

Bedtime

GOALS

Comprehension

Ask students what they usually do to get ready for bed.
What are some things they do when they are “fooling around” instead?

Vocabulary

High-frequency Words: I, can
Content Words: jump, skip, roll, flip, slide, hop, dive, flop

Phonemic Awareness

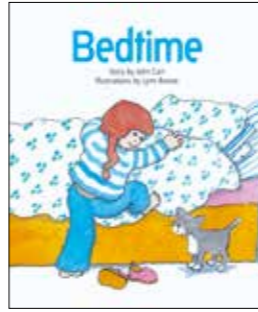
Recognise that words can be broken into individual sounds and produce them

Phonics

Letters and Sounds: c
Words to Blend and Segment: cat, can, cab, cap, cot

Fluency

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



Before going to sleep, a little girl has fun on the bed.

Before Reading

- Read the title to students. Ask them what they usually do to get ready for bed. What are some things they do when they are fooling around instead?
- Together look at the cover of *Bedtime*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Who is going to bed? Why is there a kitten? Look at the title page illustration. 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. Ask: What is the girl doing on each page? What about the kitten? Before turning to page 16, have students predict the ending. Ask: What happens when Mum and Dad peek in? Do they know what the girl has been doing?

Reading the Text

- Read the title and the names of the author and illustrator.
- Read the title page together.
- On page 2 have students discuss what they think the girl is doing in the picture.
- Together read the words *I can jump*. Follow this pattern for each page, discussing the picture and reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who in the story knows what the girl has been doing? Do you think she was supposed to be jumping on the bed?
- Ask: What do you think the cat was thinking on each page? Model a retelling of the story on the board pretending you are the cat. Students join in reading the retelling.

Phonemic Awareness

- Recognise that words can be broken into individual sounds and produce them. Have students listen to and hear the sounds in *can* /k/ /a/ /n/. Say them separately, then blend together slowly. Do the same for *cat*, *cab*, *cap* and *cot*.

Phonics

- Discuss the name and sound of the letter c. Write cvc words *cat*, *can*, *cap*, *cab* and *cot* on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /t/. Illustrate using alphabet letters *c*, *a*, *t*, touching them as the sounds are made for the word *cat*.

Word Study

- Talk about the words *I* and *can*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate *can* and *I* on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words *I can* _____. They find the final word in the story and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the story for students to repeat, such as pages 2, 4 and 6. Then follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

Writing

- Students write a new story using the same pattern *I can...* Ask: What is something you can do at bedtime? (*I can read/play/hug/sing.*) They write the story and illustrate it.

Home/School Link

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

Face Painting

GOALS

Comprehension

Making connections: Ask students if they have ever had their face painted? What were you? Was it fun? How did it feel?

Vocabulary

High-frequency Words: is, my, like, a, by, me

Content Words: face, painted, cat, dog, tiger, rabbit, butterfly, clown

Phonemic Awareness

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

Phonics

Letters and Sounds: b

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

Fluency

Practise rereading the text orally with a partner.



Children have faces painted like animals, insects and clowns.

Before Reading

- Making connections: Ask students if they have ever had their face painted. What were you? Was it fun? How did it feel?
- Students look at the cover and describe what they see. Predict what the title might be. They listen to you read the title, then read it together. Ask: Is this a fiction or nonfiction text? (It is a nonfiction text with photographs.)
- From the cover photo and title predict what the text might be about. Ask: What animals might be painted on the faces?
- Read the title page together. Talk about what is in the illustration.
- Talk/walk through the pictures. Discuss the face and what animal it is on each page. Then find the word for the animal on page 2. Look for the letter that has the /c/ sound. Point to *cat*. Read the sentence together as students point to the words.
- Before turning to page 16, ask: What do you think might happen at the end of the text? Who painted the girl's face?

Reading the Text

- Read the title together. On pages 2–3, discuss the painted face, then read the words together. Students point to the words as they are read.
- Follow this pattern for each page.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what you thought would happen?

Phonemic Awareness

- Recognise that words can be broken into individual sounds and produce them.
- Have students listen to the sounds in *bat* and *bad*. Say the words slowly emphasising each sound. Say /b/ /a/ /t/, bat. /b/ /a/ /d/, bad.
- Students think of other words to break into individual sounds, e.g. *cat* /c/ /a/ /t/, *dog* /d/ /o/ /g/.

Phonics

- Discuss the name and sound of the letter b. Write cvc words *bat*, *ban*, *bid*, *bad*, *bit* on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /a/ /t/, *bat*.
- 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 *like*, *me*, *is*, *by*, *my*, *a*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate and read these words in the book.
- Discuss the meaning of the preposition *by* and how it is used, e.g. If you write a text you can be the author and write your name “by Jimmy”.
- Students draw a picture of face painting and write the matching sentence from the text. *My face is painted like a dog.* They make a before and after picture of their face.

Fluency

- Students practise reading the book orally to a partner.
- Have them notice the text on page 16. Model how to read this page. Remind students that this is a nonfiction book. It is best read at a moderate speed, not too fast. It is telling the reader information.

Writing

- Have students write a new text (with help if needed) using the pattern from the book. *My face is painted like a _____.* (zebra, shark, horse, lion, lamb) They write the text and illustrate it.

