

Flamingoes Everywhere

GOALS

Comprehension

Discuss the sequence of events and the humorous ending.

Vocabulary

High-frequency Words: had, pretty, the, there, three, was, were, when

Content Words: bathroom, bedroom, everywhere, feathers, five, flamingoes, mother, pink, reading, smiled

Phonemic Awareness

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

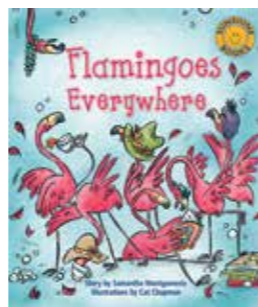
Phonics

Letters and Sounds: /fl/

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

Fluency

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



The girl comes home from school to find flamingoes everywhere.

Before Reading

- Listen to the title and the name of the author and illustrator. Together look at the cover picture. Ask: What do you see? What do you know about flamingoes? What are they doing in the picture? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the flamingoes on each page or what they are doing. Bring words like *bathroom*, *bedroom*, *everywhere*, *feathers*, *five*, *flamingoes*, *mother*, *pink*, *reading*, *smiled* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Model how to use print cues to read the words in the title – *fla/ming/goes, ev/very/where*.
- Read the title together and the names of the author and illustrator. Read the title page together emphasising the chunks. Ask: On page 2–3, what is the setting for the text? (the girl’s home). Look for the word *inside*. It has a small word or chunk inside it (*in/side*). Read the word together, slowly emphasising the chunk.
- What did the girl find inside the house? On pages 4–5, find the chunks in *dr/in/ink/ing* as you are reading. On pages 8–9, find the chunks in *sp/lash/ing*.
- 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.
- Discuss how the repetitive parts help with reading the story. (*Flamingoes, flamingoes everywhere!*) Ask: How do you use your voice with these parts? What does the exclamation mark mean?
- Review the predictions for the ending made earlier on page 14, 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?

After Reading

Invite students to discuss the story. Prompt if needed.

- Use the back cover to discuss the order of the pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the flamingoes do on each page? What surprises were there? Who was surprised by the flamingoes? How do you know? (the girl on page 5) How did Mum feel at the end?
- Reread the story together. Feel the rhythm as you read the repetitive parts.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. *my bed* (page 10) where *my* is used instead of saying “the girl’s bed”; *her beads and hats* (page 12) where *her* is used instead of saying “mother’s beads” and hats. Have students find *she*, *I* and *they* and explain their meaning.
- Reread page 4 focusing on punctuation. Teach the purpose of capital letters, full stops, commas, apostrophe and exclamation marks. Write examples using students’ names, e.g. Mary’s cup.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /fl/. Students listen for the /fl/ sound as you read the words, e.g. *fly, fluff, flip, flop, flap*. They repeat the words.
- Play a game of guessing, e.g. say, “I am thinking of a word that starts with /fl/ and ends with /f/ (*fluff*). I am thinking of what birds can do (*fly*). I am thinking of a pink bird (*flamingo*).”

Phonics

- Discuss the sound of the letter blend: fl- Write the words *fly, fluff, flip, flop, flap* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.
- Brainstorm other words starting with fl- to write on the board. Read them together (flame, flying, flash, flutter).

Word Study

- Talk about the words *had, pretty, the, there, three, was, were, when*. Read them together. Ask students to locate the words in the text and read them in context. Discuss the meaning or use of each word in the book, e.g. *were* is plural of *was*.
- Find compound words in the story and discuss their meaning, e.g. *bathroom bath/room* –room with a bath; *bed/room; in/side, every/where*.
- On a piece of paper, have students draw a picture from the story. They write the words from the story and read their sentence to a partner.

Fluency

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

Writing

- Students make a time line noting the number of flamingoes and where they are. They can illustrate and label the time line, then use it to retell the story to the class.

Home/School Link

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

Hide-and-Seek

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. What do you know about the game of hide-and-seek?

Vocabulary

High-frequency Words: all, been, do, go, on, one, play, please

Content Words: found, friend, game, grass, hide, monkey, rocks, seek, someone, today

Phonemic Awareness

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

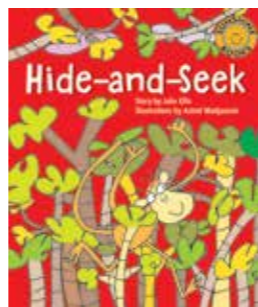
Phonics

Letters and Sounds: /pl/

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

Fluency

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



Matata, the monkey, wants to play. Can he find anyone to play with?

Before Reading

- Ask students what they know about the game hide-and-seek. Together look at the cover picture. Discuss what they see. Ask: What do you think the setting is for the play?
- Help students use the title and cover illustration to make predictions about the text.
- Look at the title page illustration. Ask: What do you see here? These are the characters in the play. Read the names of the characters and discuss what animals they are. Discuss how you might change your voice for each animal. Ask: What is a narrator? Which parts do the characters read? Predict what the play might be about.
- Talk/walk through the pictures. Discuss what is happening to the characters on each page or what they are doing. Bring words like *found, friend, game, grass, hide, monkey, rocks* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the characters on the title page. Ask: On page 2, who reads this page? How do you know? What does *narrator* mean? Where is the setting? (near grass) Look for the word *grass*. What sound does it start with? /gr/ Say the word, emphasising the /gr/. What do the grey dots in the illustration mean? (show where the monkey went)
- On page 3, the monkey, Matata, is looking for a friend in the grass. Ask: Can you see a clue in the illustration? (tail with spots) Together read the question Matata asks.
- On page 4, ask: Who did the spotted tail belong to? Read the page changing your voice for each character. Reread the page together noticing the rhyming words *play, away, play, today*. Follow this pattern for each page up to page 14.
- On page 6, make the link to the fact picture on the back cover. Ask: Why do snakes do this?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Ask: How do you think Musa felt after coming up with the idea of a game to play?

After Reading

Invite students to discuss the play. Prompt if needed.

- Ask: What genre is this text? (a play)
- Discuss the ending. Why did Matata not want to play hide-and-seek? Is this what students predicted? Have they played hide-and-seek? Do they get tired of playing games sometimes?
- Retell the text using the pictures on each page as a guide. Which animal did Matata find first, next and so on? What made Matata say “Oh, no”?
- Choral read the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *play/away/today*
- Discuss the meaning of the fact on the outside back cover and how this links to the text.
- Make a chart showing setting, characters and events. They notice how the setting and event change for each character.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /pl/ *plot, plan, plug, plus, plum*
- Students listen for the /pl/ sound as you read the words. They indicate when they hear it and repeat the word emphasising the /pl/.

Phonics

- Discuss the sound of the letter blend: pl- Write the words *plot, plan, plug, plus, plum* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Find other words in the play that start with pl-, e.g. *play, please*.

Word Study

- Talk about the words *all, been, do, go, on, one, play, please*. Read them together. Ask students to locate the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Read the play as a readers' theatre together before taking character parts in groups. Notice the repetitive parts.

Writing

- Students make a chart showing the reason why each animal wouldn't play with Matata.
- Students make a chart of rhyming words from the story. They read the rhyming words on the chart and add more of their own. See who can make the most rhyming words for -ay.
- Have students make a blend chart showing words that start with a blend in the story.

Home/School Link

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

Tom, the School Cat

GOALS

Comprehension

Retell the text using the pictures on each page as a guide. What mischief did Tom get up to? How was the school cat problem solved?

Vocabulary

High-frequency Words: into, jump, little, thank, their, they, went, your

Content Words: afternoon, assembly, award, cheese, Friday, listening, Monday, Thursday, Tuesday, Wednesday

Phonemic Awareness

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

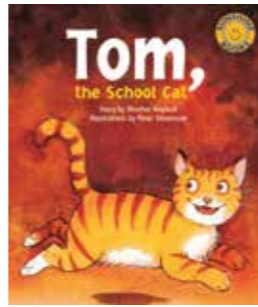
Phonics

Letters and Sounds: -ash

Words to Blend and Segment: bash, crash, flash, smash, stash

Fluency

Model reading of text with expression, noting the sound words, punctuation and repetitive parts.



