### Phonemic Awareness

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

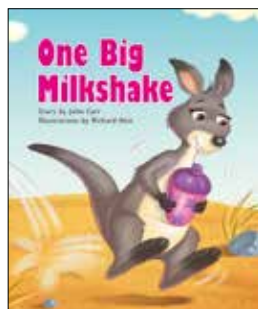
### Phonics

**Letters and Sounds:** y

**Words to Blend and Segment:** yum, yak, yes, yet, yam

### Fluency

Model reading the text with expression, noting the punctuation on page 16.



The kangaroo has a fun way to make a milkshake.

## Before Reading

- Together look at the cover of *One Big Milkshake*. Ask: What is happening in the picture? What is the kangaroo holding? Read the title and the names of the author and illustrator. Discuss their roles. Look at the title page illustration. Ask: Who is making the milkshake? What else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. What is the kangaroo doing on each page? Before turning to page 14, predict the ending. What happens when the milkshake is made?

## 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 the kangaroo is doing in the picture. They get their mouths ready to say *banana* /b/. Read the words together, *I take one banana*.
- 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. Were your predictions correct? Do you think that would be a fun way to make a milkshake?
- Students retell the story in order. What happened first? Next? And so on. How did the story end?

## Phonemic Awareness

- Recognise and produce words that begin with the same sound: /y/ Model saying the word *yum* slowly stretching out the sounds /y/ /u/ /m/. Emphasise the /y/ sound at the beginning. Students repeat the model.
- Ask students for other words starting with the /y/ sound. Have them get their mouths ready for /y/, e.g. yes, yet, yacht, yellow.

## Phonics

- Discuss the name and sound of the letter y. Write cvc words *yum, yak, yes, yet* and *yam* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *yum* /y/ /u/ /m/. Say them separately, then blend together slowly. Illustrate using alphabet letters *y, u, m*, touching them as the sounds are made for the word *yum*. Do the same for the other cvc words.

## Word Study

- Talk about the words *I, one, two, big* and *make*. Print the flash cards from the inside front cover and read them together. Ask students to locate these words in the book. Notice something about *take* and *make*. (They have the same ending and rhyme).
- On a piece of paper students draw a picture of themselves doing an activity from the story. They write the words (with help if needed) *I take/make* \_\_\_\_\_. They find the final words in the story for the spaces and read their sentence to a partner.

## Fluency

- Model reading the text with expression, noting the punctuation on page 16. Students repeat after hearing the model. Discuss the difference the exclamation marks make.
- Students take turns to read the story to a partner.

## Writing

- Have students write a new story using the same pattern *I take* \_\_\_\_\_. What else can go in a milkshake or smoothie? e.g. *I take four/five/six blueberries/strawberries/nuts*. 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.

# Under the Sea

## GOALS

### Comprehension

Connect to prior knowledge: What animals do you know that live under the sea?

### Vocabulary

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

Content Words: sea, under, blue, fish, red, yellow, purple, pink, sea star

### Phonemic Awareness

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

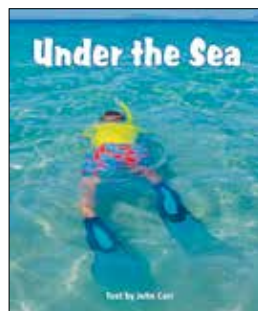
### Phonics

Letters and Sounds: s

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

### Fluency

Students practise reading the text orally with a partner.



See the coloured fish under the sea.

## Before Reading

- Ask students what animals they know that live under the sea.
- Look at the cover together and describe what you see. Ask: What is the boy doing? Predict what the title might be. Read the title together. Ask: Has anyone been snorkelling in the sea? Did they see anything?
- Read the title page together. How is the picture on the title page different to the cover?
- Talk/walk through the pictures. Discuss the colour of the fish the boy sees on each page. Then find the word for the colour, e.g. *red* on page 6. Look for the letter that has the /r/ sound. Point to *red*.
- Before turning to page 16 ask what might happen at the end of the text. What does the boy do?

## Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss the colour of the fish, then read the words together. (Students point to the words as they are read.) They notice the spaces between the words. Follow this pattern for each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Why did the boy make himself into a star?
- Retell the text in order, using the pictures as a guide.

## Phonemic Awareness

- Recognise and produce words that begin with the same sound: /s/ Have students get their mouths ready to say *Sam*; /s/. Say the word slowly /s/, *sam*. Emphasise the /s/.
- Students listen to and slowly repeat *sat*, *sap*, *sip*, *sit* and *sad*. Students think of other words starting with /s/, e.g. soup, soap, so, sack.