Home/School Link

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

Here Is Hair

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, here, a, some, are

Content Words: hair, mirror, chair, clippers, bear, scissors, everywhere, more

Phonemic Awareness

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

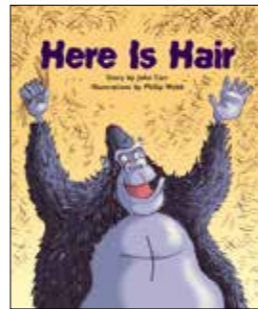
Phonics

Letters and Sounds: h

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

Fluency

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



The gorilla gives a bear a haircut.

Before Reading

- Read the title to students. Discuss the meaning of *here* and *hair*. Read the names of the author and illustrator. Discuss their roles.
- 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. Look at the title page illustration. Ask: What is happening here? How is it different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. On page 14, students predict the ending.

Reading the Text

- Read the title together. Model how to use picture, print and contextual cues. On page 2 discuss what is happening in the picture. Ask: What is the gorilla holding? What letter does *mirror* start with? Get your mouth ready to say *mirror* /m/. Locate the letter that has the /m/ sound. Read the words together: *Here is a mirror*. Does the sentence make sense? Does it sound right? Does it match the picture? These are the checks (questions) good readers ask as they are reading.
- 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.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Do you think the bear was happy with the haircut? How do you know?
- Reread the story together. Notice the rhyming words. (*hair, bear, everywhere, chair*)

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /h/ Hear the beginning sound in *hat* and *had*. Students say the words slowly emphasising /h/. They think of other /h/ words and say them, ham, hop, hair, hid.

Phonics

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

Word Study

- Talk about the words *is, here, a, some, are*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate *here, are* and *some* in the text.
- On a piece of paper, students draw a picture from the story. They write the words: *Here is/are – alsome*_____. They find and write the missing words in the story and read their sentence to a partner.
- Discuss how *is/are* are used for one or more than one thing. Discuss *hair/here*. Some words sound the same but are spelt different and have different meanings. Practise using these in different examples, e.g. Here is my hair. I brush my hair. Come over here.

Fluency

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

Writing

- Have students write a new story using the same pattern, e.g. “*Here is/are – alsome* _____ . (e.g. apples, bananas, orange, pear) 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.

How Would You Like Me to Dress?

GOALS

Comprehension

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

Vocabulary

High-frequency Words: is, I, you, a, to, with, are, like, me, some, your, that, is, what, how, would

Content Words: dress, today, hat, cat, skirt, shirt, pants, ants, coat, goat, gown, clown, boots, fruit, scarf, giraffe, school, uniform, OK, say, that's



The little girl has fun dressing up but has to wear her school uniform instead.

Phonemic Awareness

Identify and make rhyming words.

Phonics

Letters and Sounds: dr

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

Fluency

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

Before Reading

- Help students to use the title and cover illustration to make predictions about the story.
- Read the title. Discuss the meaning of *dress* as a verb. Ask: Does anyone help you get dressed each day?
- Reread the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the girl wearing? What is she looking at? Look at the title page illustration. What is the girl doing now? What is different in this illustration? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the illustrations and questions on each page. Ask: Who do you think the girl is talking to? On page 15 have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, discuss the picture and read the words together. Ask: Where is the cat?
- Follow this pattern for each page up to pages 14–15, 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: Is this what you expected? Is it what the girl expected? What is a *uniform*? Why do you think she has to wear a *uniform*?

After Reading

Invite students to discuss the story. Prompt if needed.

- Check on predictions made before reading and elicit understanding of humour at the end.
- Discuss the ending. Is this what students predicted? What was different?
- Reread the story together. Notice the rhyming words on each page, e.g. *hat/cat, today/OK, skirt/shirt*.
- Ask students to retell the story using the pictures on each page as a guide.

Phonemic Awareness

- Students listen to and hear the rhyming words in the story, e.g. *hat/cat, today/OK, skirt/shirt*. They repeat the rhyming words and think of more that sound the same at the end of the word, e.g. *hat/bat/sat/pat, today/play/may/pay*.

Phonics

- Discuss the name and sound of the blend /dr/. Write the words *dress, drip, drop, drum, drag* on the board to practise blending and segmenting the sounds together as a group. Emphasise the /dr/ sound as you say the words.
- Illustrate using alphabet letters for /dr/ /e/ /ss/, touching them as the sounds are made for the word. (d r combine to make the blend /dr/.) Together think of other /dr/ words to blend, e.g. *drink, drive, drown, dream*.

Word Study

- Talk about the words *are, your, you, what, that, with*. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text.
- Students draw a picture from the story. They find the words in the story and write them. They read their sentence to a partner.
- Discuss the contraction *that's* on page 16. (short for *that is*) Ask: What letter has been replaced by the apostrophe? (i)

Fluency

- Model fluent reading of the text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.
- The change of character happens on the last page with the girl's mother answering the question. Ask: What punctuation do you need to be aware of? (question mark) How do we change our voice for a question. What is the question word in this story? (*How*) Also there is an exclamation mark on the last page. How do we read one of these? (with emphasis).

Writing

- Students retell the story from the cat's point of view. They draw the pictures with labels on a time line and use this to retell what the cat saw in order of the story.
- Have students write their own story about getting dressed in their favourite clothes.