Tom is a school cat and he can be naughty. He can also be very good.

Before Reading

- Read the title and the name of the author and illustrator to students. Together discuss the cover picture. Ask: What do you know about cats? Do we have a school cat? What does it mean to be a school cat? What is Tom doing in the picture? How does he look? Happy? Cheeky? Sad? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different here compared to the cover? How is Tom looking here? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the children and Tom on each page or what they are doing. Bring words like *afternoon, assembly, award, cheese, Friday, listening, Monday, Thursday, Tuesday, Wednesday* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- On page 2, ask: What is Tom doing? Read the page together to see what Tom did in the garden.
- On page 3, ask: What is the word in capital letters? Say the sounds. /s/ /m/ /a/ /sh/, **SMASH**. Why is it in capitals? (emphasis). Look for the word *naughty* on page 3. It is a tricky word with some silent letters. (gh). (/ n/ /aw/ /t/ /ee/) Segment and blend the sounds.
- On page 4, ask: Where are they in the school? Segment tricky words into chunks or syllables, e.g. *library*, lib/ra/ry, *listening*, lis/en/ing (silent t)
- On page 5, ask: What is the word in capital letters? Say the onset and rime. (cr/ash) What do you notice about *smash* and *crash*? (They rhyme.) They are sound words. What went crash in the library? (the books) Read the text together.
- What do you notice about pages 3 and 5? They are similar. (repetition).
- Follow this pattern for each page up to page 15. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Read the text together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Where is the setting for the text? (school). Which parts of the school?
- What genre is this story? Is it fiction or nonfiction? Could it have been a true story? (It is!)
- Why did the man taking the photo ask them to say “cheese”? (to get them to smile)
- Discuss the sequence of events and the humorous ending. What happened first, next?
- Retell the text using the pictures on each page as a guide. What mischief did Tom get up to? Reread the story together, noticing the rhythm in the repetitive parts and the sound words.
- Discuss the days of the week. Say them in order. Look at the back cover to match Tom’s activities with the days of the week.
- Did students like the ending? Why? Guide them to answer that Tom was a loveable nuisance, but now he is a valued member of the school because he listens to children read.

Phonemic Awareness

- Have students listen to words and then say the sounds. *dug* /d/ /u/ /g/; *soil* /s/ /oi/ /l/; *spade* /s/ /p/ /a/ /d/; *children* /ch/ /i/ /l/ /d/ /r/ /e/ /n/. Together think of more words to break into sounds.

Phonics

- Discuss the sound of the rime: -ash Write the words *bash, crash, flash, smash, stash* on the board to practise blending and segmenting onsets and rimes as a group. Use magnetic letters to make the onsets and rimes. Brainstorm other words ending with -ash to write up on the board. Read them together. (*rash, mash, dash, clash*) Students make an -ash word web.

Word Study

- Talk about the words *into, jump, little, thank, their, they, went, your*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *little* is the opposite of big.
- Students find and say words with one and two syllables, e.g. 1 = *tom, cat, cheese, holes, books*; 2 = *child/ren, Tues/day, want/ed*.
- 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 the text with expression, noting the sound words, punctuation and repetitive parts. Students repeat after you. Use page 3 as an example.

Writing

- Students make a time line matching Tom’s mischief with the days of the week. They label and illustrate this to share with a partner.

Home/School Link

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

Two Trevors

GOALS

Comprehension

Making predictions: Help students 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 the humour.

Vocabulary

High-frequency Words: ate, away, new, old, play, ran, red, two

Content Words: biscuits, collar, fish, home, hungry, morning, photo, storm, together, welcome

Phonemic Awareness

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

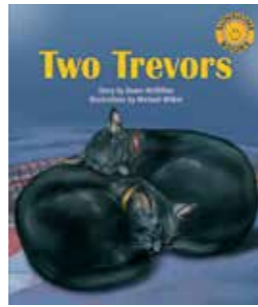
Phonics

Letters and Sounds: -ate

Words to Blend and Segment: date, gate, late, mate, rate

Fluency

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



When Trevor, the cat, runs away during a storm, the children are pleased when he comes back. But is this the same Trevor?

Before Reading

- Read the title and the name of the author and illustrator to students. Together discuss the cover picture. Ask: What might the title refer to? What do you know about cats?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening to the cat/s and the family on each page or what they are doing. Bring words like *biscuits, collar, fish, home, hungry, morning, photo, storm, together, welcome* into the conversation. Notice that there is only one cat with the family to start with.
- On page 2, ask: What happened? Find the word starting with /st/. Read the word. (*storm*) The picture will help. The cat called Trevor was missing. Why do you think he ran away?
- On pages 4–5, ask: What are the children doing? How are they feeling? What are their names? (*Josh, Amy*)
- On pages 6–7, ask: How are the children feeling now? How is the cat feeling? What happened on page 10? (real Trevor arrived) Follow the pictures to see what happened next.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together. On pages 2–3, ask: What is happening? What noise did the storm make? (*roar*). Read the words together.
- On pages 4–5, ask: Where did the children look for Trevor? Why would it be difficult to find a black cat at night? How do they look? Read the words, showing sadness in your voice.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Students discuss the illustration and read the text. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the sequence of events and the humorous ending. Use the back cover to retell the story using the four pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the children do on each page? What surprises were there? Who was surprised on page 7? How do you know? (Amy's words have exclamation marks.) Were there any other surprises? (page 10, Trevor arrived) What did Mum think of this? (She laughed.) The family ended up keeping both cats.
- Why did they think the first cat was the missing one? (It looked the same but had no collar).
- How did they know that the second cat was really their missing cat? (red collar) How will they tell New Trevor from Old Trevor? (Collars are different colours.)
- On pages 2 and 12, there is the word *missing*. Discuss the different meanings.

Phonemic Awareness

- Recognise and produce words that end with the same sound: /ate/ Students listen for the -ate rime as you read the words, e.g. *date, gate, late, mate, rate*. They repeat the words, emphasising the rime. They think of more words with the same ending sound.
- Play a guessing game. "I am thinking of a word that starts with /d/ and ends with -ate (*date*). I am thinking of something in a fence. (*gate*). I am thinking of the opposite to early. (*late*)"

Phonics

- Discuss the sound of the rime: -ate Write the words *date, gate, late, mate, rate* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Remember that the e is silent. Brainstorm other words ending with -ate. Read them together. (*state, crate, plate*)

Word Study

- Talk about the words *ate, away, new, old, play, ran, red, two*. Read them together. Have students locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *ate* is the past tense of eat.
- Find compound words in the story and discuss their meaning. (*online, someone, another*)

Fluency

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat after you. Use page 5 as a model.

Writing

- Students make a two-column problem/solution chart. They write the problems on one side with their matching solutions on the other side. They illustrate the chart and share with the class. The chart could also be used as an aid for retelling the story.

Home/School Link

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

What's Your Fur For?

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? Make predictions about the text from the cover and title page photographs.

Vocabulary

High-frequency Words: black, for, live, other, some, what, with, your

Content Words: cool, different, fur, hide, keep, reasons, scare, use, useful, warm

Phonemic Awareness

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

Phonics

Letters and Sounds: short /i/

Words to Blend and Segment: in, is, live, thick, with

Fluency

Model fluent reading of a section of the text using expression to differentiate between opposites and questions and answers for students to repeat.



Animals use their fur for different reasons.

