

Animal Tails

GOALS

Comprehension

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

Vocabulary

High-frequency Words: a, are, away, fly, for, get, here, is, this, what

Content Words: animal, clever, fighting, flat, fluffy, hanging, keep, long, spikey, standing, strong, swimming, tail, these, warm

Phonemic Awareness

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

Phonics

Letters and Sounds: fl

Words to Blend and Segment: fly, fluff, flip, flop, flap

Fluency

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



Many animals have tails and they use them for different purposes.

Before Reading

- Look at the cover and ask students what they see. Read the title together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs).
- Students talk about different animals they know with tails.
- Read the title page together. Talk about what is in the picture. Ask: What animal is this? How is the tail used?
- Talk/walk through the pictures. Discuss what students see on each page. Ask: What is the animal and what could the tail be used for?
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: What animal is this? Which word would say *tail*? How would *tail* start? Find the word that starts with t. How would you describe this tail? (long) Find the word that starts with /l/ for *long*. What could the monkey use a long tail for? (Look at the picture on page 3.) Find the word that starts with /h/ (*hanging*), then read pages 2–3 together, pointing to the words as they are read.
- Follow this pattern for each page discussing the different animals, their tails and their uses, then looking for the initial letter of the key words before reading each page.
- Have students notice the repetition on each page. Ask: How does this help you as a reader? (Only one or two new words on each page and a similar sentence structure makes it easier to read the text.)
- Read pages 14–15. Ask: Why is the tail clever?
- Have students notice the question mark and answer the question on page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Students retell the text using the pictures on each page as a guide. Discuss how each tail is used.
- Invite students to discuss the information. Did they realise how useful tails can be? What other animals do they know that have tails?
- Look at the question on page 16. Notice how it starts with a capital letter and ends with a question mark. Model how to read a question. Ask: Can you answer the question? Students illustrate and label their answers.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /fl/ Students listen for the /fl/ sound as you say the words, then they repeat them slowly, stretching the sounds, fly, fluffy, flip, flap, flop. They think of more words starting with the blend /fl/, e.g. flat, flow, floss.

Phonics

- Recognise words that begin with the blend /fl/. Write the words fly, fluff, flip, flap, flop on the board to practise blending and segmenting the sounds together as a group, e.g. /fl/ /a/ /p/, flap. 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 meaning and use of the words *what, this, fly, away, get, are, here, for*. Read them together. Ask students to locate and read these words in the book.
- Print multiple copies of the flash cards from the inside front cover to share. Give students magnetic letters to make the words, ensuring they work from left to right with the letters within the words.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. spikey, fluffy, flat. Discuss other new vocabulary and the meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.

Fluency

- Students practise rereading the story with a partner. They share information about new words they have read.

Writing

- Have students write a new text using the pattern of the text, e.g. Here is a short tail. This tail is for wagging. They write the text and illustrate it.
- Students make a two-column chart to show the different tails and their uses with headings: Tails, Uses, e.g. Long tail; hanging. 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.

Barry, the Bee

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the cover and title page illustrations.

Vocabulary

High-frequency Words: a, again, all, am, and, ate, back, been, could, did, find, fly, get, have, he, here, I, is, me, my, no, not, off, on, please, right, said, she, so, some, take, that, the, there, this, to, up, was, when, where, white, will, you

Content Words: another, bee, cross, fence, flew, flower, forget, got, gum, hive, hungry, isn't, land, light, nectar, queen, shouted, street, thorn, time, tree, yum

Phonemic Awareness

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

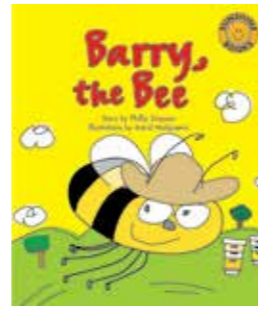
Phonics

Letters and Sounds: /kw/ qu (queen)

Words to Blend and Segment: queen, quiz, quick, quiz, quack

Fluency

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



Barry is a bee who is easily distracted so when he is asked to get nectar, he gets into trouble.

Before Reading

- Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the bee doing?
- Look at the title page illustration. What is the bee doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Barry is doing 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. Have students find the word *queen* on page 2. Look for the letter q. Ask: What is the queen asking for? (*nectar*) Discuss what *nectar* is. Read the words together. Notice the speech marks and the change of character. Students change their voices to suit the queen and Barry.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on some of the pages and how it helps to read.
- 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 does *right* mean on page 2? (OK, yes) Clarify how this is a different meaning to *right* on page 4. What does *isn't* mean on page 4? (is not). What does *isn't right* mean? (not correct or wrong) What does *cross* mean on page 14? How do you know it means angry? Find the clue in the text. (*she shouted*)
- Discuss the ending. Is this what students predicted? Ask: Do you think the queen would be happy now? What do you think would have happened next in the story?
- Make a story map showing the places Barry flew to looking for nectar. Use this to retell the story.
- Discuss the meaning of pronouns – *he*, *she*. Relate the pronouns to the illustrations in the book. Role play with the students to demonstrate them.
- Reread the story together. Feel the rhythm as you read the repetitive parts.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /kw/ qu. Say the words queen, quiz, quick, quack, quit with students listening for the initial /kw/ sound. They repeat the words emphasising the /kw/ sound. They think of other words that begin with /kw/, e.g. queer, quote, quickly.

Phonics

- Discuss the sound of qu /kw/ Write the words queen, quiz, quick, quack, quit on the board to practise blending and segmenting the sounds together as a group, e.g. quick, /kw/ /i/ /k/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *please*, *find*, *right*, *white*, *been*, *take*, *am*, *when*. 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, write a sentence and read it to a partner, e.g. *Barry flew off and landed on a fence*.

Fluency

- Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat. They practise their fluency by reading to a partner.

Writing

- Students make a chart showing good and bad places to find nectar. They illustrate and label the chart to share with the class.
- Students write a new sentence following the pattern in the story. They draw a picture first, then write the sentence. e.g. Barry landed on a fir tree.

Home/School Link

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

Chee and Chuck

GOALS

Comprehension

Reading Strategies: Ask students, “What are some of the things good readers do?”
Model how to use print cues, e.g. look for chunks in words – term-ites

Vocabulary

High-frequency Words: a, all, and, as, away, back, brown, come, down, for, from, get, go, had, has, he, in, is, it, into, look, my, no, of, on, one, out, over, play, run, that, the, their, then, they, to, up, what, when, where, with, yes

Content Words: above, around, bad, begin, behind, beside, bold, both, catch, ceiling, chase, close, colour, cupboard, curtain, day, door, drops, each, eyes, fall, flicks, floor, fright, gecko, gone, green, hall, hanging, head, hear, he’s, hide, house, houseflies, insects, inside, island, it’s, keep, large, light, long, lookout, mat, mirror, night, oh, onto, painting, plant, poor, pot, prey, shoulder, shuffle, sleep, small, sound, stare, stay, sticky, still, sun, termites, toes, tongue, upside, very, wait, wall, what’s, wherever, windowsill, winged

Phonemic Awareness

Identify and make rhyming words.

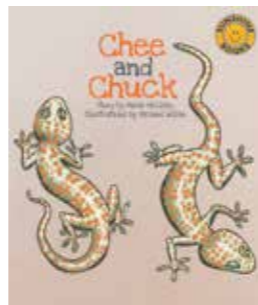
Phonics

Letters and Sounds: ch

Words to Blend and Segment: Chee, Chuck, chip, chop, chess

Fluency

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



Chee and Chuck are two cheeky geckos who play all day and hunt for food at night.

Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Who or what do you think Chee and Chuck are? Together look at the cover picture. Ask what students know about geckos. Link to the nonfiction text called *Geckos*.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different here compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the geckos on each page or what they are doing. Bring words like *gecko, island, mirror, ceiling, cupboard, curtain* and *termites* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Model how to use print cues, such as looking for chunks in words, e.g. term-ites on page 12. Ask: What are termites? Look at the picture.
- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3, what is the setting for the text? (a house on the island of Bali) Look for the word *island*. It has a small word or chunk inside it. Read the word together, slowly emphasising the chunk. Where were the geckos hiding? Find the word *mirror* on page 2. Look for the letter m and the chunk -or. Read the words together. Reread the page together noticing the rhyming words *away/play/day/prey*. What does *prey* mean?

- 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.

After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Ask: What did the geckos do first, next and so on? What made Chuck get a fright?
- Reread the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *goes/toes; floor/door*.
- Discuss the meaning of prepositions. Model using prepositions. Relate to the illustrations in the book – *behind* (page 2), *beside* (page 8), *inside, onto* (page 14). Read the sentences with the prepositions in them. Ask: What do they tell you? (position or direction) Look for more prepositions in the story.
- Reread page 10, focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark and exclamation mark.

Phonemic Awareness

- Identify and make rhyming words. Students listen for rhyming words as you read the text. They indicate when they hear any and repeat them in pairs, e.g. *inside, hide; eyes, houseflies; wall, hall; stare, hear*.

Phonics

- Discuss the sound of the digraph /ch/. Write the words *Chee, Chuck, chip, chop, chess* on the board to practise blending and segmenting the sounds together as a group, e.g. /ch/ /e/ /ss/ chess. Illustrate using alphabet letters, touching them as the sounds are made for the word.

Word Study

- Talk about the words *from, run, play, away, had, brown, over, where*. Read them together. Ask students to locate the words in the text and read them in context.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model reading a section of the text with expression, noting the punctuation, and rhyme.