Home/School Link

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

If I Had Wings

GOALS

Comprehension

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

Vocabulary

High-frequency Words: on, in, I, you, the, to, up, me, if, had, some, could

Content Words: wings, fly, sky, springs, bounce, ground, claws, climb, tree, tracks, walk, mud, balloons, float, air, flippers, swim, pool, wheels, skate, school

Phonemic Awareness

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

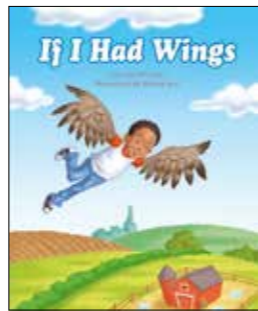
Phonics

Letters and Sounds: w

Words to Blend and Segment: win, wet, wig, wax, wit

Fluency

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



A boy imagines all the amazing ways he could get around.

Before Reading

- Read the title and discuss the meaning of *wings* and *if*. Then reread the title. Students listen to the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who has wings? What can the boy do if he has wings? Look at the title page and read the title.
- Talk/walk through the pictures. Discuss the illustration in the thought bubble on each page. Ask: What is the boy wishing for? On page 15 predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator together. Read the title page.
- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues. On page 2 look for the word *wings*. Ask: What letter will it start with? Get your mouths ready for /w/. What does the illustration show the boy doing? Look for the word *if*. Read the words together. Make sure each word in the sentence makes sense, matches the picture, looks right and sounds right.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have the students discuss what they see in the illustration. Read the text together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a surprise ending?
- Reread the story together. Notice the repetitive parts and how these help to read the story, e.g. *If I had....I could....*
- Ask students to retell the story using the pictures on each page as a guide. They could make a time line to assist with the retelling.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /w/ Emphasise the /w/ sound as you slowly say *win, wet, wax, wig, wit*. Have students repeat these.
- Think of more words starting with /w/ to listen to and say, e.g. wing, walk, we, wish, wash. Ask students to indicate when they hear /w/ as you say a list of words that start with various letters.

Phonics

- Write cvc words *win, wet, wax, wig, wit* on the board to practise blending and segmenting the sounds together as a group.
- Students listen to and hear the sounds in *win* as you say the words slowly stretching the sounds /w/ /i/ /n/. Say them separately, then blend together slowly. Illustrate using alphabet letters for *win* and touching them as the sounds are made for the word.
- Repeat for the other cvc words.

Word Study

- Talk about the words *to, if, had, some, you, could*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words throughout the book.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them, then read their sentence to a partner.
- Discuss punctuation and the importance of commas and fullstops.

Fluency

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

Writing

- Have students write a new story about a dream they might have. They draw their picture in a thought bubble first, then write the story, e.g. *If I had some _____, I could _____*.

Home/School Link

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

Just Like Me

GOALS

Comprehension

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

Vocabulary

High-frequency Words: like, me, just

Content Words: frogs, jumping, apes, swinging, cheetahs, running, monkeys, climbing, kangaroos, hopping, seals, swimming, dogs, children

Phonemic Awareness

Recognise and produce words that begin with the sound: /j/

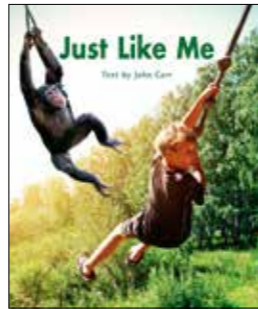
Phonics

Letters and Sounds: j

Words to Blend and Segment: jam, jab, job, jet, jog

Fluency

Model reading of the text with expression and noting the punctuation.



There are lots of things that animals like to do that we do, too.

Before Reading

- Students look at the cover and describe what they see. They predict what the title might be.
- Read the title together. From the cover photo and title students predict what the text might be about. Ask: What animals might do things just like you?
- Read the title page together. Talk about what the animal is and what it is doing.
- Talk/walk through the pictures. Discuss the actions of the animals on each page. Ask: Are they doing things you could do? Then find the word for action on page 2. Have students look for the letter that has the /j/ sound. Point to *jumping* and *just*.
- Before turning to page 16, ask what students think might happen at the end of the text. What animal is the child with?

Reading the Text

- Read the title together. Then read the title page together.
- On page 2 discuss the action of the frog, then have students read the words. They 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. Was the text like your predictions? Was the ending what you predicted? Why was there a seal on the title page? (Link to page 12)

Phonemic Awareness

- Students recognise and produce words that begin with the sound /j/. Say the words so they hear the beginning sound in *just* and *jump*. Say the words slowly emphasizing the /j/.
- Have students think of other words that start with /j/. Say them together and listen to the /j/ sound.

Phonics

- Discuss the name and sound of the letter j. Write cvc words *jam, jab, job, jet* and *jog* on the board to practise blending and segmenting the sounds together as a group, e.g. /j/ /a/ /m/, jam. 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 *like, me, just*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book.
- Students draw a picture of an animal and write the matching sentence from the text, e.g. *Seals like swimming, just like me.*

Fluency

- Model reading of the text with expression and noting the punctuation. (Pause at the comma.) Students repeat after you.

Writing

- Students write a new text using the same pattern, *___ like ___, just like me.* e.g. *Tigers like running, just like me.* Students write the text and illustrate it.
- Students make a time line showing the order of the text. They illustrate their time line and write labels. They use this as a guide to retell the text.

Home/School Link

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

Mud

GOALS

Comprehension

Making connections: Ask students if they have ever played in mud. Was it fun? How did it feel?