Before Reading

- Ask students what they know about fur. Ask: What animals have fur?
- Read the title to them and then read it together. Discuss what students see in the pictures on the cover and title page. Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Students make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what the text will be about.
- Talk/walk through the pictures. Discuss what animals are on each page and what their fur might be for. Bring words like *cool, different, fur, hide, keep, reasons, scare, use, useful, warm* into the conversation.
- Notice how there is a pattern in the text of a question followed by the answer.
- 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, ask: What are the different types of fur? Look for tricky words like *animals, fluffy, short, straight, stripes*. Break the words into chunks (*sh/ort*), or syllables (*fluf/fy*). Then read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *polar bear* in the text. Talk about what their fur might be for. Find the word *warm*. Read the words together.
- Follow this pattern for each page discussing the pictures and what the different fur is for before reading each page.
- Predict the ending before turning to page 16.
- Students look at the Index and find the page with information about a polar bear. They ask a partner questions about the index, e.g. What page is the dingo on?

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 each animal's fur is used for.
- Discuss the ending. What did you notice about the last word? What do you think the author's purpose was for writing the book? What have you learnt from this book? Which use for fur do you think is the most important?
- Look at the back cover to discuss the uses of fur for more animals.

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /i/ Students listen carefully to words you read to identify the short i sound, e.g. *in, is, live, thick, with*. They repeat after you, emphasising the /i/ sound. They think of more words with /i/. (*it, pin, sit*)

Phonics

- Recognise words that have the same vowel sound: short i Write words *in, is, live, thick, with* on the board to practise blending and segmenting the sounds together as a group. Students brainstorm more words with a short /i/ to add to the list. (*tin, pit, hid*)

Word Study

- Talk about the words *black, for, live, other, some, what, with, your*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game in pairs.
- On a piece of paper, students draw a picture of one of the animals in the book. They write the matching sentence from the text.
- Discuss the words that are opposites in the text. Record these on a chart, e.g. *short/long; warm/cool*. They can add other opposites to the chart.
- On page 3, have students locate the words *straight* and *stripes*. Discuss the three letters they start with. Think of more words starting with str-. (*string, stream, strong, street*)
- Have students make a fur web with examples of different animals branching out from the web. They label and illustrate and share their web with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *ti/ger*. Together find one-syllable words in the book to clap and say, e.g. *cat, fur*. Repeat with two syllable words, e.g. *ot/ter, din/go*.

Fluency

- Model fluent reading of a section of the text using expression to differentiate between opposites and questions and answers for students to repeat.

Writing

- Have students write a new text using the pattern of the text, e.g. Some fur is black and silky. They illustrate the animal and share this with a partner.

Home/School Link

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

Colour Magic

GOALS

Comprehension

Ask questions as you read. What do I do to make a new colour, e.g. purple.

Vocabulary

High-frequency Words: black, blue, call, one, or, then, they, yellow

Content Words: blob, happen, mix, need, paint, paintbrushes, plate, print, stroke, words

Phonemic Awareness

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

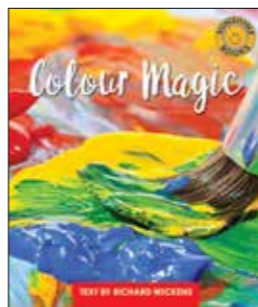
Phonics

Letters and Sounds: ow (how)

Words to Blend and Segment: cow, how, now, vow, wow

Fluency

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



Learn about primary colours and how they make secondary colours.

Before Reading

- What do students know about colours? Ask: What is your favourite colour? What do you think of when you see red? (stop sign? sunset? blood?) What does green mean to you?
- Read the title to students and then read it together. Ask: What could the title mean? Are colours magic? Discuss what they see in the pictures on the cover and title page.
- Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what colours are on each page and what they might be used for. Bring words like *blob, happen, mix, need, paint, paintbrushes, plate, print, stroke, words, warm* into the conversation.
- Notice the decorative page numbers. Ask: What has the designer used as a feature?

Reading the Text

- Read the cover and the title page together. Ask: What do I do to make a new colour, e.g. purple. Sequence the steps.
- On page 2–3, look at all the different shades of colour. Ask: How many shades of pink/purple can you see?
- Read the text together, pointing to the words as they are read.
- On pages 4-5, discuss the picture. Look for tricky words like *primary, together*. Break the words into chunks or syllables, e.g. *prim/a/ry*. (y on the end of a word sounds like e) Ask: What are primary colours? Talk about what colour they might get if they mix red and yellow.
- Follow this pattern for each page discussing the pictures, what the different colours are before reading each page.
- On page 16, students look at the Index and find more information about secondary colours. They ask a partner questions about the index, e.g. What page is orange on?

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 each colour is used for or how to make it.
- Discuss the ending and the use of black. What do you know about the magic of colour now? What do you think the author's purpose was for writing the book? What have you learnt from this book? What use for colour do you think is the most important?
- Talk about the colours on the back cover and how to mix them.

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /ow/ Students listen carefully as you read the words, e.g. *cow, how, now, vow, wow*. They identify the /ow/ sound. They repeat, emphasising the /ow/ sound and think of more words. (*brown, town, clown, down*)

Phonics

- Recognise words that have the same vowel sound: /ow/ Write words *cow, how, now, vow, wow* on the board to practise blending and segmenting the onsets and rimes together as a group. Brainstorm more words with /ow/ to add to the list. (*brown, town, clown, down*) Students record these on an /ow/ word web.

Word Study

- Talk about the words *black, blue, call, one, or, then, they, yellow*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Cut the words out and have students sort them according to the number of sounds, e.g. b/l/a/c/k/.
- On a piece of paper, students draw a picture of one of the colours in the book. They write the matching sentence from the text.
- Discuss the words that are instructions in the text. Talk about the order of doing things and how this is important for the end result. (how it affects the colour)
- Students make a colour web with an example of different colours branching out from the web. They label and illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken. They identify and clap one-syllable words, e.g. *paint, green* and two-syllable words, e.g. *yel/low, mak/ing, col/our*.

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. We can mix two colours together to make a new colour like magic. They illustrate their text and share with a partner.

Home/School Link

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

Sounds Like Music

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: are, be, from, on, our, some, their, this

Content Words: across, heard, music, people, shell, sounds, these, use, whistle, wind

Phonemic Awareness

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

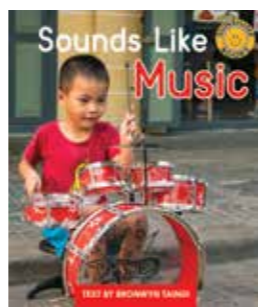
Phonics

Letters and Sounds: long /e/

Words to Blend and Segment: be, beat, me, see, we

Fluency

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



We like to make music
and we can make
music with lots of
different things.

Before Reading

- Look at the front cover. Read the title to students and then read it together. Discuss what they see in the picture and what sounds the boy would be making. Look at the back cover and discuss what the instrument is and what kind of sound it might make. Ask: Where can you hear music? How can you make music?
- Read the title page together. Talk about the picture and discuss what it is. Ask: What sound would wind chimes make? Do they sound like music? Make predictions about the story from the cover and title page illustrations.
- Read the contents to give a summary of what the text might be about.
- Talk/walk through the pictures. Discuss what sounds or music are on each page. Bring words like *across, heard, music, people, shell, sounds, these, use, whistle, wind* 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. Model how to use picture, print and contextual cues.
- On pages 2–3, ask: What can you see in the picture? Elicit that it looks like grass. Find a word in the text starting with /gr/. Does it look right for *grass*? What makes the grass bend over? Could it be wind? Look for a word starting with /w/. Does it look right for *wind*? They read the sentence. Does it make sense?
- Discuss other sounds people heard long ago. Ask: What other ways could wind make sound or music? (whistling through a shell) Find the words starting with /wh/ and /sh/ in the next sentence. Then read the sentence together. Does it make sense?
- On pages 4–5, discuss the picture. Ask: What are the children using to make music? Find the word *voices*. How would it start? /v/. Read the words together.
- Follow this pattern for each page discussing the pictures, the different ways of making music and locating key words to decode before reading each page.
- On page 16, look at the Index and find the page numbers for drums.