Writing

- Students make a chart of rhyming words from the story. They add more of their own, e.g. wall, hall, tall, call, fall, mall. See who can make the most rhyming words for one word.
- Students write a new sentence about Chee and Chuck using the pattern from the story. They draw a picture first, then write the sentence. e.g. Hanging onto the walls with their sticky toes, the geckos love to play wherever they go.

Home/School Link

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

Frank, the Flea Cat

GOALS

Comprehension

Retell the story using the pictures on each page as a guide. What was funny in this story?

Vocabulary

High-frequency Words: a, again, all, and, any, at, ate, back, be, big, but, come, did, down, for, from, get, had, he, his, in, into, is, look, made, must, no, not, of, on, out, ran, right, round, said, she, some, that, the, they, this, to, up, want, was, we, went, will, with, yellow, your

Content Words: arms, biscuits, bowl, branch, brought, cat, chicken, climb, Dad, didn't, everyone, eyes, fell, fish, flea, food, gone, heavy, house, ice cream, laugh, lick, Mum, oh, purr, rid, rush, sat, scratch, shout, smile, snap, stretch, these, time, treatment, tree, tummy, until, vet, wait, whiskers, would, yawn, yell

Phonemic Awareness

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

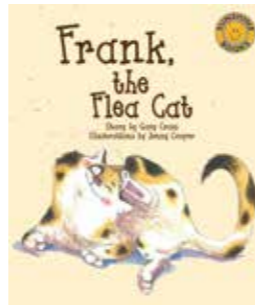
Phonics

Letters and Sounds: st

Words to Blend and Segment: must, best, rest, test, nest

Fluency

Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending and humour.



Mum wants to get rid of Frank's fleas, but he won't let anyone catch him.

Before Reading

- Read the title and the name of the author and illustrator. Ask: Does anyone have a pet? What things are necessary to keep them healthy? Lead the discussion to fleas and flea treatment.
- Help students use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Ask: What is the cat doing? Look at the title page. How is this picture different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss how everyone is trying a different way to get Frank to have his flea treatment. Ask: What do the expressions on their faces tell you? Bring words like *scratched*, *flea*, *treatment*, *biscuits*, *chicken* and *fish* into the conversation.
- On pages 12-13, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2-3, what is happening in the picture? Find the word *scratched* on page 2. Look for the initial letter s. Read the words together. Why is everyone scratching? Notice the word *treatment*. Its starts with /tr/. 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 pages 7-9 and how it helps to read.
- Look at the words Mum says on page 13. Ask: How would those words be read? Notice the exclamation mark. Why is this an important part in the story? How is Mum feeling?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see and read the text. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- What is the main theme of the story? On page 13 it says Frank *smiled*. What does that mean? How do cats smile?
- Discuss the ending. Who won the battle of the fleas? Is this what students predicted? Do they have an animal at home? Share any experiences with fleas.
- Retell the text using the pictures on each page as a guide. What was funny in this story?
- Discuss the meaning of *will come down* on pages 7-9. This is the future tense meaning it is still to happen. We also use it when we make predictions. The characters are saying what they think Frank will do. Model using the future tense, e.g. I will eat my lunch later. Compare this with the past tense, where things have already happened. (*scratched*, *licked*, *purred*, *climbed*)
- Look at the repetitive parts on page 10. Read these out loud. How do these help the reader? How do these help the story?
- Make a chart showing setting, characters and events. Students notice how the events change but the setting and characters remains the same.
- Reread pages 6-7 focusing on the punctuation. Students discuss the purpose of the full stop, comma, exclamation marks and speech marks. On page 2, find the words *Frank's fleas*. Discuss the apostrophe and its use. Find another one on page 14. Explain the meaning.

Phonemic Awareness

- Recognise and produce words that end with the same sound: /st/ Students listen for the /st/ sound in the following words: must, best, rest, test, nest. They repeat, emphasising the /st/ sound. They think of more words ending with /st/ to say, e.g. dust, most, toast, roast.

Phonics

- Discuss the sound of the blend /st/. Write the words must, best, rest, test, nest on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /e/ /st/ best. Illustrate using alphabet letters, touching them as the sounds are made for the word.

Word Study

- Talk about the words *right*, *ate*, *any*, *your*, *round*, *must*, *again*, *yellow*. Read them together. Have students locate the words in the text and read them in context.

Fluency

- Model reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending and humour in the story.

Writing

- Students perform a play in groups of five. They use a toy for Frank and mime the actions.
- Students make a chart about what worked and what didn't work to get Frank to have his flea treatment. They can use this to retell part of the story.
- Students write about their own pet and what works for them if they want to catch it.

Home/School Link

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

Geckos

GOALS

Comprehension

Connect to prior knowledge: Ask students what they know about geckos.

Vocabulary

High-frequency Words: a, an, and, are, at, big, call, can, come, eat, from, have, how, if, in, is, it, live, make, new, of, on, one, the, their, them, they, to, up, walk, with

Content Words: baby, catch, clean, day, does, during, eggs, eyes, feel, feet, five, gecko, grow, hairs, hatch, house, insects, island, lizards, loses, lots, many, name, night, rain, sleep, small, sounds, sun, tail, these, tiny, toes, tongue, use, wall

Phonemic Awareness

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

Phonics

Letters and Sounds: sm

Words to Blend and Segment: small, smile, smack, smash, smell

Fluency

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



Geckos live on the island of Bali. They are interesting little creatures.

Before Reading

- Ask students what they know about geckos. Look at the cover. Discuss what they see. Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. Remind students about the text *Chee and Chuck*. Was that fiction or nonfiction?
- Read the title page together. Talk about what is happening in the picture.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *Bali, Tokay, Chichak, tongues* and *insects* 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 page 2 discuss what students see in the picture. Discuss where Bali is and what the weather is like. Look on a map to find Indonesia and Bali.
- Read the text together, pointing to the words as they are read. On page 3 discuss what creature Bali has a lot of. Read the words together.
- On pages 4–5 there are two kinds of geckos. Read the sentences and connect with the pictures to understand their sizes and names. Ask: What is another name for geckos? (*lizards*)
- Follow this pattern for each page, discussing the pictures and what you can learn from them about geckos before reading each page. Predict the end of the text before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Ask students what they think the main idea of the text is.
- Retell the text using the pictures as a guide. Discuss what students learnt about geckos.
- Discuss the ending. Ask students to answer the question: *How would it feel to walk up a wall?* Do they know of any other creatures that can do this? What do they think the author's purpose was for writing the book? What have they learned from this book?
- If this book had headings, what would the headings be? List them with page numbers, e.g. page 2, Bali; page 4, Lizards.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sm/ Students listen carefully to words you read to identify the /sm/ sound, e.g. small, smile, smack, smash, smell. They repeat these words and think of more words that start with the same letter blend, e.g. smart, smooth, smoke, smog.

Phonics

- Recognise words that start with the same sound /sm/. Write the words small, smile, smack, smash, smell on the board to practise blending and segmenting the sounds together as a group, e.g. /sm/ /aw/ /ll/ small.

Word Study

- Talk about the words *come, walk, call, big, an, their, live, them*. Read the flash cards from the inside front cover and ask students to locate and read these words in the book and then read the sentences that contain them.
- 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. *Tokay is a big gecko*.
- Students make a gecko fact web with facts branching out from the centre of the web where they write *Geckos*. They label and illustrate and share their web with the class.
- Talk about the words ending in s. List these plurals and say what the singular word is. Make a chart matching these, e.g. *insect/s; lizard/s; toe/s; egg/s; sound/s, gecko/s*.

Fluency

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

Writing

- Have students write a new text using the pattern of the book, e.g. Geckos can walk on ceilings with their feet. They write the text and illustrate it.
- Have students draw a picture of a gecko and label the body parts. They share with a partner.
- Students search to find a map of Indonesia. They draw it and label the island of Bali.

Home/School Link

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

The Cat and the Snail

GOALS

Comprehension

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

Vocabulary

High-frequency Words: a, am, and, are, back, can, come, did, do, for, get, go, going, have, her, here, I, if, in, into, is, it, like, my, no, not, of, off, on, out, ran, run, so, some, the, then, to, too, we, what, where, will, you

Content Words: bird, cat, cheep, choose, dog, fast, gate, goes, hello, home, its, OK, park, race, ready, set, shell, sit, snail, still, tree, win

Phonemic Awareness

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

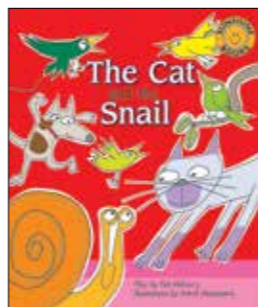
Phonics

Letters and Sounds: sn

Words to Blend and Segment: snap, snip, snug, sniff, snack

Fluency

Read the play as a readers theatre together before taking character parts in groups of five.



This is a play about a race between a cat and a snail.

Before Reading

- Ask: What is a play? How do we read a play? What is a narrator? How do we know which parts the characters read?
- Together look at the cover picture. Discuss what is happening in the picture. Read the title. Discuss what students think will happen to the cat and the snail.
- Read the title and the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the play.
- On the title page, discuss the animals in the illustration. Ask: What do you think might happen in the play? What characters are in the play?
- Talk/walk through the pictures. Discuss the animals and what they are doing on each page, e.g. on page 3 what are the cat and dog doing? (having a running race).
- On page 13, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. On the title page, read the names of the characters together.
- On page 2, read what the narrator says together to set the scene. Find the word starting with p (*park*). Ask: What are the cat and the dog doing? Look for /r/ in *run*. Look for the letter t (*tree*). Who do you think will win the race? Read the words together.
- Follow this pattern for each page up to page 13, discussing the illustration 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? Who won the race?