Vocabulary

High-frequency Words: is, on, my, there, in

Content Words: mud, boots, toes, hands, clothes, back, hair, everywhere

Phonemic Awareness

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

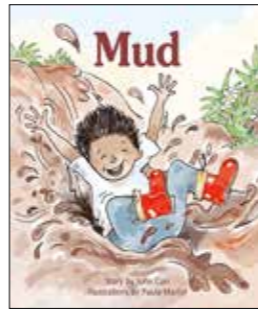
Phonics

Letters and Sounds: u

Words to Blend and Segment: mud, mum, mug, cup, but

Fluency

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



It's fun to play in mud.

Before Reading

- Ask students if they have ever played in mud. Was it fun? How did it feel?
- Together look at the cover of *Mud*. Read the title and the names of the author and illustrator. Discuss what is happening in the picture. Ask: What is the boy doing? How is he feeling? How do you know? Look at the title page illustration. Is there anything different to the cover illustration? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy doing on each page? Before turning to page 16, predict the ending. What happens when Mum and the dog arrive?

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 boy is looking at in the picture. Read the words together. *There is mud on my...* Ask: What letter does the word start with? /b/. What is in the picture that starts with /b/? *boots*. Does boots make sense? Yes. *There is mud on my boots*.
- 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. On page 15, how are the children feeling? What happens on page 16?
- Retell the story in order. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that have the same medial sound: /u/ Talk about what a middle sound means. Students listen to you saying the sounds in *mud* /m/ /u/ /d/. Say them separately, then blend together slowly. They listen particularly for the medial sound /u/.
- Have students listen to you reading more words with /u/ in the middle, e.g. cup, pup, nut. Say the words slowly stretching out the sounds. Together think of more words with the same medial sound /u/. e.g. nut, must, much

Phonics

- Discuss the name and sound of the letter u. Write cvc words *mud, mug, mum, cup* and *but* on the board to practise blending and segmenting the sounds together as a group. e.g. /m/ /u/ /d/
- Illustrate using alphabet letters *m, u, d*, touching them as the sounds are made for the word *mud*.

Word Study

- Talk about the words *is, there, in, on* and *my*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate the words on a few of the pages. Look for the page with *in*. (page 12) Talk about the difference between *in* and *on*. Demonstrate with a pencil, e.g. on a desk and in a desk.
- On a piece of paper, students draw a picture from the story. They write the words (with help if needed), *There is mud on my_____*. They find and write the final word in the space and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the story for students to repeat, e.g. pages 2, 4 and 6. Then follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- On page 14, talk about the use of commas and the full stop. Model reading with the pauses for punctuation Students copy the model. (Show the difference if there were no pauses.)
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern: *There is mud on my_____*. What is something else mud could be on? e.g. shirt/dress/arms/legs. 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.

See Me Giggle

GOALS

Comprehension

Making connections: Ask students what makes them giggle?

Vocabulary

High-frequency Words: I, see, me, when

Content Words: giggle, dance, slide, sing, ride, hop, talk, google, wiggle, walk

Phonemic Awareness

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

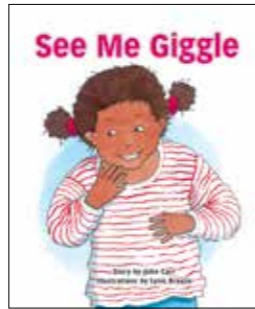
Phonics

Letters and Sounds: g

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

Fluency

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



This girl likes to giggle and see the funny side of everything she does.

Before Reading

- Ask students what makes them giggle. Together look at the cover picture. Discuss what is happening in the picture. Read the title. Discuss the meaning of *See Me Giggle*. Talk about the difference between laugh, giggle and smile. Demonstrate these.
- Read the title together and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is the girl still giggling? Reread the title. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what makes the girl giggle on each page. On page 15 have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together. On page 2 discuss what students think makes the girl giggle 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 a surprise ending. Have the students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? What made the girl giggle at the end?
- Reread the story together.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /g/ Students listen to and repeat words with emphasis on the first letter /g/, e.g. get, got, gas, gap, gum.
- They think of more /g/ words to listen to and repeat, e.g. give, game, giggle, go, going.

Phonics

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

Word Study

- Talk about the words *I, see, me, when*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *see, me* and *when* on each page.
- On a piece of paper, students draw a picture from the story. They write the words: *See me _____ when I _____*. They find the words in the story and read their sentence to a partner. Talk about the capital letter and the full stop.
- Find words in the story with one or two syllables, e.g. *dance, slide (1), giggle, google, wiggle (2)* Have students note how the syllables break between double letters. Together clap the beat of each syllable as the words are said slowly.

Fluency

- Model fluent reading of a section of the text, emphasising rhyming words, for students to repeat, e.g. pages 4, 8, 12 and 16. (*slide/ride, talk/walk*)
- Continue until the end of the story with the students repeating after hearing the model. Talk about the comma on page 14 and what it means.
- Students take turns to read the story to a partner.

Writing

- Students write a new story using the same pattern, e.g. See me giggle when I wink. They write their story and illustrate it.

Home/School Link

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

All Dressed Up

GOALS

Comprehension

Discuss the sequence of events and the humorous ending.

Vocabulary

High-frequency Words: all, and, but, eat, he, his, is, it, off, on, put, said, so, take, then, to, went, will, you, your

Content Words: best, clothes, cook, jacket, jeans, jumper, left, lunch, Mum, shiny, shoes, shorts, socks, summer, swim, took, T-shirt, winter

Phonemic Awareness

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

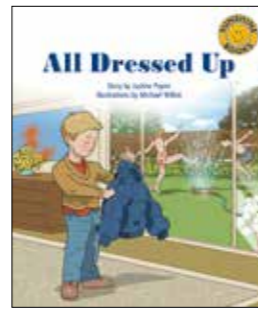
Phonics

Letters and Sounds: oo took

Words to Blend and Segment: took, cook, book, look, hook

Fluency

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



Adam puts on all his best clothes but it is summer and a hot day.