## Phonics

- Discuss the name and sound of the letter s. Write cvc words *sat*, *sap*, *sip*, *sit* and *sad* on the board to practise blending and segmenting the sounds together as a group, e.g. /s/ /a/ /t/, *sat*.
- 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 *I*, *the*, *a*, *see*, *am*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate and read these words in the book. When they look for *see*, they look for the word with an s at the beginning. They put their finger under the s. They get their mouth ready for /s/ and say the word *see*. Do the same for each word.
- Students draw a picture of something under the sea from the text and write the matching sentence. e.g. *I can see a \_\_\_\_\_ fish.* (Find the missing colour word in the book.)

## Fluency

- Students practise rereading the text orally with a partner. They follow your model. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader interesting information.

## Writing

- Students write a new text about something under the sea using the pattern of the book. *I can see a \_\_\_\_\_.* Students write the text and illustrate it.

## Home/School Link

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



# Up and Down

## GOALS

### Comprehension

Discuss prepositions to determine position, e.g. up, down

### Vocabulary

**High-frequency Words:** the, can, come, up, go, down

**Content Words:** monkey, hippo, clown, cake

### Phonemic Awareness

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

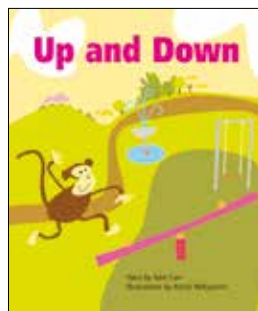
### Phonics

**Letters and Sounds:** g

**Words to Blend and Segment:** got, gum, gas, get, gap

### Fluency

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



A hippo, a monkey and a clown have fun on a see-saw.

## Before Reading

- Read the title to students. Together look at the cover of *Up and Down*. Discuss the meaning of the words *up* and *down*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Have you been to a playground? What do you like playing on? Do you like being up or down?
- Look at the title page illustration. Ask: What is monkey doing? What do you think might happen in the story?
- Talk/walk through the pictures. What is happening on each page? Before turning to page 16, predict the ending. What happens to the cake?

## 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 the monkey is doing in the picture. Look for the letter /u/ for *up*. Read the words together: *The monkey can go up*. 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 humorous ending. What is the word on the last page? How should we read it? What does the explanation mark do? *Splat!* is a sound word so it sounds like the noise the cake might make as it hit the clown's face. (onomatopoeia)

## Phonemic Awareness

- Recognise and produce words that begin with the same sound /g/. Have students practise saying *go*, emphasising the /g/. Do the same for other /g/ words such as *get, going, guess, gone, give*.
- Play a game where students listen and identify /g/ words spoken aloud, e.g. game, fame, tame, got, hot, go, going, toe.

## Phonics

- Discuss the name and sound of the letter g. Write cvc words *got, get, gas, gum* and *gap* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *got* /g/ /o/ /t/. Say them separately, then blend together slowly. Illustrate using alphabet letters *g, o, t*, touching them as the sounds are made for the word *got*.

## Word Study

- Talk about the words *the, up, down, go, come* and *can*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words in the text. They put their finger under the word and read it.
- On a piece of paper, students draw a picture from the story. They write the words (with help if needed). *The \_\_\_\_\_ can go/come – up/down*. They find the missing 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 2–6. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

## Writing

- Have students write a new story using the same pattern. *The \_\_\_\_\_ can go/come – up/down*. Use a different animal, thing or person. e.g. The *cat/girl* can go up. 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.

## Where Is It Hiding?

### 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, not, on, my, in

**Content Words:** pillow, box, slippers, socks, head, pyjamas, bed, under

#### Phonemic Awareness

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

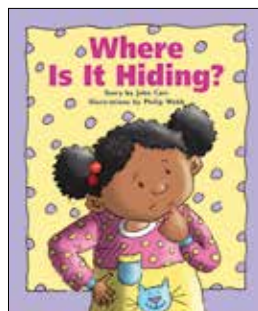
#### Phonics

**Letters and Sounds:** i

**Words to Blend and Segment:** it, in, sit, pit, pin

#### Fluency

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



What is the girl looking for in her bedroom?

### Before Reading

- Read the title. Ask students what they usually do to get ready for bed. Do they look for a favourite soft toy to take with them? Use the questions as a starting point for class discussion.
- Together look at the cover of *Where Is It Hiding?* Read the title and the names of the author and illustrator. Discuss what is happening in the picture. Look at the title page illustration. What is different in this picture? What do you think might happen in the story?
- Talk/walk through the pictures. What is the girl doing on each page? Where is she looking? Before turning to page 16, predict the ending. Then look at the surprise ending.

### Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Ask: What are some of the things that good readers do? Model how to use the picture, print and contextual cues.
- On page 2 discuss what they think is happening in the picture. She is touching the pillow. Ask: How would the word *pillow* start? Get your mouth ready to say /p/ *pillow*. Have students find the word on the page starting with /p/. Read the word together. Then read the sentence: *It is not on my pillow*. Check that the word makes sense (matches the picture), sounds right and looks right.
- 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 humorous ending. Is that what students expected? Reread the story together.
- 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 that words can be broken into individual sounds and produce them. Students listen to and hear the sounds in *in* /i/ /n/. They say them separately, then blend together slowly. Do the same for *it*. Listen and repeat /i/ /t/.

### Phonics

- Discuss the name and sound of the letter i. Write cvc words *in*, *it*, *sit*, *pin* and *pit* on the board to practise blending and segmenting the sounds together as a group.
- Illustrate using alphabet letters *i*, *n*, touching them as the sounds are made for the word *in*.

### Word Study

- Talk about the words *it*, *is*, *not*, *on*, *my* and *in*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate the words on a few pages. Talk about the difference between in and on. Demonstrate this.
- On a piece of paper, have students draw a picture from the story. Write the words (with help if needed): *It is not on/in my* \_\_\_\_\_. They find the final word in the story and choose *in* or *on* and read their sentence to a partner.

### Fluency

- Choral reading with students pointing to the words as they are read. Make sure they are following left to right and matching words read to those they are pointing to.
- Students take turns to read the story to a partner.

### Writing

- Guide students to write their own response to the story. They write a new story using the same pattern: *It is not* \_\_\_\_ *my* \_\_\_\_ . Ask: What is something you could be looking for? Where could you look for it? e.g. It is not in/on my \_\_\_\_\_. (bag/lunch box/wardrobe/bedroom) They write the story (with help if needed) and create an artwork to go with it.

### Home/School Link

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

# Colours

## GOALS

### Comprehension

**Making text to self connections:** Ask students if they know what colours the flowers are on the title page. Ask them to give colours of the clothing they are wearing.

### Vocabulary

**High-frequency Words:** a, after, an, are, blue, call, can, every, has, in, is, it, look, of, other, red, see, the, there, they, this, two, up, we, what, yellow, you

**Content Words:** apple, banana, bird, blueberries, colours, day, engine, fire, flowers, grapes, grass, grasshopper, green, indigo, light, orange, rainbow, rain, safety, sea, seven, sky, snake, strawberry, sunlight, these, traffic, vest, violet

### Phonemic Awareness

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

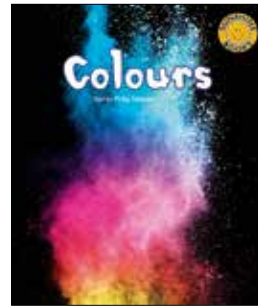
### Phonics

**Letters and Sounds:** gr

**Words to Blend and Segment:** green, gran, grab, grit, grub

### Fluency

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



The colours of the rainbow are all around us, in plants, technology, animals. See them here.

## Before Reading

- Read the title to students and then read it together. Discuss the colours they see on the cover.
- Ask students what colours the flowers are on the title page. They give examples of colours of the clothing they are wearing.
- From the cover and title page photographs students predict what the text might be about. Ask: Will it be a fiction or nonfiction text? How do you know? (photos) What is the difference? (Non-fiction is true and informs.)
- Talk/walk through the pictures. Discuss what students see on each page. Discuss the colour and the things in the pictures.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: What do they see? Which word would say *rainbow*? How would *rainbow* start? Find the word that starts with r. Notice it is a compound word. What two words make *rainbow*? (rain and bow)
- Read the sentences together, pointing to the words as they are read. Ask: What colours can you see in the rainbow?
- Follow this pattern for each page discussing what the different colours are and the ways they are represented. Look for the initial letter of the key words before reading each page.
- Predict the colour featured on page 16 before turning the page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Have students discuss the main topic of the text. (colours of the rainbow) Ask: What are the seven colours of the rainbow? Can you sing the rainbow song? What is your favourite colour?
- Students draw a rainbow and label the colours in the correct order.
- They retell the text using the rainbow and pages of the book.