After Reading

Invite students to discuss the play. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Look at the punctuation on page 2. Model how to read the text with commas, question marks and the exclamation mark.
- Reread the play together, noticing the repetitive parts and punctuation.
- Ask students to retell the story using the pictures on each page as a guide. Who was racing first? Second? And so on? How did the snail win the race?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sn/ e.g. snap, snip, snug, sniff, snack. Students listen for the /sn/ blend as you read the words slowly. They repeat the words. /sn/ /a/ /p/, snap, emphasizing the /sn/. They think of other words to say that begin with /sn/, e.g. snail, sneak, sneeze, snooze.

Phonics

- Discuss the sound of the blend /sn/. Write the words snap, snip, snug, sniff, snack on the board to practise blending and segmenting the sounds together as a group, e.g. /sn/ /i/ /p/, snip. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *if, run, like, where, going, come, get, will*. 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. They read their sentence to a partner, e.g. *Cat: No Snail, I am too fast for you.*

Fluency

- Read the play as a reader's theatre together before taking character parts in groups of five or more. Students can make animal masks to wear when acting out the play.

Writing

- Students make a time line to show the order of the play. They label their illustrations and use this to retell the play.
- Students write a new sentence using the pattern from the play. They draw a picture first, then write the sentence, e.g. *Tortoise: Are you ready? Get set, go!*

Home/School Link

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

Tiger in the Cupboard

GOALS

Comprehension

Reading Strategies: Ask students, “What are some of the things good readers do?”

Model how to use print cues, e.g. look for chunks in words – sc-rat-ches

Vocabulary

High-frequency Words: a, about, again, and, any, but, by, call, come, do, eat, get, good, have, her, here, jump, I, in, is, it, like, me, more, my, not, now, of, on, one, out, put, say, she, that, the, think, to, want, we, when, with

Content Words: around, bed, cave, claws, cupboard, dark, dish, does, door, fire, fish, hisses, hungry, idea, leave, meow, Mum, princess, puss, quick, scary, scratches, sharp, sheet, shows, shut, sleep, sometimes, sweet, teeth, tiger, today, top, try, yells

Phonemic Awareness

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

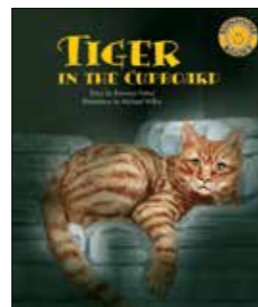
Phonics

Letters and Sounds: /i/ is

Words to Blend and Segment: in, it, is, fish, dish

Fluency

Practise rereading the story with a partner (orally).



Princess Mog is a sweet cat until she gets into the cupboard to sleep in her dark cave.

Before Reading

- Read the title. Discuss the meaning of *tiger* and *cupboard*. Ask: Could a tiger really fit in a cupboard?
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Is the illustration of a tiger in a cupboard? Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is this a picture of a tiger? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the cat is doing on each page and what happens to Mum? On page 15, have students predict the ending.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues, e.g. look for chunks in words (*sc-rat-ches*)
- Read the title together and the names of the author and illustrator. Read the title page. Ask: On pages 2 and 3 what is the cat doing? The first word is a compound word. It has two words joined together. Can you read them? Some, times, *sometimes*. Find the word *sleeps* on page 2. Look for the /sl/ blend. Where is the cat sleeping? Find the word *fire* starting with f. What is the cat's name? (*Princess Mog*) Read the chunks in princess; *pr-in-cess*. Read the words together.
- Follow this pattern for each page up to page 14, discussing the illustration 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.

- Ask students who they think is telling the story. Who are the characters? Where is it taking place? (setting) Notice the capital letters for *Princess Mog*. (All names have capital letters.)
- Discuss the ending. Is this what students predicted? Did they think that shutting the cupboard door would stop the cat turning into a tiger?
- Discuss the chunks in words: *teeth* (tee-th), *hisses* (his-ses), *today* (to-day), *hungry* (hung-ry).
- Discuss the meaning of *hisses*. Make a hissing noise. Have students role play Mum and the cat with a partner – the cat hisses and shows sharp teeth and claws as on pages 10–11. Ask: Why do you think the cat reacts to Mum's hand like this?
- Students retell the story using the pictures on each page as a guide. What was the cat doing first in the story, next and so on? When did the cat change into a tiger and why? Then they retell the story from the cat's point of view.

Phonemic Awareness

- Recognise and produce words that have the same short vowel sound: /i/ e.g. *in, it, is, fish, dish*. Students listen for the short /i/ vowel sound as you read the words slowly. They repeat the words, /i/ /n/, *in*, emphasizing the /i/ vowel sound.
- Have students think of other words that have the /i/ vowel sound, e.g. bit, fit, fin, bin, pin.
- Distinguish long from short vowel sounds. Listen to the words with the long /i/ which sounds like the letter name: fine, line, pine. Hear the difference fine/fin; pine/pin.

Phonics

- Discuss the sound of the short i vowel sound /i/. Write the words *in, it, is, fish, dish* on the board to practise blending and segmenting the sounds together as a group, e.g. /f/ /i/ /sh/.
- Illustrate using alphabet letters for each word, touching them as the sounds are made.

Word Study

- Talk about the words *by, one, she, her, think, about, any, say*. 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, students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner, e.g. *Sometimes she sleeps on my bed*.

Fluency

- Practise rereading the story with a partner (orally)

Writing

- Students make a time line of the story. They use arrows, labels and small pictures. They can use this to retell the story and to show how and when the cat changed into a tiger.
- Students write a new sentence using the pattern from the story. They draw a picture first, then write the sentence. e.g. *Sometimes my cat sleeps on the stairs in the sun*.

Home/School Link

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

Gran's Holiday

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

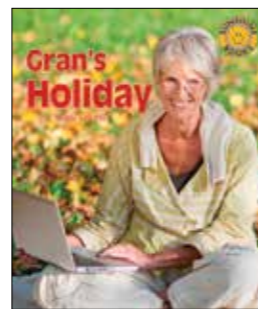
Phonics

Letters and Sounds: fr

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Homes

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

Phonics

Letters and Sounds: tr

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Making Music

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

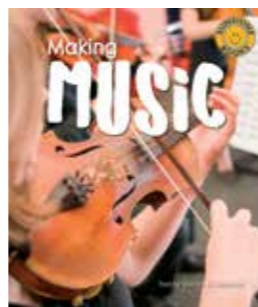
Phonics

Letters and Sounds: long o, note

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Riddles

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

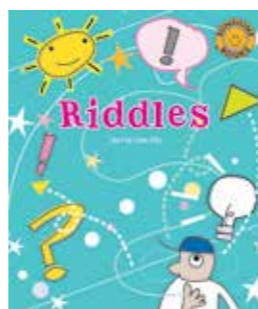
Phonics

Letters and Sounds: long e (see)

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Daisy's Rainbow Dress

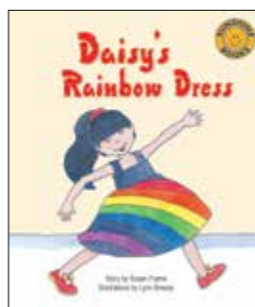
GOALS

Comprehension

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

Vocabulary

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



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

Phonemic Awareness

Identify and make rhyming words.

Phonics

Letters and Sounds: dr

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

Fluency

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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

The Best Picnic Ever

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

Phonics

Letters and Sounds: pl

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

Fluency

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



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

Before Reading

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

Reading the Text

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

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

The Rainforest Ball

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

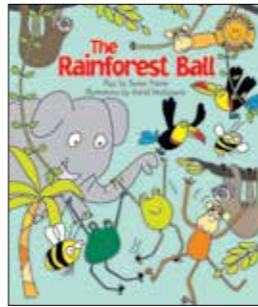
Phonics

Letters and Sounds: o (on)

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

Fluency

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



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

Before Reading

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

Reading the Text

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

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

After Reading

Invite students to discuss the play. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Who Came to Stay?

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

Phonics

Letters and Sounds: st

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

So Many Seeds

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

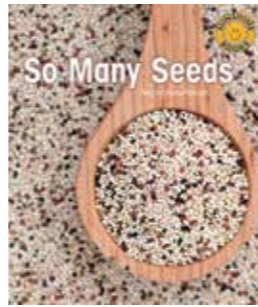
Phonics

Letters and Sounds: th (voiced)

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

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/

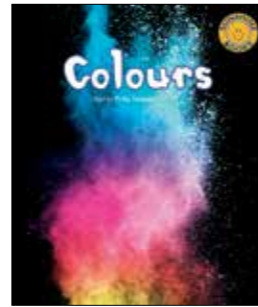
Phonics

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

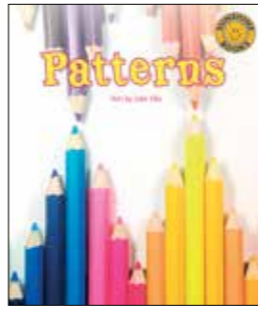
Phonics

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.

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/

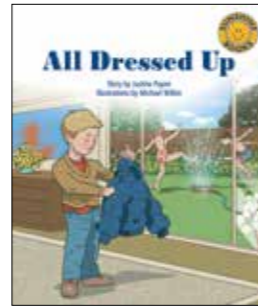
Phonics

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/

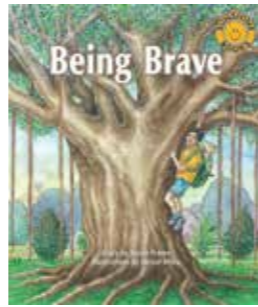
Phonics

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

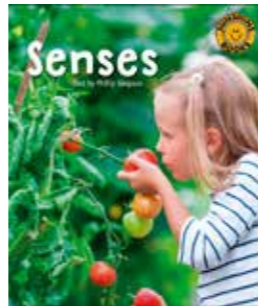
Phonics

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.