Before Reading

- Read the title. Discuss the meaning of *dressed*. Ask students if they dress themselves?
- Read the title and the names of the author and illustrator. Discuss the role of each.
- 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 setting? What are the children doing outside? What does that tell you about the weather? What is the boy doing inside?
- Look at the title page illustration. Which part of the boy's house is it showing? What do you see on the bed? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Adam, the boy, is doing on each page. (dressing or undressing) 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. Ask: On page 3, what is the boy (Adam) doing? What is he putting on? Find the word *best* on page 2. Look for the letter b. Point to the word and read it. Find the /sh/ letters for *shorts*. Then find /j/ for *jeans*. Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read. (He put on his best.... He took off his best.....)
- 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? What kind of weather is Adam dressed for now? What made him change from dressing up to taking off clothes?

After Reading

Invite students to discuss the story. Prompt if needed.

- Why does Mum say “*you will cook*” on p 10?
- Discuss the sequence of events and the humorous ending. Is this what students predicted?
- Retell the story using the pictures on each page as a guide. What did Adam put on first in the story, next and so on? Then what order did he take them off again?
- Discuss the meaning of adjectives that describe things in the text, e.g. *shiny, best*. What other adjectives could you use to describe your clothes or Adam's? (orange, warm, woolly, cool)
- Have students role play being hot with too many clothes on, then being cool ready for a swim.
- Reread the story together.

Phonemic Awareness

- Recognise and produce words that have with the same short vowel sound: /oo/ e.g. took, look, cook, book, hook. Students listen for the /oo/ vowel sound as you read the words slowly.
- Talk about the /oo/ sound being the middle sound. Students repeat the words, /t/ /oo/ /k/, took, emphasising the /oo/. They listen to other words that have the same vowel sound, e.g. crook, nook, wool, wood. They repeat them after you.

Phonics

- Discuss the sound of the short vowel /oo/. Write the words took, look, cook, book, hook on the board to practise blending and segmenting the sounds together as a group, e.g. /t/ /oo/ /k/. Illustrate using alphabet letters, touching each one as the sounds are made for the word.

Word Study

- Talk about the words *went, on, off, your, his, take, will, then*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words. They make sentences using some of the words and adding their own.
- Look at the words *took/take*. Explain that *took* is the past tense of *take*. Find sentences in the story using these words. Students make up sentences to say to a partner using *took* or *take*.
- Sort words from the text into the category “Clothes”. List all the words in the story that are clothes on a chart and illustrate.

Fluency

- Choral reading with students pointing to the words as they are read. They reread to a partner.

Writing

- Students make a circular story showing the order of what Adam put on and what he took off and how he felt. They use arrows, labels and small pictures. They can use this to retell the story. Show how he felt with all the clothes on and then later with only his swim shorts on.

Home/School Link

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

Being Brave

GOALS

Comprehension

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

Vocabulary

High-frequency Words: a, am, and, back, big, blue, but, down, I, just, little, look, not, on, ride, the, to, too, up, want, well

Content Words: climb, elephant, maybe, sail, scared, sea, sit, steep, tall, track, tree

Phonemic Awareness

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

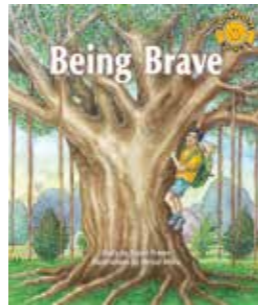
Phonics

Letters and Sounds: br

Words to Blend and Segment: brave, brim, brush, brown, bread

Fluency

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



A boy and his dog take on challenges and show they can overcome fear.

Before Reading

- Listen to the title. Discuss the meaning of *brave*. How is it different to *scared*? Ask students to demonstrate. Ask: What happens when someone is brave? What makes you feel brave?
- Read the title and the names of the author and illustrator. What are their roles in this story? 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 illustration.
- Look at the title page illustration. Ask: Who is being brave? The boy or the dog? What do you think might happen in the story? (Note: the author intended that the dog was the character who was scared.)
- Talk/walk through the pictures. Discuss who is being brave or scared and what they are doing on each page. On page 15, have students predict what the ending might be.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what are the boy and his dog looking at? Find the word *tree* on page 2. Look for the letter *t*. Do they look brave or scared? Find the word *scared* starting with the letter *s*. Read the words together.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read the words.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Who was brave or scared – the boy or the dog or both?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Discuss the meaning of opposites, e.g. *up/down*; *scared/not scared* or *brave*; *big/little*. Have students role play being brave or scared in the story.
- Reread the story together. Feel the rhythm as you read the repetitive parts.
- Ask students to retell the story using the pictures on each page as a guide. What was scary first in the story, next and so on? When did the story change to being not scared? Why?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /br/ e.g. brave, brim, brush, brown, bread. Students listen for the /br/ blend as you read the words slowly. They repeat the words, /br/ /i/ /m/, *brim*, emphasising the /br/. They think of other words to say that begin with /br/, e.g. bring, brought, bran, brisk, breeze.