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 music is made.
- Discuss the ending. Ask students to discuss what sounds they can hear right now. (Are any of the sounds music?)
- What sounds do they hear during the day in the classroom and around the school that can be called music? Find different ways to make music, e.g. with two sticks clacking.
- What was the author’s purpose for writing the book? What have you learnt from this book?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: long /e/ Students listen carefully to you read words for them to identify the long /e/ sound, e.g. *be, beat, me, see, we*. They repeat the words, emphasising the long /e/ sound. They think of more words with the long /e/ sound to break into individual sounds.
- Have students play a game of chain words containing long /e/. The first student says *be*, next says *we*, next says *key*, and so on, changing the beginning or end of the word each time.

Phonics

- Recognise words that have the same long vowel sound: /e/ Write words *be, beat, me, see, we* on the board to practise blending and segmenting the sounds together as a group. Together think of more words with the long /e/ sound. Read these together, emphasising the long /e/ sound. (*key, tea, seat, meat, lean, keen, seen*) Students make a long /e/ word web.

Word Study

- Talk about the words *are, be, from, on, our, some, their, this*. Photocopy the flash cards from the inside front cover to play memory, matching and spelling games. Play one of the games with a partner, e.g. test each other reading and writing the words or matching pairs of words.
- Have students make a three-column chart with the headings *Blow, Hit, Rattle*. List examples of things to make music in this way under the headings. Students label and illustrate and share with the class.
- Students make a glossary showing pictures and meaning of some of the instruments in the book. Help them with writing the meaning if necessary.
- Students listen and identify syllables in words and clap as they are read, e.g. *didg/er/ri/doo*. Together identify one-syllable words in the book to clap. (*gourd, wind, sticks*) Then have students identify and clap two syllable words. (*rat/tle, drum/mer, mus/ic, whist/le*)

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. We can make music on a piano. They illustrate their sentence and share this with a partner.

Home/School Link

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

Write On!

GOALS

Comprehension

Making connections: Ask students to predict what good writers do. Are they good writers?

Vocabulary

High-frequency Words: have, let, more, say, see, think, up, which

Content Words: everywhere, own, poem, read, rhyme, share, story, true, words, write

Phonemic Awareness

Recognise and produce words that have the same ending sound: -ite

Phonics

Letters and Sounds: -ite

Words to Blend and Segment: bite, kite, site, quite, write

Fluency

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



Writing lets your words last. There are so many ways that we can write.

Before Reading

- Ask students what good writers do. Link to what they do. Ask: Are you good writers?
- Read the title to students and discuss its meaning. Discuss what they see in the pictures on the cover and title page. Ask: Is this the position you sit in when you write?
- Read the name of the author. Ask: Have they read other books by Clare Scott? (*Bridges, Boing*) Is this book fiction or nonfiction? How do you know? What is the difference?
- Students make predictions about the text from the cover and title page photographs.
- Have students look at and discuss the fact on the back cover. Ask: What could have been used to write on stone? Why did they use stone? Can you read the writing? Why not?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the different types of writing on each page and what they might be for. Bring words like *everywhere, own, poem, read, rhyme, share, story, true, words, write, warm* 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. Have students notice the exclamation mark.
- On pages 2–3, ask: What kind of writing do you see? Look for tricky words like *writing, everywhere, kinds* and *words*. Break the words into chunks or syllables, e.g. *writ/ing*. Read the text together, with students pointing to the words as they are read. Let them try to read the words in magnetic letters.
- On page 4, discuss the pictures. Find the words *stories* and *true* in the text. Read the sentences together. Talk about what the writing might be for. (A true story about bridges).
- On page 5, find the words *made* and *beginning*. What kind of writing is this? (fiction) Read the sentences together.
- Follow this pattern for each page, discussing the pictures and what the different writing is for before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Check on the accuracy of students' predictions made at the beginning.
- Read page 15 and ask students if they are good writers. Do you do the things on the list? What does the *handy hint* mean?
- Retell the text using the pictures as a guide. Discuss what each writing is for.
- Discuss the ending and the humour. What did you notice about the last two words and the title? Talk about "Right on" and "Write on" and the exclamation mark. Was the author being funny?
- What do you think the author's purpose was for writing the book. What have you learnt from this book? What writing do you think is the most important?

Phonemic Awareness

- Recognise and produce words that have the same ending sound: -ite Students listen to words you read to identify the -ite ending, e.g. *bite, kite, site, quite, write*. They repeat after you, emphasising the /ite/ sound. They think of more words ending with /ite/. (*right, night, light*)

Phonics

- Recognise words that have the ending: -ite Write words *bite, kite, site, quite, write* on the board to practise blending and segmenting onsets and rimes together as a group. Brainstorm more words with -ite ending to add to the list. (*right, night, light*) Note how words that have the same ending sound can have a different spelling. Make the words in magnetic letters.

Word Study

- Talk about the words *have, let, more, say, see, think, up, which*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. In pairs, make them in magnetic letters, then read them to each other.
- On a piece of paper, students draw a picture of one of the writings in the book. They write the matching sentence from the text.
- Have students make a words web with all the things we do with words branching out from the centre. Use page 2 to help you.
- Make a venn diagram showing different types of writing, e.g. online/print and the ones that do both will be written in the middle.
- Make a writing web with examples of different writings branching out from the web. Students label and illustrate it and share their web with the class.

Fluency

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

Writing

- Help students to create a text of their own. It can be a poem, song, ad or any of the ones they have read about. They plan and write it, then share this with a partner.

Home/School Link

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

A Letter to Grandma

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

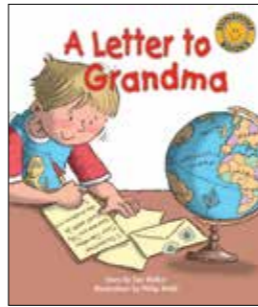
Phonics

Letters and Sounds: kn (n)

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

- Talk about the words *about, get, her, his, know, live, put, what*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the context of the book, e.g. *what* is a question word.

Fluency

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

Writing

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

Home/School Link

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

Bobby's Birthday

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

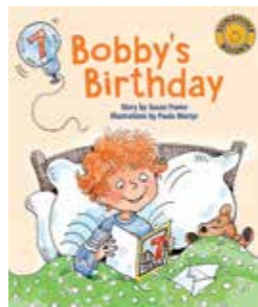
Phonics

Letters and Sounds: /ch/

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

Fluency

Model reading of the text using expression and emphasis.



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

- Talk about the words *are, come, first, for, look, thank, who, will*. Read them together. Ask students to locate the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper, have students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner.

Fluency

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

Writing

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

Home/School Link

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

Boo and Brutus

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

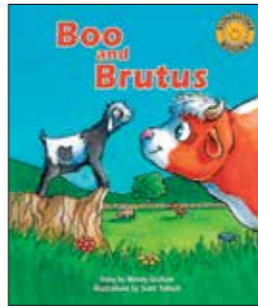
Phonics

Letters and Sounds: long /u/

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

- Talk about the words *but, find, he, him, me, new, not, ran*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *him* is a pronoun in place of the bull. (page 11)
- Students find contractions in the story and discuss their meaning, e.g. *I'm, Let's, can't, I'll, couldn't*. They make a list and match to their expanded form.
- Have students locate verbs in the text and write their matching base verb, e.g. *snorted/snort; poked/poke; scared/scare; smiled/smile; tried/try*.

Fluency

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

Writing

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

Home/School Link

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

Mark and the Dinosaurs

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

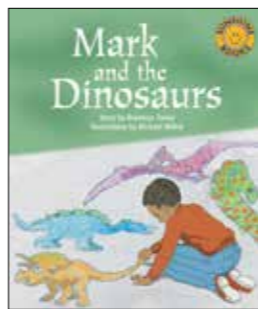
Phonics

Letters and Sounds: /sw/

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

- Talk about the words *again, ask, ate, had, his, them, there, were*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *again* means to repeat something (page 16).
- Locate the verbs on page 14 and write their matching base verb, e.g. *running/run; swimming/swim; wading/wade; tramping/tramp; flying/fly; washed/wash*. Students think of other examples to add to the list and read them.