How Seeds Spread

GOALS

Comprehension

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

Vocabulary

High-frequency Words: a, an, and, are, eat, for, go, have, how, in, into, it, like, look, make, new, on, open, some, that, the, their, they, to

Content Words: air, animals, bury, coconuts, different, fall, fire, float, fluffy, food, fruit, fur, ground, grow, helicopter, its, large, light, plants, seeds, shoot, spread, stick, these, through, water, ways, wind, wings

Phonemic Awareness

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

Phonics

Letters and Sounds: long u, new

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

Fluency

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

Before Reading

- Read the title to students and then read it together. Ask: What do you know about seeds and how they are spread?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the name of the author. Ask: What is the role of the author? Do students know any other titles by John Carr? What titles have they read? Discuss how interested they are when they see that a book is written by John Carr.
- Read the title page together. Talk about what is happening in the picture. Ask: What is happening to the seed?
- Talk/walk through the pictures. Discuss what is happening on each page. Notice the extra detail and information in the small inset pictures. Bring words like *shoot*, *spread*, *stick*, *bury*, *float* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Have students look at the picture on the cover. Recall the picture walk and what the book is about. The first word starting with /h/ is a high-frequency word that students know. Read the cover and the title page together.
- On page 2 discuss what students see is happening in the picture. This page introduces the topic, explaining how plants grow from seeds. Ask: What is the first word? It starts with /pl/. Is there something in the picture that starts with /pl/? (*plants*) Check that it looks right. Then ask: What do plants do? (starting with /gr/ – *grow*) Read together from the start. *Plants grow...* What do they grow, starting with /s/? Yes, *plants grow seeds*. What is the next word?



Plants have clever ways of making sure their seeds spread so that new plants can grow.

- Continue in this way, checking what the words start with and if they connect to the picture and if they make sense. Then read the words together, pointing to the words as they are read. Reread the page together, only pausing at the full stops, so it all makes sense.
- On page 3 discuss one way seeds are spread. From page 3 onwards look at the small illustrations that give clues to the text.

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 each seed is spread.
- On page 16 answer the question. Ask students to discuss what seeds are in the pictures and how they are spread. Can they find them in the main text?
- What do students 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 long vowel sound: /u/ Students listen to words you read and identify the long /u/ sound in them, e.g. new, you, cute, huge, blue. Students repeat these words and think of more words that have the same vowel sound, e.g. few, view, food, fruit, shoot. Remind them that the long /u/ vowel sounds like the letter name.

Phonics

- Recognise words that have the same long /u/ vowel sound. Write the words new, you, cute, huge, blue on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /u/ /te/ cute. They note the different ways of spelling words with the long u.

Word Study

- Talk about the words *into*, *they*, *how*, *have*, *new*, *their*, *open*, *that*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Note words starting with /th/. Students think of more to add to the list, e.g. this, then.
- 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 6 *Animals spread seeds*.
- Students make a How Seeds Spread web with an example of different seeds spreading branching out from the web. They label and illustrate their web and share it with the class.

Fluency

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

Writing

- Have students write a new text using the pattern of the book, e.g. Storms spread seeds. They write the text and illustrate it with an inset picture.
- Model a flow diagram showing the path of a seed as it leaves the plant and is spread. Students draw their own flow diagram, label it and share this with a partner.

Home/School Link

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

Rain Music

GOALS

Comprehension

Making predictions: Help students to use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What is rain music?

Vocabulary

High-frequency Words: a, and, as, go, I, in, it, make, my, on, open, out, put, the, to, too, up, with

Content Words: beat, boom, boots, coat, crash, door, drum, fall, feet, floor, ground, listen, pat, pit, puddles, rain, roof, slowly, splash, splish, splosh, starts, tap, tip, towards, umbrella, window

Phonemic Awareness

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

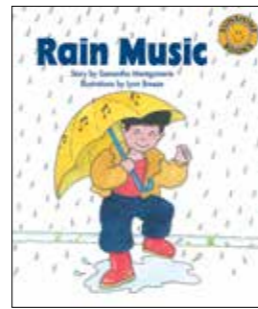
Phonics

Letters and Sounds: long a

Words to Blend and Segment: rain, pay, say, pain, bay

Fluency

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



A boy listens to the rain and the music it makes.

Before Reading

- Read the title. Discuss what *Rain Music* might mean. Ask: Does rain make music? What sound does rain make?
- Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture.
- Look at the title page illustration. Ask: What is happening here? Can you see the music notes in amongst the rain drops? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the boy is doing on each page. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On page 3 what is the boy looking at? Find the word *rain* on page 2. Look for the letter r. Listen to the words and then read them together. Notice the sound words *tip-tip-taps*.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together to work out the text. Take time to study words that are difficult and then reread the sentence or phrase in which they appear. Point out the repetition of the sound words on every second page and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending and predictions made earlier. What does the author mean by *rain music*?
- Discuss the meaning of sound words (onomatopoeia) *tip-tip-tap; pit-pit-pat; boom-boom-crash; splish-splash-splashes*. Relate the sound words to the illustrations. Role play with the students to demonstrate how the boy moves to imitate the rain sounds.
- Reread the story together. Feel the rhythm as you read the repeated sound words.
- Ask students to retell the story using the pictures on each page as a guide. Where did the boy hear the rain music first, next and so on?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /ay/ Explain that the long a vowel sound sounds like the name of the letter. Say the word *rain* slowly, stretching the sounds. Listen for the /a/ sound and students repeat. Do the same with *pain, say, bay, pay*.
- Play a game where students indicate when they hear a word with the long a vowel sound as you read a list out to them, e.g. *say, day, too, make, pay, with, rain, my*.

Phonics

- The long /a/ can be written in different ways, e.g. *ay, ai, a-e*. Write the words *rain, pain, say, bay, pay* on the board to practise blending and segmenting the sounds together as a group, e.g. /r/ /ai/ /n/ *rain*. Think of other words with the long /a/ vowel sound, e.g. *lane, tame, cake, make, day*.
- Students draw a picture of two words with a long /a/ sound and label them.

Word Study

- Talk about the words *as, too, open, make, out, with, put, my*. 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 memory (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. *The rain makes a beat. Listen as it splish-splash-splashes in the puddles.*

Fluency

- Model fluent reading of a section of the text, emphasising the sound words and attending to punctuation, for students to repeat. They practise their fluency by reading to a partner.

Writing

- Students make illustrations of shaped words to indicate the sound words of the rain, e.g. the *boom-boom-crash* word may have big sharp letters to show the loud noise.
- Students write a new sentence about rain music using the pattern from the story. Brainstorm other sound words that describe rain. They draw a picture first, then write the sentence, e.g. *The rain starts to fall. Listen as it pitter-patters on the car.*

Home/School Link

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

Wind Dance

GOALS

Comprehension

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

Vocabulary

High-frequency Words: and, at, down, in, it, look, me, my, the
Content Words: around, boy, dance, flaps, flicks, girl, hair, leaves, man, park, petals, street, sways, swirls, turns, twists, washing, wind

Phonemic Awareness

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

Phonics

Letters and Sounds: /ow/ how

Words to Blend and Segment: how, down, now, cow, town

Fluency

Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat, e.g. twisting and turning.



The wind blows trees and people and clothes and hair.

Before Reading

- Have students describe how it feels to be out in the wind? Read the title and then read it together. Discuss the meaning of *Wind Dance*. Look at the cover? Discuss what students see. Ask: Have you ever seen a wind farm? Read the name of the author. Discuss the role of the author. Have they read any other books by Samantha Montgomerie? (*Rain Music*)
- From the cover photo and title students predict what the text might be about. Discuss why this is a nonfiction text. How do you know? (photos) What is the difference?
- Read the title page together. Talk about what they see in the picture. Ask: Why are the plants leaning?
- Talk/walk through the pictures. Discuss what students see on each page and what the wind is doing to plants, things or people.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Ask students, “What are some of the things good readers do?” (Use picture, print and contextual cues.) Look at the cover and the title page together. Read the words.
- On pages 2–3 discuss the picture. Ask: What is happening to the tree? What is causing it? Would you say the wind is dancing? Which word is *dancing*? How would dancing start? Find the word that starts with d with -ing on the end? Does it look right? Read the first sentence together. What does the wind do to the leaves? Look at the second sentence. Find the two words starting with /t/? What do you think the wind is doing to the leaves? Think of words starting with /t/ (*twist* and *turn*). Have students say *twist* slowly and listen for the sounds. Point to the correct word, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page. Make sure the words match what they see in the picture, make sense and look right.

After Reading

Invite students to discuss the information. Prompt if needed.

- Why do you think the author called the story *Wind Dance*?
- Discuss the ending. Have you felt the wind twist and turn your hair?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /ow/ Students listen for the /ow/ sound as words are spoken, then they repeat, how, down, now, cow, town.
- Brainstorm and listen to more words with the /ow/ vowel sound, e.g. clown, frown, gown.

Phonics

- Recognise words that have the same vowel sound /ow/ how. Write the words how, down, now, cow, town on the board to practise blending and segmenting the sounds together as a group, e.g. /d/ /ow/ /n/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. Together write a sentence using words with /ow/.