Phonics

- Discuss the sound of the blend /br/ Write the words brave, brim, brush, brown, bread on the board to practise blending and segmenting the sounds together as a group, e.g. /br/ /a/ /v/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *too*, *up*, *big*, *little*, *look*, *not*, *but*, *and*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *Look! I am sailing on the big blue sea and I am not scared.*

Fluency

- Choral reading with students pointing to the words as they are read. They reread the story to a partner.

Writing

- Students make a circular story showing where the boy and the dog went and how they felt. They use arrows, labels and small pictures. They can use this to retell the story. Show how the feelings changed when they revisited the big tall tree and so on.
- Students write a new sentence about being brave using the pattern from the story. They draw a picture first, then write the sentence. e.g. *Look! I am climbing to the top of the climbing frame and I am not scared.*

Home/School Link

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

Senses

GOALS

Comprehension

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

Vocabulary

High-frequency Words: a, all, and, are, call, can, every, have, help, like, live, now, our, see, the, they, to, us, we, what, with, you

Content Words: around, barking, cat, colours, day, dog, ears, eyes, five, flowers, food, friends, hands, hear/hearing, hold, lemons, nose, pat, pencil, senses, smell/smelling, sour, strawberries, sweet, taste/tasting, things, time, tongue, touch/touching, us, use, world

Phonemic Awareness

Recognise and produce words that have the same vowel sound: aw

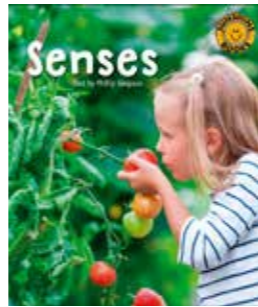
Phonics

Letters and Sounds: /aw/

Words to Blend and Segment: call, all, saw, fall, raw

Fluency

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



Find out what your five senses are and how you use them.

Before Reading

- Ask: What do you know about our senses? How many are there? What are they? Read the title to students and then read it together.
- From the cover image and title have students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is happening in the picture. Ask: What sense is being used here?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *hearing, touching, seeing, smelling* and *tasting* into the conversation.

Reading the Text

- Read the cover and the title page together. On page 2 discuss which two senses are being used. Look at the icons or small illustrations on each picture to get a clue. Then read the words together, pointing to the words as they are read.
- Look at page 3 to discuss the other three senses. Look at the icons and the pictures. Read the words together.
- On pages 4–5 there are icons again. Students read the labels and connect with the pictures to understand their meaning.
- Follow this pattern for each page, discussing the pictures, what the different senses represented are and what those senses help us with before reading each page.
- Check the prediction about the content before answering the question on the last page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Re-tell the text using the pictures on each page as a guide. Discuss how each sense is used.
- Discuss the ending. Ask students to tell what senses they are using right now. Ask: Do we sometimes use more than one sense at the same time? What do they think the author's purpose was for writing the book. What have they learnt from this book?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /aw/. Students listen carefully to you reading the following words to identify the /aw/ sound, e.g. call, all, fall, saw, raw. They repeat these words and think of more words that have the same vowel sound, e.g. tall, mall, crawl, small.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *cal/ling*. Together listen and clap the one-syllable words in the book, e.g. *live, call*.
- Have students clap the two-syllable words, e.g. *sens/es, bark/ing*.

Phonics

- Recognise words that have the same vowel sound /aw/. Write words call, all, fall, saw, raw on the board to practise blending and segmenting the sounds as a group, e.g. /c/ /aw/ /l/ call.

Word Study

- Talk about the words *live, call, our, now, like, have, are, you*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text, e.g. page 16, *We use our five senses every day*.
- Have students make a Five Senses web with an example of using each sense branching out from the web. They label and illustrate their web and share it with the class.
- Talk about words in the text ending in -ing. List these and say what the root verb is. Together make a chart matching these, e.g. *see/seeing, hear/hearing; call/calling; bark/barking; use/using; touch/touching; smell/smelling*.

Fluency

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

Writing

- Have students write a new text using the pattern of the book, e.g. *We use our hands to touch. With our hands we can touch a fluffy chick. They write the text and illustrate it.*
- Students draw a picture of themselves and label their senses. They can use pages 4–5 as a model. They share this with a partner.

Home/School Link

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

Let's Get Fit!

GOALS

Comprehension

Retell the text using the pictures on each page as a guide. Discuss how each person gets fit.

Vocabulary

High-frequency Words: and, get, let, play, run, she, walk, we

Content Words: baby, crawl, dance, flowers, football, fun, garden, grass, stretch, swing

Phonemic Awareness

Identify syllables in words and clap as they are spoken.

Phonics

Letters and Sounds: -et

Words to Blend and Segment: get, let, net, pet, wet

Fluency

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



The people in this community get fit in different ways.

Before Reading

- Ask: What do you know about getting fit? What does getting fit mean? How can you get fit? For more ideas look at the back cover. Talk about how the children are getting fit.
- Read the title to students and then read it together. Discuss what the children are doing on the front cover. From the cover photo and title students predict what the text might be about.
- Discuss if this will be a fiction or nonfiction text.
- Look at the title page. Talk about what the girl is doing in the picture. Notice the Contents. Talk about how this tells you what the text will be about. Read the contents page together.
- Talk/walk through the pictures. Notice the shape on each page number. Discuss what is happening on each page. Bring words like *baby, crawl, dance, flowers, football, fun, garden, grass, stretch, swing* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss what the men are doing. Are they getting fit? Read the words together, pointing to them as they are read. Ask: What is Tom doing?
- On pages 4–5, Maria is at the gym. Read the words together.
- Follow this pattern for each page discussing the pictures and the kind of exercise before reading each page.
- Predict the ending before turning to page 16. Read the words and then discuss the Index. This is another feature of nonfiction like the Table of Contents. Model how to use this, then ask students to find the page about the gym. They ask each other questions in pairs about what page to find things using the Index.