## Phonemic Awareness

- Recognise and produce words that begin with the same sound: /gr/ Students listen for the /gr/ sound as words are spoken slowly, then they repeat, e.g. green, grab, grit, grub.
- They listen to more words starting with the blend /gr/, e.g. grass, grape, grasshopper, groan. Students repeat these, emphasising the /gr/ sound.
- Play a game of riddles. e.g. “ I am thinking of a word that starts with /gr/. It has six legs and three syllables. What is it?” (*grass/hop/per*)

## Phonics

- Recognise words that begin with the sound /gr/. Write the words green, grab, grit, grub on the board to practise blending and segmenting the sounds together as a group, e.g. /gr/ /ee/ /n/.
- Students use alphabet letters to illustrate the sounds, touching letters as the sound is made.

## Word Study

- Talk about the words *red, yellow, blue, every, after, two, this, look*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Make a list of colours and illustrate the using the matching colour.
- Understand the meaning of new words in the context of the text and with picture support, e.g. *traffic, vest, safety, engine*. Discuss other new vocabulary and the meaning.
- Look for compound words in the text, e.g. *rainbow, blueberries, grasshopper, strawberry, sunlight*. Talk about the two words that make up each compound word and discuss meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *Orange is the colour of an orange*.

## Fluency

- Model reading a section of the text, emphasising the colour words and punctuation, for students to repeat.

## Writing

- Have students write a new sentence using the pattern of the text, e.g. Yellow is the colour of a lemon. They start the sentence with a capital letter and end with a fullstop. They write the text and illustrate it.
- Students make a chart to show things to represent the different colours of the rainbow, e.g. Red – the colour of tomatoes.

## Home/School Link

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



# Matching

## GOALS

### Comprehension

Making predictions: Help students to use the title of the book and cover illustration to make predictions about what will be matched. After reading, check on predictions made at the beginning.

### Vocabulary

**High-frequency Words:** can, I, put, some, what, with, you

**Content Words:** babies, balls, bats, cookies, cups, cutters, forks, hats, knives, lids, match, mothers, pens, people, saucers

### Phonemic Awareness

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

### Phonics

**Letters and Sounds:** Kn /n/

**Words to Blend and Segment:** knot, knit, knob, knee, knife

### Fluency

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



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

## Before Reading

- Read the title. From the cover photo and title students predict what the text might be about. Ask: What do you think this text will be about? What do you know about matching? What does *match* mean? What things do you see matched? (socks) How do you know which pairs go together? (stripes and colours) Do you match your own pairs of socks at home? Do you have a pair of matching socks on now?
- Read the title page together. Ask: Are these things matching? How?
- Talk/walk through the pictures. Discuss what things they see to match on each page.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture and what can be matched. Could these hats be matched to the people? Which word says *hats*? What letter would *hats* start with? Find the word that starts with h. Do the same for *people*, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what different things can be matched, then looking for the initial letter of the key words before reading each page. Remind students to make sure the words look right, sound right and make sense. (reflect what is in the picture)
- On page 16, students reveal and read the ending. Notice it is a question for them to answer. Ask: How do we read a question? Ask students to copy your model.
- Have students notice the repetition on each page. Ask: How does this help the reader? *I can put some... with some....* (Helps predict and using pictures for clues about the new words.)

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the question on page 16. Ask: What things can be matched. Students illustrate and label these.
- Have students think of more things to match. They find newspaper or magazine pictures they can match. They glue these to make a collage chart and label them.

## Phonemic Awareness

- Recognise and produce words that begin with the same sound: /kn/ /n/ (The k is silent.) Students listen for the /kn/ sound as words are spoken, then they repeat after you, slowly stretching the sounds, e.g. /n/ /o/ /t/, knot, knit, knob, knife, knee. Say more words beginning with /kn/, e.g. know, knight, knock, knew.
- Play a game where you say a word and students repeat it, stretching the sounds, then breaking the word into individual sounds, e.g. *knives* /n/ /i/ /v/ /s/. Note there is a long /i/ in *knives*.

## Phonics

- Recognise words that begin with the sound /kn/, where the k is silent. Write the words knot, knit, knob, knee, knife on the board to practise blending and segmenting the sounds together as a group, e.g. /n/ /o/ /t/, knot. 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 *with, can, put, some, what, you, I*. Print a set of the flash cards from the inside front cover for each student. Read them together. Ask students to locate and read these words in the book.
- Have students make the words into a sentence, putting objects that match in the two blank spaces, e.g. pen and paper. They read their sentence to a partner.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *saucers, knives, cutters*. Discuss other new vocabulary and its meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 2, *I can put some hats with some people*.

## Fluency

- Students practise reading the book on their own and then to you.