Fluency

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

Writing

- Students write an extra page to the story. What might happen on the next day?
- Students make a time line noting the events in the story. They illustrate and label the time line, then use it to retell the story to the class.

Home/School Link

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

Ben's Quiz Game

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

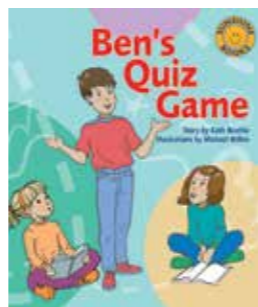
Phonics

Letters and Sounds: /st/

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

Fluency

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



Big brother Ben quizzes the girls about comparing weight.

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

- Discuss the sound of the letter blend st-. Write the words *stay*, *stem*, *step*, *stick*, *stop* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. They brainstorm other st- words to add to the list on the board.

Word Study

- Talk about the words *could*, *our*, *them*, *think*, *were*, *with*, *yes*, *you*. Read them together. Ask students to locate the words in the text and discuss their meaning in context. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner.

Fluency

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

Writing

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

Home/School Link

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

Let's Get Fit!

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

Identify syllables in words and clap as they are spoken.

Phonics

Letters and Sounds: -et

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

Fluency

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

Before Reading

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

Reading the Text

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



The people in this community get fit in different ways.

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

A Trickle of Water

GOALS

Comprehension

Re-tell the text using the pictures on each page as a guide. Start with what makes the trickle of water.

Vocabulary

High-frequency Words: big, can, come, down, make, other, soon, under

Content Words: bridge, city, flow, high, mountains, ship, small, stream, through, trickles

Phonemic Awareness

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

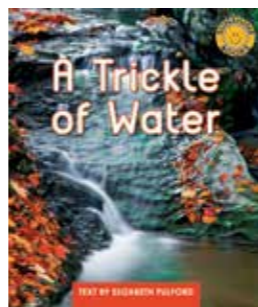
Phonics

Letters and Sounds: /tr/

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

Fluency

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



See how melting ice can turn into a great river that flows to the sea.

Before Reading

- Ask: What do you know about our water? How do we use water? Where does it come from?
- Read the title to students and then read it together. Look at the cover photo. Does it look like a trickle of water? What does *trickle* mean? Why has the publisher put this photo on the cover?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Look at the title page. This is also the contents page. Nonfiction books often have a table of contents. This gives a summary of what to expect in the text. Read the title and contents page together. Talk about what is happening in the picture. Ask: Can you see a trickle of water?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bridge, city, flow, high, mountains, ship, small, stream, through, trickle* into the conversation. When does trickle change to flow? (page 6) Notice the flow gets stronger as the stream grows bigger. Discuss the raindrop shape on each page number.
- 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 where a trickle of water might start. Look at the photos. What are they of? What happens to snow? (It melts.) Read the words together, pointing to the words as they are read.
- On page 4, you will see the mountains again. Read the page together.
- Follow this pattern for each page discussing the pictures, and what is happening to the trickle of water before reading each page. Predict the ending before turning to page 16 to reveal and read it together.
- Read the index. Talk about the reason for the index. Discuss what page you would find information on bridges.

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures as a guide. Start with what makes the trickle of water.
- Discuss the ending. Ask students to discuss the ways they will be using water today. What was the author's purpose for writing the book? What have they learnt from this book?
- Talk about pages 10–11. Talk about the strong flow of a big river. Link these to the fact on the outside back cover. Read the fact together. What things are you using today that work using electric power? What happens when there is a storm and a power outage? What do you do?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /tr/ Students listen carefully to words you read to identify the /tr/ sound, e.g. *tram, trap, tree, trim, trip*. Students repeat these words, emphasising the /tr/ sound. They think of more words that have the same beginning sound. (trickle, trash, track, truck)
- Students listen and identify syllables in words you read and clap as they are spoken, e.g. *trick/le*. Together identify one-syllable words in the book to clap, e.g. *high, ship, soon*.
- Have students clap two-syllable words, e.g. *trick/le, mount/ains, un/der*.

Phonics

- Recognise words that begin with the same letter blend: tr- Write words *tram, trap, tree, trim, trip* on the board to practise blending and segmenting the sounds together as a group.
- Make up riddles: "I'm thinking of a word starting with tr and it has five letters and it means walking up mountains or in forests. (*tramp*)"

Word Study

- Talk about the words *big, can, come, down, make, other, soon, under*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. They play a game of snap with them.
- Students make a time line showing the different stages from snow melting on the mountain to reaching the sea. They label the time line.
- Talk about comparative words ending in -er. Make a list and say what the root verb is. Make a chart matching these, e.g. *big/bigger, strong/stronger*. Suggest more to add to the list.
- Put these words in order from smallest to biggest. (river, raindrop, sea, stream, trickle)

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. The river is growing bigger. They write the text and illustrate it.
- Students make a glossary for the text. Choose words to illustrate or write the meaning of.

Home/School Link

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

Can You See Me?

GOALS

Comprehension

Retell the text using the photos on each page as a guide. Where were the creatures hiding?

Vocabulary

High-frequency Words: back, call, help, live, over, round, take, there

Content Words: coral, crab, crawl, creatures, diver, hermit, hide, reef, sea, star

Phonemic Awareness

Recognise and produce words that have the same ending sound: /k/

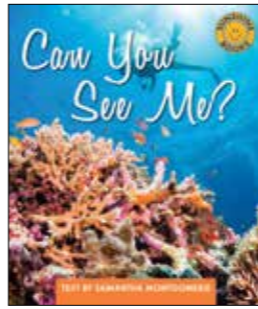
Phonics

Letters and Sounds: ck (k)

Words to Blend and Segment: back, black, kick, pack, pick

Fluency

Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.



The coral reef is like a garden where there are many creatures and plants.

Before Reading

- Look at the cover together. Read the title to students and then read it together. Discuss what they see in the pictures on the cover and title page. Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Have students make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the sea creatures on each page and how easy or tricky they are to see. Bring words like *coral*, *crab*, *crawl*, *creatures*, *diver*, *hermit*, *hide*, *reef*, *sea* 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 including the table of contents. Ask: What does the reference to *beautiful garden* mean? Do you know that there is a garden in the sea?
- On pages 2–3, ask: What is the garden made of? Look for tricky words like *different*, *creatures*, *coral*, *beautiful*. Break the words into chunks or syllables, e.g. *diff/er/ent*. They read the text, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *hermit crab*. Talk about what makes the crab tricky to see. Find the word *home* on page 4. Ask: What is the hermit crab's home? Read the words together.
- On page 5, look for words starting with /sc/. Have students try to decode these. *Sc/ut/tle*, *sc/am/per*. The author has used interesting words to describe how the crab moves across the sand. Ask: Have you ever seen a crab move? Say *scuttle* and *scamper* quickly. Notice the sounds of the language with the /sc/ sound repeated. (alliteration)
- Follow this pattern discussing the pictures, what the different creatures are and how they keep safe before reading the words.
- On page 16, confirm their predictions. Use the Index to find information about a giant clam.

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the photos on each page as a guide. Where were the creatures hiding?
- Discuss the ending and why the sea garden is a beautiful place. How do sea creatures hide there? (camouflage)
- What do they think the author's purpose was for writing the book? What have you learnt from this book? What can you do to help take care of the coral reef?
- Look at the back cover to read and discuss the glossary.

Phonemic Awareness

- Recognise and produce words that have the same ending sound: /k/ Have students listen carefully to words you read. They identify the /k/, e.g. *back*, *black*, *kick*, *pack*, *pick*. They repeat, emphasising the /k/ sound and think of more words ending with /k/. (*tick*, *sack*, *rack*)
- Students listen and identify syllables in words and clap as they are spoken, e.g. *cor/al*.
- Read words from the book for students to identify one or two syllables. They say and clap them, e.g. *reef (1)*, *crea/tures (2)*, *sea (1)*, *gar/den (2)*, *down (1)*, *fish (1)*, *her/mit (2)*.