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how there are many different forms of exercise that help us get fit.
- Discuss the ending. Ask students what activities they want to do to get fit. Do we sometimes use more than one way to get fit? What do they think the author's purpose was for writing the book? What have they learnt from this book?

Phonemic Awareness

- Students listen and identify syllables in words and clap as you read them, e.g. *gar|den, get|ting*. Together find one-syllable words in the book to clap, e.g. *fit, fun*.
- Have students clap two syllable words, e.g. *play|ing, foot|ball*.

Phonics

- Recognise words that have the same rime: -et Write the words *get, let, net, pet, wet* on the board to practise blending and segmenting the onsets and rimes together as a group.

Word Study

- Talk about the words *and, get, let, play, run, she, walk, we*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read these words in the book, then discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text.
- Have students make a web with examples of ways to get fit branching out from the web. They can use the back cover for ideas. They label and illustrate and share your web with the class.
- Talk about words ending in -ing. Students list these and say what the root verb is. Make a chart matching these, e.g. *crawling/crawl, dancing/dance, gardening/garden, chopping/chop*. Discuss rules for words ending in e and words that need the last letter doubled before the -ing.

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. Everyone gets fit at the gym.
- Students draw a picture of themselves and label their fitness activity. They share this with a partner.

Home/School Link

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

Good Habits

GOALS

Comprehension

Making connections: Read the back cover. Share which of these good habits you do. Ask: What other good habits do you do?

Vocabulary

High-frequency Words: each, there, good, must, play, same, every, because

Content Words: January, December, habits, remember, exercise, sleep, vegetables, fruit, shower, today

Phonics

Letters and Sounds: Identify and produce rhyming words, e.g. December/remember; swim/gym; strong/long

Words to Blend and Segment: ay (long a): day, play, say, pay, way, stay, always

Fluency

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



Do you clean your teeth morning and night? Do you do plenty of exercise and get lots of sleep? These are just some of the good habits in this rhyming text.

Before Reading

- Elicit what students would define as good habits. Ask: What do you know about good habits?
- Read the title together then read the author to them. Ask: Have you read any books by Susan Frame? Students share their experiences.
- What could the title mean? Discuss what they see in the pictures on the cover and title page and how they relate to the title. Ask: Are they examples of good habits? When do you clean your teeth? Is it a habit after breakfast and before bed?
- Look at the back cover. Ask: Which of these good habits do you do?
- Help students use the cover and the title page to make predictions about the text.
- Talk/walk through the pictures. Notice the different places where good habits happen. Discuss what makes a good habit on each page. Bring words like *January, December, habits, remember, exercise, sleep, vegetables, fruit, shower, today* into the conversation.
- Before turning to page 24, ask students how they think the book might end.

Reading the Text

- Read the title together.
- Turn to pages 2–3. Ask: What is happening in the picture? Look for tricky words like *January, December, remember, habits*. Break the words into chunks or syllables, e.g. *Jan-u-ar-y, January*. Then read the text together, pointing to the words as you read.
- On pages 4–5, discuss the pictures. Find the words *exercise, sleep, muscles, healthy* in the text. Talk about their meaning. Read the words together. Then read the text.
- Follow this pattern for each page, discussing the pictures and tricky words about good habits before reading each page.
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Read the back cover and share which of these good habits students do. Ask: What other good habits do you have?
- Re-tell the text using the pictures on each page as a guide. Discuss the good habits. Ask: What can be learnt from this story?

Phonics

- Have students identify and produce rhyming words in the text, e.g. *December/remember; swim/gym; strong/long*.
- Write words with -ay (long a) *day, play, say, pay, way, stay, always* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *d-ay, day*. Together brainstorm more words with -ay to add to the list, e.g. *may, bay, lay, ray, spray, today*. Remind students that there are other spellings for long a such as ai and a_e.

Word Study

- Talk about the words *each, there, good, must, play, same, every, because*. 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. Play a spelling or memory game with the cards, e.g. use alphabet letter tiles or cards to make the words.

Fluency

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

Writing

- Good habits are either worthwhile or helpful. Students write a poem or story saying why good habits are so helpful.
- Students write about one or more of their good habits. What are they and when do they do them? They illustrate their writing.
- Students draw a picture of a good habit from the book. They write the matching sentence from the text and share with a partner.
- Make a game with rhyming words together. Choose rhyming words from the book and write them on cards. The cards can be used to make a matching game with students.

Home/School Link

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

Hairy Facts

GOALS

Comprehension

Making connections: Read the back cover. Discuss your hair colour, your friends' hair colour and your family's hair colour. Who has the same colour as you?

Vocabulary

High-frequency Words: head, about, round, keep, know, than, tell, who

Content Words: hair, born, bald, strong, warm, curly, straight, blonde, redhead, black

Phonics

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

Words to Blend and Segment: air, hair, hairy, fair, pair, hairstyle, stairs, chair

Fluency

Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.



Most of us have hair on our heads. What colour is it? Why? Check out these and other facts about hair.