## Writing

- Have students write a new text using the pattern of the text, e.g. I can put some buckets with some spades. They write the text and illustrate it.
- Students make a two-column chart to show things that were matched in the text, e.g. bucket/spade. They can add more to their chart and use the chart to retell the story to a partner. 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.



# Patterns

## GOALS

### Comprehension

Making text to self connections: Ask students if they know what a pattern is and to give examples.

### Vocabulary

**High-frequency Words:** a, are, ate, can, come, I, in, no, not, put, some, the, they, what, yes, you

**Content Words:** balls, colour, fruit, letters, next, numbers, oh, pattern, pens, read, row, shapes, size, words

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. pat/tern

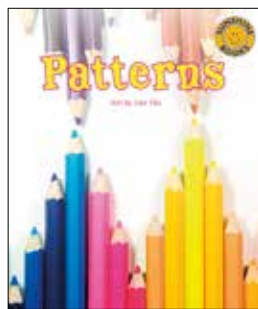
### Phonics

**Letters and Sounds:** wh

**Words to Blend and Segment:** what, when, where, why, which

### Fluency

Practise rereading the story with a partner (orally).



There are patterns in nature and all around us. See if you can tell what comes next.

## Before Reading

- Read the title together. From the cover photo and title students predict what the text might be about. Ask: What is a pattern? Can you give an example? Discuss the pattern of the pencils on the cover. The pencil start short and get longer then shorter again. The pattern repeats in another colour. Read the name of the author. Discuss the author's role.
- Read the title page together. Students talk about what they see in the picture. Ask: What patterns do you see?
- Talk/walk through the pictures. Discuss what they see on each page. Read the patterns in the pictures.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. What pattern is repeated? (stone, leaf, stick).
- On page 3 what do they see? (pens in a row) Ask: What is the pattern in the photo? (colour pattern) Which word is *pens*? How would *pens* start? Find the short word that starts with p. Read the words together, pointing to them as they are read. Turn to page 4 and notice the labels. Answer the question on page 4: *What comes next?*
- Follow this pattern for each page discussing the different ways the patterns are presented, looking for the initial letter of the key words before reading each page and answering the question. Predict the ending before turning to page 16.

## After Reading

Invite students to discuss the information. Prompt if needed.

- On pages 6–7, what shapes have been used to make the shape pattern? On pages 8–9, why is this called a size pattern?
- Notice the repetitive parts on each page (a pattern), e.g. *I put some... in a row. Are they a pattern? Yes they are a ... pattern. Can you read the pattern?* How do these repetitive parts help the reader? (They look for clues in the pictures for the one or two word changes.)
- Discuss the ending. Was that an amusing ending? What happened to the pattern? Go back and read the labels in the text. Make labels for the fruit pattern on pages 14–15 and draw the fruit.
- What other pattern would you like to make? (A vegetable pattern? A sweet pattern?) Illustrate and label one of these.

## Phonemic Awareness

- Identify syllables in words and clap as they are spoken, e.g. *pat/tern*. Students listen to the following words and say how many syllables they have. *balls* (1), *col/our* (2), *fruit* (1), *let/ters* (2), *next* (1), *num/bers* (2). Students repeat the words as they clap the beats.
- Recognise and produce words that begin with the same digraph: /wh/ Students listen for the /wh/ sound as words are spoken, then they repeat, what, when, where, why, which. Ask: What do you notice about these words? (They are all question words.) Suggest more words starting with the digraph /wh/ for students to say stretching the sounds, e.g. white, whale, wheat.

## Phonics

- Recognise words that begin with the digraph /wh/. Tell students that a digraph has two letters that make one sound. Write the question words what, when, where, why, *which* on the board to practise blending and segmenting the sounds together, e.g. /wh/ /e/ /n/. 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 *can, yes, what, put, ate, I, the, come*. Print flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Help students understand the meaning of new words in the context of the text, with picture support, e.g. *numbers, patterns, shapes, size*. Discuss other new vocabulary and meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *I put some fruit in a row. Are they a pattern?* (14–15)

## Fluency

- Students practise rereading the story with a partner.

## Writing

- Have students write a new text using the pattern of the text, e.g. *I put some vegetables in a row. Are they a pattern?* They write their text and illustrate it.

## Home/School Link

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

## Ben's Quiz Game

### GOALS

#### Comprehension

**Making text to self connections:** Ask students if they have played a quiz and what they know about weight.

#### Vocabulary

**High-frequency Words:** could, our, them, think, were, with, yes, you

**Content Words:** game, heavier, homework, ice cream, quiz, same, stones, strawberries, tonne, weigh

#### Phonemic Awareness

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

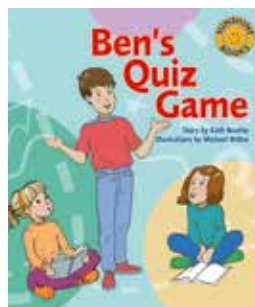
#### Phonics

**Letters and Sounds:** /st/

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

#### Fluency

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



Big brother Ben quizzes the girls about comparing weight.