Phonics

- Recognise words that have the ending sound: /ck/ Write words *back*, *black*, *kick*, *pack*, *pick* on the board to practise blending and segmenting the onsets and rimes together as a group. Brainstorm more words with /ck/ to add to the list. (*tick*, *sack*, *rack*, *tack*)

Word Study

- Talk about the words *back*, *call*, *help*, *live*, *over*, *round*, *take*, *there*. Photocopy sets of the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Cut out the words to play a matching game.
- Discuss the words that make the text interesting such as *creep* and *crawl*. Notice they both start with /cr/. This is called alliteration and is a way the authors make the text more exciting. Have students find more examples in the text. Record these on a chart.
- On page 7, find the words *glisten* and *glow*. Discuss the blend they start with. Students think of more words starting with the /gl/. (page 15, *glide*) They make a gl- web.
- Notice the starfish shapes on the page numbers. Why do you think the designer did this?
- Have students make a coral reef web with examples of different creatures that live there branching out from the web. They label and illustrate their web and share with the class.

Fluency

- Model reading the text for students to repeat. Remind them to differentiate their voices for the questions and answers.

Writing

- Have students write a new text using the pattern of the text, e.g. Can you see me? I am a coral reef. Please look after me. They illustrate the text and share this with a partner.

Home/School Link

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

Forest Walk

GOALS

Comprehension

Connect to prior knowledge: Have you ever been on a forest walk?
What did you see or hear?

Vocabulary

High-frequency Words: again, away, back, blue, brown, by, walk, will

Content Words: birds, bugs, drive, floats, flutter, friends, muddy, rocks, stream, water

Phonemic Awareness

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

Phonics

Letters and Sounds: /bl/

Words to Blend and Segment: black, blame, blob, blue, block

Fluency

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



A mother and daughter take a walk in the forest.

Before Reading

- Ask: Have you ever been on a forest walk? What did you see or hear? If you haven't been, what do you think you might see or hear in a forest? What happens in forests? What has happened to the forest on the back cover?
- Read the title to students 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. How do you know?
- Read the title page together. Ask: What is a Table of Contents for? Read it together. Reread the contents, realising that this is a summary of the text.
- Talk/walk through the pictures. Notice the tree shape around each page number. Discuss what is happening on each page. Bring words like *birds, bugs, drive, floats, flutter, friends, muddy, rocks, stream, water* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, discuss what the girl and her mother see on their forest walk. Read the words together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Ask: What do they see? Read the words together. Students break difficult words down into small chunks or sounds, e.g. /ch/ /ir/ /p/ *chirp*.
- Follow this pattern for each page. Discuss the pictures and what the different forest experiences represent 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 each part of the forest walk.
- Discuss the ending. Ask students if they would like to go on a forest walk and why. What was the author's purpose in writing the book? What have they learnt from this book?
- Discuss prepositions. Model using prepositions. Relate the prepositions to the illustrations in the book. (page 2 – *into, along, through, up*) Read the sentences with the prepositions in them. Ask students to explain what prepositions tell you. (position or direction) Look for more prepositions in the text. Make a list of them, e.g. *over, by, away*.
- Make a list of sound words in the story, e.g. *scuttle, flutter, crunch*. Choose one to illustrate as a shaped word that is appropriate for the sound.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /bl/ Students listen carefully to words as you read them to identify the /bl/ sound, e.g. *black, blame, blob, blue, block*. They repeat these words, emphasising /bl/. They think of more words that begin with the same sound. (blast, blame, bliss, bling)
- Students listen and identify syllables in words and clap as they are spoken, e.g. *flut/ter* Together find one-syllable words in the book to read and clap, e.g. *crunch, boat, floats*. Have students read and clap two syllable words, e.g. *scut/tle, pad/dle, mud/dy* Notice where the words with double consonants break for the syllables.

Phonics

- Recognise words that have the same beginning sound: /bl/ Write *black, blame, blob, blue, block* on the board to practise blending and segmenting the sounds together as a group.
- Brainstorm other words starting with /bl/ to add to the list and then blend and segment.

Word Study

- Talk about the words *again, away, back, blue, brown, by, walk, will*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book.
- Students make a web showing the things the mother and daughter see on their walk. They label and illustrate their web and share it with the class.

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. page 6 – *We walk over the leaves – crunch, crunch. We tramp over the leaves – rustle, rustle*. They illustrate it.
- Make a story map of the events in the text in sequence. Illustrate and label the map and use this to retell the text to a partner.

Home/School Link

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

How Much Rain?

GOALS

Comprehension

Discuss strategies (steps) for making a rain gauge. What is needed and in what order?

Vocabulary

High-frequency Words: any, ask, be, every, may, much, take, where

Content Words: chart, gauge, graph, measure, rain, rainfall, start, stick, stones, weather

Phonemic Awareness

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

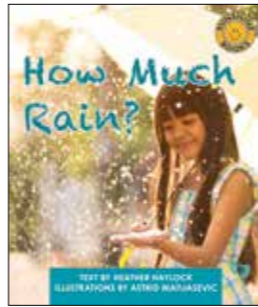
Phonics

Letters and Sounds: long a

Words to Blend and Segment: away, late, make, rain, take

Fluency

Practise reading the text with a partner (orally) – sharing information.



A rain gauge can tell how much rain has fallen in a place over days and weeks. You can make your own rain gauge.

Before Reading

- Students look at the picture on the cover and tell what they think is happening.
- Read the title to them and then read it together. Ask: What do you see in the picture on the title page and on the back cover. Discuss why people might need to measure rain.
- Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the front and back covers and title page.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *chart, gauge, graph, measure, rainfall, start, stick, stones, weather* into the conversation.
- Before turning to page 16, ask students how they think the book might end. Notice the page numbers with the raindrops. Ask: Is this a clever idea? How does it add to the book?

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different types of land? What is the difference between these two pages? Look for tricky words like *hardly*. Break the words into chunks or syllables, e.g. *hard/ly*. Discuss its meaning. Students read the text, pointing to words as they are read.
- On pages 4–5, discuss the pictures. Find the word *measure* in the text. Discuss why people would want to measure rain. Talk about what is used to measure rainfall. Find the words *rain gauge*. Read the words together.
- Follow this pattern for each page discussing the pictures and what the different idea is before reading each page. You will find out how to make a rain gauge and a chart.
- Students predict the ending before turning to page 16. They look at the Index and find the page where there is information about a chart. They ask a partner questions about the index, e.g. what page is rainfall on?

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the instructions (steps) for making a rain gauge. What is needed and in what order?
- Discuss the ending. How could you find out how much rain falls where you live? What do you think the author's purpose was for writing the book? What have they learnt from this book? Why do they think it is important to measure rainfall?

Phonemic Awareness

- Recognise and produce words with the same vowel sound: long /a/ Students listen to words you read to identify the long /a/ sound, e.g. *away, late, make, rain, take*. They repeat after you, emphasising the sound. They think of more words with a long /a/. (*cake, came, mate, gauge*)

Phonics

- Recognise words that have the same vowel sound: long a Write the words *away, late, make, rain, take* on the board to practise blending and segmenting the onsets and rimes. Together brainstorm more words to make a long /a/ web, e.g. *cake, came, mate, pain*.

Word Study

- Talk about the words *any, ask, be, every, may, much, take, where*. Photocopy the flash cards from the inside front cover, read them together and ask students to locate them in the book. Discuss their meaning in context. Students play a spelling game with a partner.
- 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.
- Discuss compound words in the text. Have students record these on a chart, e.g. *rainfall, inside, outside*. Together add others to the chart and discuss the meaning of the two words that are joined to make the compound word.
- Have students find all the words in the text that have the base word *measure*. Discuss their meaning, e.g. *measuring, measurement, tape measure*. What other things can be measured besides rain? (height, weight, ingredients for cooking)
- Students make a measurement web with examples of different things and ways of measuring them branching out from the web. They label and illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *meas/ure*. Together identify and clap one-syllable words in the book, e.g. *rain, tape, trees*. Have students identify and clap two-syllable words, e.g. *bot/tle, weath/er, ad/ult*.