Before Reading

- Read the title together. Ask: Who is the author of the text? Why is there no illustrator? How do you know that this book is non-fiction?
- Discuss what students see on the cover and title page. Ask: What do the photos show about hair?
- Read the back cover. Match the words to the pictures. Discuss their meaning. Discuss students' hair colour, their friends' hair colour and their family's hair colour. Ask: Who has the same colour hair as you?
- Read the title and the table of contents to give an idea of what the text might be about.
- Talk/walk through the pictures. Notice the different hair colours and hair styles. Discuss what students see on each page. Bring words like *hair, born, bald, strong, warm, curly, straight, blonde, redhead, black* into the conversation. Notice how hair grows on page 12.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? How many hairs do we have? Look at the text to get some clues. Look for tricky words like *people, hairs, head*. Break the words into chunks or syllables, e.g. *peo-ple*. Then read the text together, pointing to the words as you read. Make sure the words make sense, look right and sound right.
- Turn to pages 4–5 and discuss the photos. Ask: What do you see? Find the words *born, blonde, darker*. Share experiences of what students were like as a baby. Ask: Were you born with hair? Read the words together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Look at the index and find the pages where there is information about follicles. Students ask a partner questions about the index, e.g. Which page has information about wigs?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: Who would like to be a hair stylist when they grow up? What does hair protect? Discuss which hairstyle students like.
- Re-tell the text using the pictures on each page as a guide. Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book?

Phonics

- Recognise and produce words that have the same vowel sound – air. Write the words *air, hair, hairy, fair, pair, hairstyle, stairs, chair* on the board to chunk and say them as a group, e.g. *h-air, hair*. Discuss the meaning of each word and have students use it in a sentence.

Word Study

- Talk about the words *head, about, round, keep, know, than, tell, who*. Copy and print two sets of flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students could play a memory matching game with them.
- Students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Students draw a picture of a head of hair in the middle of a web. They can write different words related to hair as labels around the picture.
- Choose one chapter to re-read. Make a quiz about hair where the answers are in the text, e.g. Hair and Science, page 21, Question 1: What is DNA?

Fluency

- Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.

Writing

- Students write and illustrate a fact from the text, e.g. The colour of your hair depends on your parents. They share this with a partner.
- Students make a poster showing different hairstyles with captions to name them and write a sentence about each.
- Students draw themselves and their family, labelling the different hair colours.

Home/School Link

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

Our Amazing Skin

GOALS

Comprehension

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

Vocabulary

High-frequency Words: three, work, our, why, lived, dark, grow, right

Content Words: skin, layer, world, raincoat, changes, clean, organ, melanin, happy, blood

Phonics

Letters and Sounds: Identify and make comparatives ending in -er

Words to Blend and Segment: -er: cooler, darker, lighter, thicker, fatter, older

Fluency

Choose a heading from the contents page. Find the related pages. Model reading them in an interesting way.

Students repeat the process with a partner.



We all have skin. It keeps us together. It has three layers, each with a different function.

Before Reading

- Read the title together. Ask: Why is our skin amazing? Discuss what students see in the photos on the cover and title page. What do the photos show about skin? What do you think this book will be about? How do you know that this book is non-fiction?
- Read the table of contents to give an idea of what is going to appear in the text.
- Help students to use the title of the book and the cover and title page photos to make predictions about the text.
- Talk/walk through the text. Notice the different skin colours. Discuss what students see on each page. Look for facts about how amazing our skin is. Bring words like *skin, layer, world, raincoat, changes, clean, organ, melanin, happy, blood* into the conversation.
Ask: Why is our skin important?

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3 ask: What do you see in the photo? Look for tricky words like *biggest, organ, heart, brain, lungs*. Break the words into chunks or syllables, e.g. *or-gan, organ*. Discuss their meanings. (Some meanings are available in the glossary.)
- Read the text together, pointing to the words as they are read. Make sure the words make sense, look and sound right.
- Look at pages 4–5 and discuss the pictures. Read the heading together. What skin colours do you see? Look for tricky words *colour, different, special, melanin*. Discuss their meanings. Read the text together.
- Follow this pattern for each page discussing the pictures and what the tricky words are before reading the text. Check on predictions made at the beginning.
- Students look at the index and find the page with information about sweat. They ask a partner questions about the index, e.g. What page is dead skin on?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Students re-tell the text using the pictures on each page as a guide. Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Discuss the ending and how best to take care of our skin.
- Look at the back cover. Discuss how the different things would feel if we touched them.

Phonics

- Students identify and make comparatives ending in -er. Write the words *cooler, darker, lighter, thicker, fatter, older* on the board to chunk and say them as a group, e.g. *dar-ker*. Brainstorm more words with -er, e.g. *thinner, brighter, slower, faster*. Students say them and discuss their meaning and then use them in a sentence.

Word Study

- Talk about the words *three, work, our, why, lived, dark, grow, right*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Students draw a picture of one of the features in the book. Then write the matching sentence from the text.
- Students make a three-column chart with a column for each skin layer. They say what each layer does. They illustrate and label a diagram to go alongside the chart.
- Students write quiz questions about a chapter, e.g. on page 16: Question 1. What are bacteria?

Fluency

- Students choose a heading from the contents page. Find the related pages. They read them in an interesting way. Students repeat the process with a partner.

Writing

- Students write and illustrate a fact from the story, e.g. when we touch something, the nerve endings send messages to our brain (page 12). They share their fact with a partner.
- Students use the glossary to write out the words and their meaning on sentence strips. They mix them all up and make a game of matching the sentences to the correct words.
- Our Amazing Skin: students write a poem or story about why their skin is amazing. They illustrate and share.

Home/School Link

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