### Before Reading

- Read the title. Discuss the meaning of the word *quiz* and why there is an apostrophe in *Ben's*. Ask students if they have done a quiz and what they know about weight.
- Together look at the cover picture. Discuss what they see. 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 compared to the cover? Notice the background in the picture. Ask: What is the significance of question marks, light bulbs and stars? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening with the girls and Ben on each page and what the quiz questions might be from looking at the pictures. Look for question marks and discuss how you read a question. Bring words like *game*, *heavier*, *homework*, *quiz*, *stones*, *tonne* and *weigh* into the conversation. On page 15, have students predict the ending.

### Reading the Text

- Ask students: What are some of the things good readers do? Model how to use print cues, e.g. look for chunks or small words in words or compound words – *home/work*.
- Read the title. On page 2, ask: What is the setting for the text? (Ben and Maddie's house)
- Read page 2 together. Look for the word *heav/i/er* on page 3. Discuss the meaning. Ask: What is the opposite of *heavy*? (*light*) Notice that the quiz question is followed by an answer.
- Read page 4 together. Have students notice the different way we use our voice when we ask a question and when we answer it.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

### After Reading

Invite students to discuss the story. Prompt if needed.

- What genre is this story? (question and answer/investigation)
- Who is telling the story? (the other girl) Which girl is the sister of Ben? (Maddie) How do you know? (page 2) What name would you give the other girl?
- Discuss the ending. Could the two girls eat a tonne of ice-cream and strawberries? Is this what students predicted? Ask: Do you like strawberries and ice-cream? How much could you eat?
- Retell the story using the pictures as a guide. What was the first quiz question, the next and so on? Was Ben good at asking questions? Were the girls good at answering them?
- Reread the story together focusing on questions and answers.
- Discuss the meaning of *light* and *heavy*. Make a light/heavy chart to summarise the main points in the story. Illustrate and label things in the story that were light or heavy. Use the chart to retell the story to a partner.
- Reread pages 4–5, focusing on the punctuation. Review the purpose of the full stop, comma, question mark, speech marks and exclamation marks.

### Phonemic Awareness

- Recognise and produce words that begin with the same sound: /st/ Students listen for the /st/ sound as you read the words: *stay*, *stem*, *step*, *stick*, *stop*. They repeat the words, emphasising the /st/ sound. They think of other words with the /st/ sound to repeat.

### Phonics

- Discuss the sound of the letter blend st-. Write the words *stay*, *stem*, *step*, *stick*, *stop* 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. They brainstorm other st- words to add to the list on the board.

### Word Study

- Talk about the words *could*, *our*, *them*, *think*, *were*, *with*, *yes*, *you*. Read them together. Ask students to locate the words in the text and discuss their meaning in context. 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 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 fluent reading of a section of the text differentiating between questions and answers for students to repeat.

### Writing

- Students draw a picture of themselves eating their favourite food and write a sentence or question for a caption.

### Home/School Link

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

# It's About Time

## 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:** about, before, green, know, my, not, once, red

**Focus Content Words:** dance, lunch, time, measure, music, sea, sleeve, spend, tea, treasure

### Phonics

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

**Words to Blend and Segment:** beige, leisure, measure, pleasure, treasure

### Fluency

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



This rhyming book plays on all the words we use about time. There are lots of them!

## Before Reading

- Help students use the title of the book and the cover illustration to make predictions about the text. Read the title together. Ask: What could the title mean?
- Discuss what they see in the pictures on the cover and title page. Ask: What is the girl doing? The clock on the title page may be an alarm clock used to wake someone up for school or work.
- Look at the back cover. Ask: What kind of clock is this? What is the time on the clock. Explain the role of the big hand and little hand and what *o'clock* means. (This is a contraction of an ancient phrase “of the clock” that has passed down to modern language.)
- Have students look at the clock on the title page and on the back cover. Ask: They both show the time. Why do they look different? Is this book fiction or non-fiction? How do you know?
- Help students use the title and cover illustration to tell what the book might be about.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice all the fun things the girl is doing. Students discuss what they see on each page. Bring words like *dance, lunch, time, measure, music, sea, sleeve, spend, tea, treasure* into the conversation.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What is happening in the pictures? What kind of watch do you see? (stop watch) What is time? How do we use it? Look for tricky words, e.g. *treasure, measure, save, waste*. Break the words into chunks or syllables, e.g. *tr-eas-ure*. Then read the text together pointing to the words. Notice that there are a lot of rhyming words, e.g. *fun, done*.
- On pages 4–5, discuss the pictures. Ask: Which do you like best? What do you do in your spare time? What actually is time? Find the words *spare, share, free, thought* and *something* in the text. Talk about the meaning of these words and the chunks that make them up, e.g. *sp-are, sh-are*. Read the words together and give answers to the questions.
- Follow this pattern for each page, discussing the pictures and what the different words used about time mean before reading each page.