Fluency

- Students practise reading the text with a partner (orally) and sharing information.

Writing

- Have students summarise the steps together for making a rain gauge. They write this on a chart and illustrate the process. If possible they can make a rain gauge at school or at home and measure rain for a week and transfer the chart results to a graph.

Home/School Link

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

I Love Trees

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference?
Predict the uses of trees that might be in the text.

Vocabulary

High-frequency Words: eat, for, give, I, in, make, to, want

Content Words: animals, breathe, food, grow, hug, many, people, sap, tree, wood

Phonemic Awareness

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

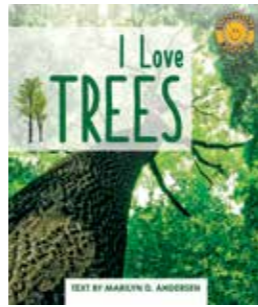
Phonics

Letters and Sounds: /br/

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

Fluency

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



Read about the things
that trees give us.

Before Reading

- Ask: What do you know about our trees? Do you like trees? Why? Read the title to students and then read it together. What makes people love trees?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. Ask: How do you know? What is the difference? (Nonfiction is true and may have photos). Predict the uses of trees that might be in the text. Link to the outside back cover photos of what trees give us. Read the question and discuss what each photo is about.
- Read the contents page together. Discuss why there is a contents page. Talk about what is happening in the picture. Ask: How is the girl feeling? What might she be thinking?
- Talk/walk through the pictures. Notice the leaf shape on each page number. Discuss what is happening on each page. Bring words like *animals, breathe, food, grow, hug, many, people, sap, tree, wood* into the conversation.

Reading the Text

- Read the cover and the title page together. On pages 2–3, discuss the map and the key. Ask: Which areas have the most trees? The dark green colour on the key gives a clue.
- Read the words together on page 2, pointing to the words as they are read. Then look at page 3 to discuss and read the words on the key. Ask: Which colour represents hardly any trees? Look at the icon on the page numbers. What shape is it? (leaf) Read the words together.
- On pages 4–5, read the words together and connect with the pictures to understand the meaning of them. Ask: What is oxygen? How do trees give us oxygen?
- Follow this pattern for each page discussing the pictures, what the different uses represented are and what those trees are helping us with before reading each page.
- Talk about the index which is another feature of nonfiction. Ask: Why is there an index? What page would you find information about maple syrup on? (14) Rubber? (12) Oxygen? (4)

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 tree is used.
- Discuss page 16 and how this relates to the title of the book. (*love/hug*)
- Have students discuss what they are using right now that comes from a tree? (paper). Do we sometimes use more things from a tree at the same time? (paper and pencil)
- Ask students what the author's purpose was for writing the book. What have they learnt?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /br/ Students listen carefully as you read words with the /br/ sound, e.g. *brave, brim, brush, brown, breathe*.
- Students repeat these words emphasising the /br/ sound. They think of more words that have the /br/ sound. (broken, break, breath, bread)

Phonics

- Recognise and produce words that begin with the letter blend: br- Write words *brave, brim, brush, brown, breathe* on the board to practise blending and segmenting the sounds together as a group.

Word Study

- Talk about the words *eat, for, give, I, in, make, to, want*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text.
- Have students make a Tree web with things trees give us branching out from the centre. They label and illustrate their tree web and share it with the class.

Fluency

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

Writing

- Talk about the different foods trees provide us with. List these on the board. Have students write a new text using the pattern of the text, e.g. Trees give oranges for people to eat. They write the text and illustrate it.
- Students draw a picture of themselves hugging a tree. They write the words using page 16 as a model and share this with a partner.

Home/School Link

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

Light Show Under the Sea

GOALS

Comprehension

Making predictions: Help students use the title of the book and cover illustration to make predictions. After reading, check on the accuracy of their predictions.

Vocabulary

High-frequency Words: away, by, has, like, little, look, two, under

Content Words: dragon, fish, jellyfish, light, sea, show, squid, star, wink

Phonemic Awareness

Recognise and produce words that have the same ending sound: -ight

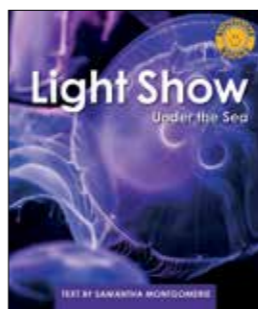
Phonics

Letters and Sounds: -ight

Words to Blend and Segment: light, might, night, right, tight

Fluency

Model fluent reading of the text (emphasising the alliteration and attending to punctuation) for students to repeat.



Here are some ways that nature makes light in the ocean.

Before Reading

- Ask students what they know about creatures in the sea. Read the title and then read it together. Ask: What could *light show under the sea* mean? Discuss what is in the pictures on the cover and title page. Notice the pretty colours and lights.
- Look at the back cover. Ask: What do you know about jellyfish? Is this book fiction or nonfiction? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the text.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the beautiful colours and lights. Discuss what sea creatures make the light show on each page. Bring words like *dragon, fish, jellyfish, light, sea, show, squid, star, wink, warm* 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, look at the lights in the picture, then look for tricky words like *flicker, float, glimmer, glide* to describe the lights. Break the words into chunks or syllables, e.g. *fl/ick/er*. Read the text together with students pointing to the words as they are read.
- On pages 4–5, ask: What is the creature that shows its light under the sea? Find the words *dancer* and *brittle* in the text. Talk about the meaning of *lights that flicker* and *brittle star*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different creatures are before reading each page.
- On page 16, students look at the Index and find the page where there is information about a jellyfish. They ask a partner questions about the index, e.g. What page is the squid on?

After Reading

Invite students to discuss the information. Prompt if needed.

- Check on the accuracy of students' predictions made at the beginning.
- Retell the text using the pictures on each page as a guide. Discuss creatures in the light show.
- Discuss the ending and what a light show under the sea means. What do you think the author's purpose was for writing the book? What have you learnt from this book? How can there be a light show under the sea?

Phonemic Awareness

- Recognise and produce words that have the same ending sound: -ight Students listen carefully to words you read and identify the ending sound -ight, e.g. *light, might, night, right, tight*. They repeat after you, emphasising the -ight ending, e.g. /l/ /ight/. Students think of more words with the same ending sound. (*kite, fight, bite, sight*)

Phonics

- Recognise words that have the same ending sound: -ight Write words *light, might, night, right, tight* on the board to practise blending and segmenting the onsets and rimes together as a group. Brainstorm more words with -ight to add to the list. (*fight, sight, bite, kite*) Note how words that have the same ending sound can have a different spelling.

Word Study

- Talk about the words *away, by, has, like, little, look, two, under*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Discuss what a simile is (a comparison using like or as). On page 10, read the words, *They flash like an alarm*. This sentence compares the jellyfish's lights to an alarm.
- Have students locate words that start with fl-. (*flickering, flashlight, flicker, floats, floating, flash*) Discuss the two letters they start with (/f/ /l/). List more words starting with fl-. (*flame, flow, flip, fling*)
- Talk about alliteration and why the author uses this technique to make the text more interesting, imaginative and real. They find examples in the text, e.g. *flicker and float; glimmer and glide; wiggle and wink; twist and twirl*.
- Have students make a light show web with examples of different sea creatures branching out from the web. They label and illustrate their light show web and share with the class.

Fluency

- Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat after you.

Writing

- Have students write a new text using the pattern of the text, e.g. Here come some dancers. They shimmer and shake. They illustrate their text and share this with a partner.

Home/School Link

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

Listen! Here Comes Night

GOALS

Comprehension

Retell the text using the pictures as a guide. What can we see or hear at night?