Word Study

- Talk about the words *me, down, at, in, and, look, it, my*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *petals, washing*. Discuss other new vocabulary and the meaning.
- Notice the alliteration words: *sways, swirls; flicks, flaps; twists, turns*.
- Notice the sentence that repeats on every second page. Ask: How does this help the reader?
- Recall another story you have read about weather, *Rain Music*. What is similar? Both are written by the same author and are about weather sounds and actions. They both feature alliteration and sound words.

Fluency

- Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat, e.g. twists and turns.

Writing

- Have students write a new text using the pattern of the text, e.g. Look at the wind dancing. It shakes and shoots the acorns off the trees. They write the text and illustrate it.
- Make a time line of the text. Use labels and small illustrations. Students use the time line to retell the story.
- Students make a chart to show interesting words that can be used to describe the wind, twist/turn; crack/crash. They illustrate these as shape words.

Home/School Link

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

Boing

GOALS

Comprehension

Making connections: Ask students if they have ever played on or jumped on a bed? What happened?

Vocabulary

High-frequency Words: and, did, do, down, I, in, it, jump, just, know, not, on, right, said, the, they, to, two, up, was, went, what, will, you, your

Content Words: bed, boing, boys, break, broke, care, crack, Dad, fast, flips, floor, flops, growl, head, high, hit, hops, low, skips, sleep, slow, tonight

Phonemic Awareness

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

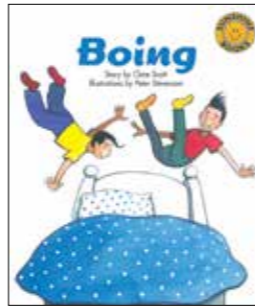
Phonics

Letters and Sounds: oi

Words to Blend and Segment: boy, joy, toy, boing, join

Fluency

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



Two boys disobey their father and keep jumping on the bed.

Before Reading

- Listen to the title. Discuss the meaning of *boing*. It is a sound word. Ask: What does the sound make you think of? Ask students to demonstrate.
- Read the title and the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening.
- Look at the title page illustration. Ask: What is the setting? What time of the day is it? What do you think the boys are planning? What might happen in the story?
- Talk/walk through the pictures. Discuss what the boys are doing on each page. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what are the boys doing? Find the word *jumped* on page 2. Look for the letter j. Do they look as though they are having fun? What are the names of the boys? Students use their knowledge of letter sounds and high-frequency words to figure them out. (/d/ an, /s/ am).
- Have students find the word *Boing* on page 3. Why has the author used that word? Read the words. Notice the exclamation marks. Ask: Why did the author use them? (for emphasis)
- Follow this pattern up to page 14, discussing the illustration and reading the words together. Help students discover words that rhyme on each page and how they help to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Was Dad right to make the boys sleep on the floor?

After Reading

Invite students to discuss the story. Prompt if needed.

- Notice the rhyme on each page and locate words that rhyme. Discuss how this helps reading.
- Reread the story together. Feel the rhythm and rhyme as you read. Notice some small repetitions, e.g. *They jumped.... They did....*
- Ask students to retell the story using the pictures on each page as a guide. What were they supposed to be doing initially? (going to bed). What is the first picture in the story, next and so on? When did the story change from being fun to being quite dangerous? Why?

Phonemic Awareness

- Recognise and produce words that have the same medial vowel sound: /oi/ e.g. boing, boy, toy, joy, join. Students listen for the /oi/ sound as you read the words slowly. They repeat the words, /b/ /oi/ /ng/, *boing*, emphasizing the /oi/. Students think of other words to say that have the /oi/ vowel sound, e.g. boil, soil, royal, foil.

Phonics

- Discuss the medial vowel sound /oi/. Write the words boing, boy, toy, joy, join on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /oi/ /ng/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the meaning and use of the words *know*, *not*, *the*, *jump*, *in*, *it*, *do*, *did*. 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.
- Discuss the different meanings of *know* and *no*. Use them in a sentence.
- 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. *They did skips*.

Fluency

- Discuss sound words from the text (*crack*, *boing*). Tell students that they are words that when spoken represent the sound of something happening. Practise saying *crack* and *boing* in a way that represents the bed bouncing and breaking. Think of more sound words, e.g. splash, crash.
- Look at the punctuation when Dad is talking. Discuss how to read these parts on pages 4 and 16. What kind of voice would you use for Dad on page 16? Would it be the same on page 4? Practise reading the speaking parts.

Writing

- Students make a circular story showing what the two boys did. Start and end the circle with Dad. They use arrows, labels and small pictures. They can use this to retell the story. Show how Dad's feelings changed from the beginning to the end of the story in the illustrations.
- Students write a new sentence using the pattern from the story. They draw a picture first, then write the sentence, e.g. The bed went crash. It broke into pieces.

Home/School Link

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

Fergus Finbone and the Runaway Pants

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the story from the cover and title page illustrations.

Vocabulary

High-frequency Words: a, after, again, and, at, away, before, but, came, can, could, did, down, every, good, he, his, I, in, is, it, jump, just, like, look, make, more, my, no, not, of, off, on, one, open, other, out, put, ran, red, run, said, saw, take, that, the, them, then, there, they, this, to, too, up, walk, was, want, went, were, what, when, white, will, with, yes, you

Content Words: around, bag, bang, bed, block, can't, caught, chase, cried, dad, day, didn't, door, dreaming, ever, eye, fast, finish, garden, hill, home, it's, line, lit, Miss, morning, need, next, notice, pair, pants, path, race, road, rose, runner, school, shop, shopkeeper, sigh, sign, slow, slowest, slowly, soon, still, stripes, than, these, thought, through, tired, tomorrow, took, track, train, window, winning, wish, without, won

Phonemic Awareness

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

Phonics

Letters and Sounds: sl

Words to Blend and Segment: slow, slid, slam, slug, sleep

Fluency

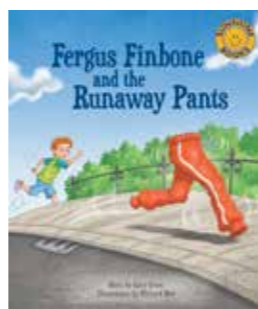
Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.

Before Reading

- Talk with students about whether they have you ever had to train or know someone who has trained for a running race or a school cross-country run?
- Listen to the title. Ask: What could *runaway pants* mean? Together look at the cover picture. Discuss what is happening in the picture. Ask: Could pants really run away on their own?
- Look at the title page illustration. Ask: Who is in the picture? What is different to the cover page illustration? What does the expression on the boy's face tell you?
- Is this book fiction or non-fiction? What is the difference? (Fiction is not true.) How do you know this is fiction? (illustration on the cover)
- Talk/walk through the pictures. Discuss what Fergus is doing on each page, how he gets some new pants and how they help him. Bring words like *runner, faster, slowest, track pants* and *winning* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3, who is Fergus talking to? Find the word *dad* on page 2. Look for the letter d. Why does Fergus look worried? Find the word *slowest* starting with /sl/. What did Dad suggest to Fergus? 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 pages 8–11 and how it helps to read.



Fergus Finbone wants to win a race. He buys a pair of pants but they keep running away.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What really helped Fergus with his running? Is this what students predicted? Ask them if they like to run and how they could get faster at it.
- Retell the text using the pictures on each page as a guide. What happened first, next and so on? What made the Fergus change from feeling he was the slowest runner to being the best?
- Discuss what contractions are. Model the expanded form, e.g. didn't/did not; it's/it is; can't/cannot. Make a chart with contractions on one side and the expanded form on the other. Students locate them in the text and read the sentence they are in.
- Make a chart showing setting, characters and events. Notice how and when they all change at different stages of the story.
- Reread pages 14–16 focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark and speech marks.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sl/ Students listen for the /sl/ sound in the following words: slow, slid, slam, slug, sleep. They repeat, emphasising the /sl/ sound. They think of more words starting with /sl/ to say, e.g. slime, slim, sleeve, slip.

Phonics

- Discuss the sound of the blend /sl/. Write the words slow, slid, slam, slug, sleep on the board to practise blending and segmenting the sounds together as a group, e.g. /sl/ /u/ /g/ slug. Illustrate using alphabet letters, touching them as the sounds are made for the word.

Word Study

- Talk about the words *saw, ran, open, every, before, them, could, more*. Read them together. Ask students to locate the words in the text and read the sentences with the words in them. Print multiple sets of the flash cards from the inside front cover to play a memory game.
- Have students read the book to find describing words (adjectives) that have -er or -est on the end (page 2, *slowest, faster*) They think of other words that can be used in this way.
- 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. "*These pants will make you run faster,*" he said.

Fluency

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

Writing

- Students write a new sentence about Fergus using the pattern from the story. They draw a picture first, then write the sentence. e.g. He chased the pants through the supermarket.
- Students make a chart about what can be done to get fit. Illustrate and label or caption it.

Home/School Link

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

Hobbies

GOALS

Comprehension

Making text to self connections: Ask students what a hobby is, then they tell if they have a hobby and what it is.

Vocabulary

High-frequency Words: and, are, fly, good, have, is, make, my, other, play, ride, what, with, you

Content Words: animals, baking, balls, basketball, building, circus, climbing, computer, dirty, drawing, exciting, flying, games, gardening, glue, growing, hobbies, hoops, horse, karate, model, music, need, painting, paper, plants, playing, riding, reading, rock, self-defence, shooting, singing, skateboarding, skills, stories, swimming, taste, teach, things, use, water, wheels, words

Phonemic Awareness

Identify syllables in words and clap as they are spoken: e.g. hob/bies

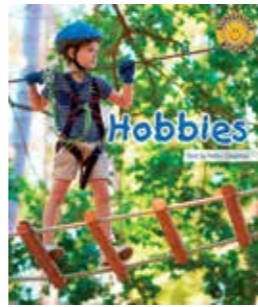
Phonics

Letters and Sounds: sw

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

Fluency

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



Here are examples of lots of hobbies with all sorts of different skills.