## After Reading

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

- Have students re-tell the text using the pictures on each page as a guide.
- Discuss how special time is. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Reread the text, emphasising the rhyming words and the rhythm.
- Look again at the back cover. Draw clocks to show different times.

## Phonics

- Write the words *beige, leisure, measure, pleasure, treasure* on the board to practise blending and segmenting together as a group, e.g. *b-eige, beige*. Brainstorm more words with /zh/ to add to the list, e.g. *rouge, luge*.

## Word Study

- Talk about the words *about, before, green, know, my, not, once, red*. 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, e.g. *before* is the opposite of *after* on page 14. They play a spelling game with them.
- Take some of the sayings and explain what they mean, e.g. *spend time*. (page 3) How do we spend time? Is it like spending money? What's your favourite way of spending time? Together survey the class to see how they like to spend time. Turn the results into a graph.

## Fluency

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

## Writing

- Students tell what *time on our hands* or *time up our sleeves* means. (page 15) They think of other examples of sayings about time and draw or write about them. They make a booklet showing examples to share.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text and share this with a partner.
- Have students draw or trace a map of the world and show how time goes backwards when flying to France. Use arrows to show a plane flying from your country to France or another country. Find the times for each country and where the date line is on the map of the world.
- Students refer to the timeline on page 11. They draw their own timeline using the elements in the illustration and write a sentence about each.



## What We Do When...

### GOALS

#### Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss the time and what is done on each page.

#### Vocabulary

**Focus High-frequency Words:** after, don't, for, going, more, or, that, then

**Focus Content Words:** afternoon, day, dinner, holiday, hour, long, morning, night, noon, weekend

#### Phonics

**Letters and Sounds:** Identify and make rhyming words.

**Words to Blend and Segment –oo:** afternoon, boot, noon, soon, too

#### Fluency

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



This rhyming story takes you through a typical school day and helps tell the time.

### Before Reading

- Read the title together. Ask: What could it mean? (things we do at different times) Who wrote the text? Discuss the pictures on the cover and title page. Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Help students use the title and cover illustration to make predictions about the text.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different activities people do during the day and night. Discuss what students see on each page. Bring words like *afternoon, day, dinner, holiday, hour, long, morning, night, noon, weekend* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

### Reading the Text

- Read the title together.
- On pages 2–3, ask: What do you see in the picture? Elicit the words *night-time* and *daytime*. What do we call it when it's dark? Look for tricky words, e.g. *daytime, night-time, usually, people, school*. Break the words into chunks or syllables, e.g. *us-u-a-lly*. Read the text together, pointing to the words as they are read. Have students notice the rhyming words.
- On pages 4–5, discuss the pictures. Elicit the words *sleep* and *cry*. Have students find the words *torch, beach, sleep, babies, wake*. Talk about the meaning of these words and the chunks that make them up, e.g. *t-or-ch*. Read the text together, emphasising the rhymes.
- Follow this pattern for each page discussing the pictures, what the different time of day is and what the activities are, before reading each page.
- Students predict the ending. On page 16, they look at the index and find the page with more information about lunchtime. They ask a partner questions about the index.

### After Reading

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

- Discuss the ending and what holidays or weekends mean. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Students re-tell the text using the pictures on each page as a guide. Discuss the time and what is done on each page.
- Students look at the back cover and put the pictures in the correct order of the day.
- Reread the text together, emphasising the rhyme and feeling the rhythm.

### Phonics

- Write the words *afternoon, boot, noon, soon, too* on the board to practise blending and segmenting together as a group, e.g. b/oot, boot. Brainstorm more oo words to add to the list, e.g. room, moon, smooth.
- Students find compound words in the text and explain the meaning of the two words that make up the compound word and the word itself, e.g. *afternoon, bedtime, daytime, midnight*.