Before Reading

- Ask students if they know what a hobby is. If they have a hobby, what is it?
- Read the title to students and then read it together. Ask: What is the hobby on the cover picture? What is the boy doing? From this 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. Ask: What hobby is shown here? Is this something you like doing?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *animals, flying, balls, computer, taste, self-defence* and *gardening* into the conversation.

Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss what this hobby is. Look at the heading. Headings usually have the key words. Ask: What letters would *horse* and *riding* start with? Confirm and read the heading together.
- Read the words on page 2 together, pointing to them as they are read. Notice that there is one sentence and one question. Which one is the question? How do you know?
- On page 4 discuss the heading of this hobby. Look at what the girl is doing in the picture. Ask: Where would you learn this kind of flying skill? (circus) Read the heading together. Then continue on to the sentence and question under the heading.
- Follow this pattern for each page, discussing the pictures, what the different hobbies are and what the children are doing before reading the heading first then the sentences on each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss what is involved for each of the hobbies.
- Ask students to discuss what hobbies they have. What do they think the author's purpose was for writing the book. What have they learnt from this book?

Phonemic Awareness

- Identify syllables in words and clap as they are spoken, e.g. hob/bies. Students listen for one-syllable words from the book to clap, e.g. *with, play, good, you*. They listen for two-syllable words, e.g. *hob/bies, bak/ing, build/ing*. Then read the three-syllable words from the book for students to clap, e.g. *bas/ket/ball, gar/den/ing, ka/ra/te*.

Phonics

- Recognise words that start with the same blend sound /sw/. Write the words swim, swing, swan, sweep, sweet on the board to practise blending and segmenting the sounds together as a group, e.g. /sw/ /i/ /m/, swim.

Word Study

- Talk about the words *and, fly, good, you, with, play, other, ride*. Read the flash cards from the inside front cover together and ask students to locate and read these words in the book. They say a sentence to a partner using at least one of the words.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching heading, sentence and question from the text, e.g. page 11, *Painting. My hobby is drawing and painting. What other hobbies use paper?*
- Talk about the words in the book ending in -ing. List these and say what the root verb is. Have students make a chart matching these, e.g. *ride/riding; fly/flying; climb/climbing; play/playing; grow/growing*. Notice that verbs ending in e usually drop the e before adding -ing, e.g. *bake/baking*. *Swimming* has a double m. Ask: What could the rule be for this?
- Have students make a hobbies web with examples of hobbies branching out from the web. They label and illustrate their web and share it with the class.

Fluency

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

Writing

- Have students write a new text using the pattern of the text – a heading, a sentence, then a question about the hobby, e.g. Writing. My hobby is writing stories. What other hobbies tell stories? 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.

My Magic Dreaming Place

GOALS

Comprehension

Connect to prior knowledge: Ask children if they have dreams and what they are about.

Vocabulary

High-frequency Words: a, about, again, am, an, at, be, but, good, I, in, it, let, me, my, on, say, that, the, will, you

Content Words: acrobat, dad, disappear, diver, dreaming, driver, drummer, Friday, friend, I'm, lawn, magic, Monday, mow, place, racing, stand, tell, Thursday, today, Tuesday, Wednesday, weekend

Phonemic Awareness

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

Phonics

Letters and Sounds: long i (my)

Words to Blend and Segment: my, try, dye, fry, cry

Fluency

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



The girl has a vivid imagination. Every day she dreams of being someone new.

Before Reading

- Ask students if they have dreams and what they are about.
- Read the title. Discuss the meaning of *dream* and *magic*. Ask students if they remember their dreams. Ask: Do you daydream? Is there a special place where you like to daydream?
- Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture.
- Look at the title page illustration. Ask: Who is in the picture? What do you think she is doing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who or what the girl is dreaming about on each day of the week. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what is the girl showing us? Find the word *dreaming* on page 2. Look for the letter d. Read the words together.
- Discuss the days of the week. Find *M* for *Monday* on page 4. What is she dreaming about? Find *d* for *diver*. 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.
- 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.

- Ask: What days of the week does the girl dream? What happens in the weekend? What days are in the weekend? Can she dream again the next Monday?
- Discuss the ending. Is this what students predicted?
- 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 did she dream about first, next and so on?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /y/ Students listen to and repeat the words my, try, dye, fry, cry. They listen for words that rhyme with my as you read a list to them, e.g. my, me, fry, friend, try, say, dye, dry. Students repeat the words that rhyme and think of more that sound the same, e.g. cry.

Phonics

- Discuss the long i (my). Explain that sometimes a y on the end of a word has the long i sound.
- Write the words my, fry, try, dye, dry on the board to practise blending and segmenting the sounds together as a group, e.g. /m/ /i/, my. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *good, let, about, that, am, again, be, say*. 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. *On Monday I stand in my magic dreaming place. I say "Today I'm dreaming that I am a diver."*
- Have students draw their own special place for dreaming and label it.

Fluency

- Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat. They practise their fluency by reading to a partner.

Writing

- Students make a chart showing what the girl dreamed about on each day of the week. They illustrate the chart. They can use this to retell the story.
- Students write a new sentence about dreaming using the pattern from the story. They draw a picture first, then write the sentence. e.g. *On Thursday I stand in my magic dreaming place. I say, "Today I'm dreaming that I am a princess."*

Home/School Link

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

Bird Feeders

GOALS

Comprehension

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

Vocabulary

High-frequency Words: a, can, eat, for, get, in, into, is, it, little, look, make, of, off, on, one, or, out, put, some, the, them, there, to, too, under, which, with, you

Content Words: around, bag, ball, best, bird, bottle, bran, branch, breadcrumbs, card, coconut, cup, cut, everything, fat, feeder, fix, food, half, hang, mix, net, onto, plastic, press, push, roll, scissors, seed, shell, side, soft, string, strong, through, together, tray, tree, tube, use, winter, wire, work

Phonemic Awareness

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

Phonics

Letters and Sounds: /e/ get

Words to Blend and Segment: get, let, met, net, set

Fluency

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



Birds need food in winter, too. You can make bird feeders for them.

Before Reading

- Help students use the title of the book and cover illustration to make predictions about the text. Read the title to them and then read it together. Discuss the meaning of *bird feeders*. Ask: When would be the best time of the year to feed birds?
- From the cover photo and title students predict what the text might be about. What are the birds doing in the photo? Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs.)
- Read the title page together. Talk about what students see in the picture. Ask: What seeds do you see? Are these seeds you could eat or are they just for birds?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2, ask: What time of the year is it? How do you know? Which word would say *winter*? How would *winter* start? Find the word that starts with w. Read the words in the heading together, pointing to them as they are read. Follow the same process for the sentences on pages 2 and 3.
- Follow this pattern for each page discussing the different types of bird feeder, then looking for the initial letter of the key words before reading each page. Predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Have students find the heading *Best Bird Food*. Ask: What ingredients have been used to make the best bird food? What are the instructions for making it?
- Talk about the headings in the text and how these are helpful to the reader. They give a clue to what the page is going to be about. Notice how the smaller heading *Get* is repeated on most pages when giving the reader instructions about what is needed to make the bird feeder.
- Notice what is included in all bird feeders. (bird food) Why is this important?
- Have students summarise the text? (It is a book giving instructions for how to make bird feeders.) What kind of text is this? (instructional)

Phonemic Awareness

- Recognise and produce words that have the same short e vowel sound: /e/ Students listen for the /e/ sound in the middle of the words as they are spoken, then they repeat, e.g. get, met, let, net, set. They think of more words with the short /e/ vowel sound, e.g. pet, bet, vet, wet.

Phonics

- Recognise words that have the same vowel sound /e/. Write the words get, met, let, net, set on the board to practise blending and segmenting the sounds together as a group, e.g. /g/ /e/ /t/, get. 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 use and meaning of the words *them, little, which, with, of, one, or, under*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book. Play a guessing game in pairs, e.g. “I’m thinking of a word with five letters starting with u and ending in r.” (*under*)
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *wire, string, plastic, tube*. Discuss 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 16, *Which bird feeder looks the best?*
- Students create and draw a bird feeder. They label it and write instructions for making it.

Fluency

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

Writing

- Students write and illustrate “How to make a bird feeder” on a chart. They can choose any in the text or make-up their own. e.g. To make a bird tray you will need:... Their chart can be illustrated and shared with the class.
- Have students write labels or captions for the pictures on page 16.

Home/School Link

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

Car Racing

GOALS

Comprehension

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

Vocabulary

High-frequency Words: and, are, at, back, but, do, go, have, help, in, is, it, like, look, much, not, off, on, one, other, the, there, they, this, what, with

Content Words: around, car, corners, country, don't, drag, engine, exciting, fast, formula, midget, mud, noisy, race, racing, rallying, roads, sand, seat, short, small, snow, special, straight, super, these, time, very, wings, winner

Phonemic Awareness

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

Phonics

Letters and Sounds: i-e like

Words to Blend and Segment: like, time, bike, line, hike

Fluency

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



There are many types of racing car. See what the differences are between them.

Before Reading

- Read the title to students and then read it together. Discuss the meaning of *Car Racing*.
- From the cover photo and title students predict what the text might be about. Ask: Can you see where the driver is seated? What does he/she wear for protection? Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Non-fiction is true and informs.)
- Read the title page together. Talk about what students see in the picture. Are these cars racing? Are they the same cars as the one on the cover?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On pages 2-3 discuss the picture. Ask: How many cars can you see in the race? Which word would say *car*? How would *car* start? Find the word that starts with c. Then look for *racing* finding the /r/. Talk about what the word could be that starts with /f/. What would make sense? Car racing is /f/? (*fast*). Make sure the word looks right, sounds right and makes sense. (Use picture, print and contextual clues. This is what good readers do.)
- Students read the words together, pointing to the words as they are read. Do the same for the remaining two sentences on this page.
- Follow this pattern for each page, discussing the different kinds of car racing in the photos, reading the heading, looking for the initial letter of the key words before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- What is the difference between rallying and super car races? Use the headings to help find the information. What is the same about all the races? (fast, noisy, exciting)
- Discuss page 16. Ask: Could you answer the question? Students illustrate and label these.

Phonemic Awareness

- Recognise and produce words that have the same long i vowel sound: i-e Students listen for the long /i/ vowel sound as words are spoken, then they repeat, like, time, bike, line, hike.
- Students think of and listen to more words that have the long /i/ vowel sound, e.g. fire, mine, fine, bite. They say the words slowly, emphasising the long /i/ sound.

Phonics

- Recognise words that have the same long /i/ vowel sound i-e . Write the words like, time, bike, line, hike on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /i/ /k/.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. They make groups of rhyming words with the alphabet letters to read, e.g. hike, bike, trike, like, Mike.

Word Study

- Talk about words *help, go, back, in, other, much, there, off*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Understand the meaning of new words in the context of the text and with picture support, e.g. *midget, drag, formula, rallying*. Discuss other new vocabulary and its meaning.
- On a piece of paper, students draw a picture of a page in the book. They write the matching sentence from the text, e.g. *Formula one cars have one seat. The engine is at the back.*

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. Car racing is dangerous. They write the text and illustrate it.
- Students make a chart to show the different kinds of car racing. They illustrate and label the chart and share it with the class.
- Students use the headings to summarise the text. They write the heading and a fact or two under it about the kind of racing.

Home/School Link

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

Horseshoes

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photos.) Identify the main idea of the text.

Vocabulary

High-frequency Words: a, about, are, do, every, get, has, how, is, it, like, make, new, no, not, on, only, say, that, the, their, they, to, when, your

Content Words: don't, fast, feeling, feet, fingernail, fit, grow, hard, hoof, horses, horseshoe, hurt, it's, keep, lucky, nail, need, people, protect, shoes, six, these, weeks, why, work, worker

Phonemic Awareness

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

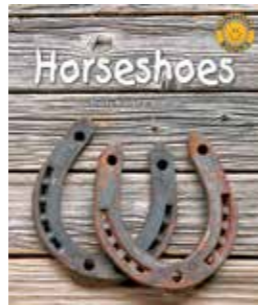
Phonics

Letters and Sounds: long a, a-e

Words to Blend and Segment: make, cake, lake, rake, take

Fluency

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



Why do horses wear shoes? Do all horses wear shoes? Find out!

Before Reading

- Look at the cover photo and ask students if they know what these are. Read the title to them and then read it together. Ask: What do you know about horses and horseshoes? Invite students to share information.
- From the cover photo and title students predict what the text might be about. Ask: Is this book fiction or nonfiction? How do you know? What is the difference?
- Read the title page together. Talk about the photo. (It is the underside of a horse's hoof with a horseshoe attached.) Have students lift a foot the way the horse is so everyone can see under it.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *lucky, hoof, nail, work, protect, worker, fingernail* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and title page together. On pages 2–3 discuss what students see in the pictures. Suggest that some people believe that horseshoes can bring good luck. Look for the beginning letter of key words like *horse, shoe, horseshoe, lucky*.
- Read the sentences together, with students pointing to the words as they are read. They look at the photos on pages 4–5 and discuss what they see. Notice the inset picture. Ask: Why do you think it is there? (to give more detail and another example of horses at work) On this page you find the answer to the question on page 2. Look for initial letters of key words and known chunks of words. Read the words together.
- Follow this pattern, discussing the pictures and the reasons that horses wear horseshoes.
- Predict the ending before turning to page 16. Ask: Do you think this is an amazing fact?

After Reading

Invite students to discuss the information. Prompt if needed.

- Identify the main idea of the text. Discuss the ending. What is funny about what the author is saying? What would happen if your feet grew that fast?
- Ask questions to elicit information. What do students 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 long a vowel sound: a-e. Students listen carefully to identify the long /a/ vowel sound as you read these words, e.g. make, cake, rake, take, lake. They repeat these words and think of more words with the same vowel sound. Remind them that the long /a/ vowel sounds like the letter name. (name, game, same, late)

Phonics

- Recognise words that have the same long a vowel sound /a-e/. Write the words make, cake, rake, take, lake on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /ke/ cake.

Word Study

- Talk about the words *about, how, their, only, make, they, every, your*. Read the flash cards from the inside front cover together. Ask students to locate these words in the book and read the sentences.
- 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. *These horses need shoes to protect their feet*.
- Talk about words ending in -er. Find *worker* on page 12. Say what the root verb is. (work) When -er is added, it makes the name of the person who does the action or work. Brainstorm -er words together. Make a chart matching these to the verb (root word), e.g. work/worker, ride/rider; bake/baker; teach/teacher; learn/learner

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. A worker makes the shoe and fits it to the horse. They write the text and illustrate it.
- Students draw a picture of a horseshoe and label it. They can use a photograph from the book as a model. Share this with a partner.

Home/School Link

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

Mr Mustard's Mailbox

GOALS

Comprehension

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

Vocabulary

High-frequency Words: a, and, away, come, down, every, fly, for, from, get, had, have, he, his, in, into, it, made, me, my, no, on, one, put, said, saw, some, soon, take, the, there, three, to, was, went, were

Content Words: baby, bird, chirping, crept, day, dear, flown, goodness, got, happy, heard, home, later, mail, mailbox, miss, morning, Mr, nest, next, oh, peep, shoo, sign, sitting, spring, straw, today, took, week

Phonemic Awareness

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

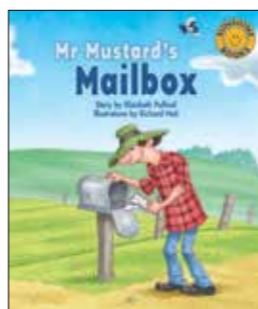
Phonics

Letters and Sounds: sh

Words to Blend and Segment: shed, ship, shop, shin, shut

Fluency

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



Mr Mustard is a kind man. He lets the birds use his mailbox.

Before Reading

- Listen to the title. Discuss the meaning of *mailbox*. Ask students if they have a mailbox.
- Read the title and the names of the author and illustrator. What are their roles in this story? Discuss the apostrophe in the title and why it is there. Ask: Who does the mailbox belong to? (The apostrophe goes after the person something belongs to.)
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who is looking in the mailbox? (Mr Mustard) Look at the title page illustration. What is the picture of? What does it tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Mr Mustard is doing on each page. On page 13, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Ask: On pages 2–3 what is Mr Mustard looking at? Find the word *bird* on page 2. Look for the letter b. Find the word *shoo* starting with /sh/. Read the words together. Remind students that good readers check that the words match the illustration, that they look right, sound right and make sense. Follow this pattern for each page up to page 13, discussing the illustration, finding key words and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending on pages 14–16. Have students discuss what they see in the illustrations. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Discuss the meaning of mail birds on page 10.
- Reread the story together. Notice where the speech marks are. Change your voice when Mr Mustard speaks.
- Ask students to retell the story using the pictures on each page as a guide. Ask: What did Mr Mustard find first in the story, next and so on? When did the story change to Mr Mustard getting his mail and why?
- Have students notice the speech marks around the words on page 7 “*No mail today*”. Why are they there? (They are words on a sign. They are not spoken by a character.)

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sh/ e.g. shed, ship, shop, shin, shut. Students listen for the /sh/ blend as you read the words slowly. They repeat the words, /sh/ /e/ /d/, shed, emphasizing the /sh/. They think of other words to say that begin with /sh/, e.g. shoo, shine, shake.

Phonics

- Discuss the sound of the blend /sh/. Write the words shed, ship, shop, shin, shut on the board to practise blending and segmenting the sounds together as a group, e.g. /sh/ /e/ /d/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *he, down, soon, said, no, into, were, saw*. Read them together. Ask students to locate the words in the story.
- 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. They read their sentence to a partner, e.g. *Soon the birds had flown from the mailbox*.

Fluency

- Model reading of the text with expression, noting the punctuation. Students repeat, e.g. on page 2, change your voice for Mr Mustard saying “*Shoo*”.

Writing

- Students make a circular story showing how Mr Mustard discovered the first bird and where it went. They use arrows, labels and small pictures. They use this to retell the story.
- Students write a new sentence about Mr Mustard using the pattern from the story. They draw a picture first, then write the sentence. e.g. Mr Mustard put a welcome sign on his gate.

Home/School Link

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

My Superheroes

GOALS

Comprehension

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

Vocabulary

High-frequency Words: a, and, are, by, find, for, help, in, live, look, make, me, my, not, our, put, that, the, there, they, with, you

Content Words: always, book, brothers, community, day, everywhere, face, family, fathers, firefighters, friends, happy, inside, mothers, neighbours, night, nurses, people, place, safe, sisters, smile, superheroes, teachers, these, upon, us, world

Phonemic Awareness

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

Phonics

Letters and Sounds: /u/ up

Words to Blend and Segment: us, bus, but, cut, nut

Fluency

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



A boy talks about the people in his community who are helpful and there for him all the time.