### Word Study

- Talk about the words *after, don't, for, going, more, or, that, then*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book. They discuss their meaning in context, e.g. *after* is the opposite of before on page 11. They play a spelling game with them.
- Students find and discuss the meaning of the opposites (antonyms) in the text, e.g. *long/short; daytime/night time; morning/afternoon; dark/light; wake/sleep; night/day*. They list them in a two-column chart and discuss how they were used in the text.
- Students find and discuss the meaning of the synonyms (words with similar meanings) in the text, e.g. *noon/midday*.
- On page 3, find the word *don't*. Together discuss the meaning of the contraction, what the apostrophe is for, what letter is missing and the expanded form (do not). Find more examples of contractions in the text and expand them. (*isn't, it's, breakfast's*) Explain that the word *o'clock* on page 7 is an old-fashioned way of saying "of the clock".
- Students make a timeline showing the sequence of a day. They illustrate and label their timeline, then use it to retell the activities of the day.
- In pairs students copy or trace a map of the world and indicate if an area is dark and where it would be light in the world. They label, illustrate and share with the class.

### Fluency

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

### Writing

- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Students choose a heading from the contents page and read the relevant pages. They summarise the pages in their own words and write a sentence to share with the class.
- Students use the illustrations on pages 8 and 10 to make a poster about the two ways of showing 12 o'clock (analog and digital).



# Playing with Surveys

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. Discuss the order of instructions for a survey.

### Vocabulary

**High-frequency Words:** box, each, hard, let's, most, play, room, use

**Content Words:** survey, playground, internet, question, information, popular, equipment, graph

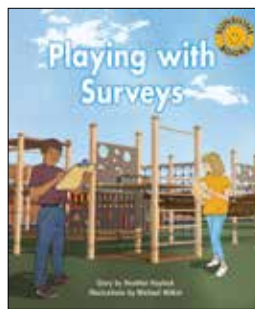
### Phonics

**Letters and Sounds:** Identify and produce words with -ion, e.g. decision

**Words to Blend and Segment:** decision, question, observation, information, lotion, location

### Fluency

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



A class of children conduct surveys of the students so they can design the best school playground ever.

## Before Reading

- Look at the back cover. These pictures give an idea of what students will read about in the book. Discuss what playground equipment students like best.
- Read the title and the names of the author and illustrator. Ask: What could the title mean? What is a survey? Have they read any other stories written by Heather Haylock? Ask them to share their experiences.
- Together look at the cover picture. Ask: Where are the people? What are they doing? Explain that surveys are a way of finding out information.
- Help students to use the title, and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *survey, playground, internet, question, information, popular, equipment* and *graph* 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 do you see? Explain that after getting information, the information must be recorded in some way, e.g. on a tally chart. Locate the words *survey, information, decision, observation* and *interviewing* to confirm. Discuss their meaning. Make sure the words look right, sound right and make sense. Read the sentences together.
- Turn to pages 4–5. Ask: What do you see? Look for the words *bullying, question* and *decide* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together.
- 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? Do you think the students will be happy with the new playground?
- 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 to have a survey about the playground? Why? What would you have done in a similar situation?
- Look at page 22. Which piece of equipment was the most popular and which was the least popular in the lunch hour? On page 23, which piece of equipment on the poster was the most popular? Least popular? Do you think this story is based on a true story?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. Discuss the order of instructions for a survey.
- Revisit the back cover. Do you still feel the same about which equipment you like best?

## Phonics

- Write the words *decision, question, observation, information, lotion, location* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *de-cis-ion, decision*. Read the words together and talk about the meaning of each. Think of more -ion words to add to the list, e.g. *equation, motion, station*.
- Talk about words with ph in them, e.g. *graph, phone*. Build a list to share and read together.
- Find words with ey in them, e.g. *survey, they, prey*. List them and explain their meaning.

## Word Study

- Talk about the words *use, play, room, most, let's, each, box, hard*. 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 context.
- Find other contractions in the story to expand and discuss their meaning, e.g. *they'd* (page 12). Brainstorm others students already know. Build a list to read and expand.
- Discuss question words that can be used in a survey, questionnaire or interview, e.g. Who, What, Where, Why, How and When. Students practise asking questions using these words.
- Students draw a picture from the story. They find a matching sentence, write it and read it to a partner, e.g. They made tally charts to record the results of their survey (page 16).

## Fluency

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

## Writing

- Students draw their favourite piece of playground equipment. They label it and say why they like it. They share with the group.
- Students write their own survey about something they would like to know more about. They test it out on their family. Illustrate and display.
- As a group, students design a survey about a school matter, e.g. school lunches. Gather and analyse the information. They display the results on graphs, and share with another class.

## Home/School Link

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