Before Reading

- Ask students if they have ever thought of someone as a superhero. Read the title to them and then read it together. Discuss the meaning of *superhero*. Look at the cover. Who could be the superhero in this photo? Who is the author? Have students read any other stories by Susan Frame? Name them. (*Daisy's Rainbow Dress*, *Being Brave*, *The Rainforest Ball*, *The New Boy at School*)
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) Predict the superheroes that might be in the text.
- Read the title page together. Talk about what students see in the picture. Ask: Who is the superhero here? (father) Do you have superheroes in your family?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss the picture. What is it of? It is called a *community*. Discuss the meaning of *community*. (where we live). Which word is *community*? Find the word that starts with c and is a long word. Read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what different ways the superheroes are presented, then looking for the initial letter of the key words before reading the page.
- Have students note how rhyming words on alternate pages help to read the text, e.g. *community/me; book/look; mothers/brothers; face/place*.
- Have students predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Ask students what they noticed about heroes. (anyone helpful and kind in our community)
- Discuss the ending. Use the illustration and details in the text to describe the key ideas. Ask: Do you know of superheroes that make your place safe and happy? Make a class chart to illustrate and label these.
- Have students discuss how the author supports the fact that superheroes are everywhere you look. (She shows you who they are in the photos, e.g. family, friends, neighbours.)

Phonemic Awareness

- Recognise and produce words that have the same short u vowel sound: /u/ Students listen for the /u/ vowel sound as words are spoken slowly, then they repeat, e.g. us, bus, but, cut, nut.
- Brainstorm and listen to more words that have the same short vowel sound /u/, e.g. hut, crust, crumb, crunch. Students say these words slowly emphasising the short /u/ sound in the middle of the words.

Phonics

- Recognise words that have the short u vowel sound. Write the words us, bus, but, cut, nut on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /u/ /s/.
- 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 *live, our, by, help, not, find, me, that*. 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 add other words to make sentences from the text with their flash cards. Then they read them to a partner.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *firefighters, neighbours, superheroes, teachers*. Notice these words are all plurals. The singular is made by removing the s at the end except for superheroes. Notice how it is different, *hero/heroess*. It has an e before the s.

Fluency

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

Writing

- Students make a word web to show the different superheroes in the text. They write the word *superheroes* in the middle of the web and label different types branching out from the middle. They can illustrate the heroes and retell the story using the web.
- Have students write a new text using the pattern of the text, e.g. Superheroes are my gran and grandpa. 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.

Socks Gets a Boy

GOALS

Comprehension

Making predictions: Help students to use the title of book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. Who was doing the choosing?

Vocabulary

High-frequency Words: a, and, are, as, ask, at, by, call, came, can, come, do, down, get, good, he, here, his, how, I, in, into, it, jump, know, like, look, me, my, new, of, on, out, play, ran, ride, said, take, thank, the, they, think, this, to, up, want, what, with, yes, you

Content Words: ball, bark, boy, buddy, cage, car, curl, dad, dog, does, drop, fed, feet, hand, head, home, hug, knew, lap, lick, love, Mum, pat, pick, rode, shelter, sign, socks, thought, threw, took, us

Phonemic Awareness

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

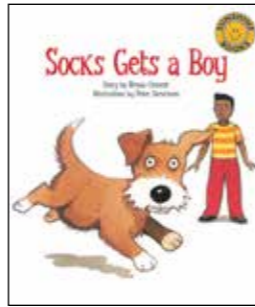
Phonics

Letters and Sounds: /th/ thank

Words to Blend and Segment: thin, think, thud, thing, thick

Fluency

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



Socks is a little dog and he really wants to have a boy to play with.

Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Who is Socks? Why does it have that name? Have they ever owned a pet? What was its name? 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: Who is in the picture? What does the expression on the dog's face tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Include words like *sign*, *cage*, *thought*, *shelter*, *buddy*, *patting*, *curled* and *lap* in the conversation.
- Discuss the setting and what is happening with the characters (Socks, the boy, his Dad) on each page. On page 12, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 look at the sign on the cage. What does it say? Look at the thought bubble. What is Socks thinking? Find the words *sign* and *dog* on page 2. Look for the initial letters s and d. Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who was doing the choosing? Did Socks get a nice home? Is this what students predicted? Do they have a pet at home? Where did it come from?
- Retell the text using the pictures on each page as a guide. What happened first, next and so on? What made Socks get a boy?
- Discuss the meaning of words in the book that end in -ed, e.g. *barked*, *patted*, *licked*, *jumped*. Relate them to their root words. Discuss the meaning of past tense. Make a chart of present and past tense verbs.
- Reread the story together. Have students make a chart showing setting, characters and events. They notice how the characters stay the same but the setting and events change.
- Reread page 8 focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark, exclamation mark and speech marks.

Phonemic Awareness

- Recognise and produce words that begin with the same digraph: /th/ (voiceless) Students listen carefully for the /th/ sound in the following words as you read them – thin, think, thud, thing, thick. They repeat after you, emphasising the /th/ sound. They think of more words starting with /th/ to say, e.g. thank, thought, threw.

Phonics

- Discuss the sound of the digraph /th/. Write the words thin, think, thud, thing, thick on the board to practise blending and segmenting the sounds together as a group, e.g. /th/ /i/ /n/ thin. Illustrate using alphabet letters, touching them as the sounds are made for the word.

Word Study

- Talk about the words *do*, *thank*, *ask*, *new*, *as*, *into*, *came*, *want*. Read the flash cards from the inside front cover together. Ask students to locate the words in the text. Print multiple sets of the cards 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 sentences to a partner. e.g. *The sign on the cage said, Socks. "I want a boy," thought the dog.*

Fluency

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

Writing

- Students rewrite the story from Socks' point of view using thought bubbles. They use these to retell the story.
- Students write a new sentence about Socks using the pattern from the story. They draw a picture and write the sentence. e.g. Thank you, Mum. Thank you, Dad. I love my new pet cat.

Home/School Link

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

The New Boy at School

GOALS

Comprehension

Connect to prior knowledge: How did you feel when you were new at school?
Have you helped a new person settle in?

Vocabulary

High-frequency Words: a, all, am, and, at, away, back, came, can, could, do, go, had, have, he, help, his, I, in, is, it, let, like, look, know, me, my, new, no, not, of, off, play, red, said, some, that, the, then, there, to, want, was, well, with, you
Content Words: blew, boy, bright, cannot, catch, cried, face, flew, fun, gave, gear, hat, head, hello, I'm, I'd, knew, laughed, let's, okay, rude, school, shook, smiled, sorry, speeding, strong, sudden, that's, there's, today, told, took, top, tried, turned, us, way, well, wheelchair, wind, would

Phonemic Awareness

Identify and make rhyming words.

Phonics

Letters and Sounds: /a/ can

Words to Blend and Segment: can, hat, that, bat, ran

Fluency

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



The new boy doesn't think the boy in the wheelchair can do much. But he is wrong!

Before Reading

- Ask: How did you feel when you were new at school? Have you helped a new person settle in?
- Read the title. Discuss the meaning of *new*. What is the opposite of *new*? (old) Ask: What does it mean to be new at a school?
- Read the title and 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. Students discuss what they see in the picture.
- Look at the title page illustration. Ask: Who is the new boy? What do you notice about the child coming towards him? How does the title page help us guess what might happen in the story? What might happen next?
- On page 3. Ask: What do you think the boy in the wheelchair is saying to the new boy?
- Talk/walk through the pictures. Discuss what is happening with the new boy on each page. Students construct a story from the illustrations. On page 15, students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On page 3 what is the boy in the wheelchair saying to the new boy? Find the word *play* on page 2. Look for the letter *p*. Read the words together. Notice the rhyming words *today* and *play*. Ask: How do rhyming words help you work out the story?
- Ask: How can you work out who is talking in the story? Are there clues in the pictures? Are the clues in the words the characters say? Identify the speech marks and discuss what they are for.
- Focus on the question mark and comma. Use these terms as you ask students how they would read parts featuring them.

- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together with intonation and expression appropriate to the grammar and punctuation.
- Review the predictions for the ending made earlier. Ask: Did you like the ending? Why? Is it important to apologise if you say or do something wrong?

After Reading

Invite students to discuss the story. Prompt if needed.

- How do you think the boy in the wheelchair felt on page 4? How did his feelings change?
- Reread the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *today/play; blew/flew; tried/cried; head/said*.
- Students role play/act out the story in pairs taking the parts of the two characters.

Phonemic Awareness

- Identify and make rhyming words. Students listen for words that rhyme in the story as it is read to them, e.g. *today/play; blew/flew; tried/cried; head/said*. They repeat the words that rhyme and think of more that sound the same, e.g. red, bed, led, fed.
- Play a game where students indicate when they hear pairs of words that rhyme as you read them out, e.g. pay, day, ray, red, bed, fed, hot, lot, cot.

Phonics

- Discuss the medial vowel sound /a/. Make sure students know that medial means middle. Role play with three students standing in a line. Who is in the middle? Each could hold a letter for the word *had* noting *a* is in the middle. Have students listen for the sound /a/ in dad, mad, sad as you say the words, slowly stretching out the sounds. Students repeat.
- Write the words *can, that, hat, bat, ran* on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /n/ *can*. Emphasise the /a/ sound. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *new, could, red, at, back, well, had, want*. 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.

Fluency

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

Writing

- Students write a sentence about helping a new student at their school. They draw a picture and write a sentence. They can use the words in the book to help with their writing.

Home/School Link

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