Vocabulary

High-frequency Words: come, fly, going, good, here, she, that, you

Content Words: garden, hear, laugh, listen, night, owl, puppy, sing, tomorrow, yell

Phonemic Awareness

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

Phonics

Letters and Sounds: th (voiced)

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

Fluency

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



Here is what happens at the end of the day, when night falls.

Before Reading

- Students look at the front cover and discuss what they see. Elicit that it is getting dark in the evening and the sun is going down or setting. Ask: Have you seen a sunset? About what time of the day do you see one?
- Read the title to students and then read it together. Ask: What would you be listening for before night time? What might you hear or see?
- Have students look at the back cover and discuss what they see. It looks like night time with lots of moths gathering around a light. Ask: Have you seen moths attracted to light at night?
- Read the title page together. Talk about what is happening in the picture. (The moon is there but it's not quite dark yet.) Is this evening time? Make predictions about the story from the cover and title page illustrations.
- Read the table of contents together to give a summary of what might be in the text.
- Talk/walk through the pictures. Discuss the clues that it is nearly night time. Bring words like *garden, hear, laugh, listen, night, owl, puppy, sing, tomorrow* 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, ask: Is it night time? What are the children doing? (running home at the end of the day) Read the text together with students pointing to the words as they are read.
- On pages 6–7, discuss the picture. Ask: What are the birds doing? Find the /fl/ words to sound out. Read the text together, pointing to the words as they are read. (NB: It is not always necessary to decode words or break into chunks if a child already knows the word.)
- Follow this pattern for each page discussing the pictures, what the different signs of night are and decoding tricky words before reading each page together.
- Predict the ending before turning to page 16. Students look at the Index and find the page with information about birds.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Was it what students predicted? (Night is here. The moon is there and it is dark.) Ask students to discuss what they see or hear before they go to bed at night. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Retell the text using the pictures on each page as a guide. What can we see or hear at night?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /th/ (voiced) Students listen carefully to words you read to identify the /th/ sound, e.g. *that, them, then, they, this*.
- Ask them to repeat the word, emphasising the /th/ sound. Together think of more words starting with /th/ to say. (*their, those, there*)

Phonics

- Recognise words that have the same digraph: /th/ (voiced) These two letters together make one sound. Write words *that, them, then, they, this* on the board to practise blending and segmenting the sounds together as a group, e.g. *th/at, th/em*. Students think of more words starting with /th/ to add to the board. Read them together. (*their, those, there*) Make a /th/ word web. (voiced /th/)

Word Study

- Talk about the words *come, fly, going, good, here, she, that, you*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Cut up the cards and use them to create a game.
- Have students make a Night web with examples of different things that happen as night falls branching out from the web. They label and illustrate and share their web with the class.
- Students listen and identify onomatopoeia and alliteration in the text. (sound words and words nearby that start the same) *Flapping, flap, fly* (page 7); *hoots, hoos, good night to you* (page 8); *whistles, whispers* (page 10); *whimpers, wriggles* (page 12); *kitten pitter-patter, purr-fect she purrs* (page 14). They practise reading the words in an interesting way, changing their voices on the pages. Take one of the examples to illustrate with a shape for the sound.

Fluency

- Model fluent reading of a section of the text, emphasising the sound words – onomatopoeia, alliteration and attending to punctuation, for students to repeat. Change your voice for the different characters speaking or singing. (in speech marks) Use your voice for emphasis or excitement when you see an exclamation mark.

Writing

- Have students write a new text using the pattern of the text, e.g. I saw a sign in the playground. They illustrate and label the sign and draw a picture of themselves.

Home/School Link

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

Amelia Rose Loves to Read

GOALS

Comprehension

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

Vocabulary

High-frequency Words: all, before, but, go, him, my, ride, stop

Content Words: book, dance, fun, horse, learn, love, read, should, story, time

Phonemic Awareness

Identify and make rhyming words.

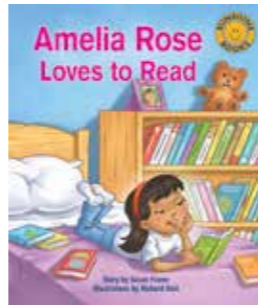
Phonics

Letters and Sounds: -all

Words to Blend and Segment: ball, call, fall, hall, tall

Fluency

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



Amelia Rose's father thinks she should read but she should also try other things.

Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Have they read any other stories by Susan Frame? Look at the cover picture together and have students discuss what they see. Ask: What is Amelia Rose doing in the picture? Where is she sitting? How many books do you think she has? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page. Ask: What is the same or different in this picture compared to the cover? Where is Amelia Rose reading now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page or what the characters are doing. Bring words like *book, dance, fun, horse, learn, love, read, should, story, time* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- On pages 2–3, ask: Who do you think the man is? Locate the word *dad* to confirm. What do you think Dad is saying? Where is he pointing? (on page 3 he says “*go out and play in the sun*”.) Does this make sense? Read the sentence together. Notice the rhyme (*fun/sun*).
- On page 4, ask: Where is Amelia Rose now? (in the sand) Look for the word to confirm this. Read the sentence to check *sand* makes sense. (*Sand* rhymes with *hand*.)
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. Discuss how the rhyme and repetitive parts help with reading the story. Ask: How do you use your voice for these parts?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures as a guide. What did Dad and Amelia Rose do on each page? Why do you think Dad was wanting Amelia Rose to try other things besides reading? Was this a good idea? How did they both feel at the end of the story?
- Discuss the back cover. How would they order the pictures?
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. (pages 2–3 – *she, them, my, I, you, your*) *She* is used instead of *Amelia Rose*. Find other pronouns in the book and explain their meaning.
- Reread page 3 focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, apostrophe and speech marks. Write examples using the students' names with the apostrophe, e.g. Mary Jones' pen, John Brown's book.

Phonemic Awareness

- Students indicate when they hear rhyming words as you read the story, e.g. *time/79; fun/sun; sand/hand; course/horse*. They repeat the rhyming words, emphasising the rhymes.

Phonics

- Discuss the sound of the rime: /all/ Write the words *ball, call, fall, hall, tall* on the board to practise blending and segmenting the onsets and rimes together as a group. Make the onsets and rimes using magnetic letters. Brainstorm and write words ending with /all/. Read them together. (*mall, wall, stall*)

Word Study

- Talk about the words *all, before, but, go, him, my, ride, stop*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *him* is a pronoun in place of the horse on page 6.
- Find contractions in the story and discuss their meaning. (*it's, isn't, you've, you'll*) Make a list and match to their expanded form.
- Students find the verbs on page 10. They write their matching root. (*played/play; ridden/ride; learnt/learn*) They think of other examples to add to the list.

Fluency

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

Writing

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

Home/School Link

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

Nutty Knitting

GOALS

Comprehension

Connect to prior knowledge: “Have you seen knitting?” Is this book fiction or nonfiction? How do you know? (photos) What is the difference?

Vocabulary

High-frequency Words: be, funny, how, made, make, more, some, when

Content Words: colours, different, knitting, needles, patterns, stitches, twist, wool, yarn, years

Phonemic Awareness

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

Phonics

Letters and Sounds: /oo/

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

Fluency

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



People have been knitting for a very long time to make things to keep us warm.

Before Reading

- Ask students what they know about knitting. Ask: Have you seen knitting? Read the title to them and then read it together. Discuss the silent k and the sound /n/. Discuss what they see in the picture. Ask: What has been knitted? Why do you think the book is called *Nutty Knitting*? Does it have anything to do with nuts? Or is *nutty* another word for funny?
- Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Fiction is not true.) Ask: What is in the picture on the title page? Make predictions about the text from the cover and title page illustrations.
- Read the title page and contents to get an overview of what is going to be in the text.
- Talk/walk through the pictures. Discuss what has been knitted on each page and what you need for knitting. Bring words like *colours, different, knitting, needles, patterns, stitches, twist, wool, yarn, years* 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, ask: What do you see in the picture? What is needed for knitting? Read the text together, pointing to the words as they are read.
- On page 3, discuss the picture. Ask: Is this an example of *nutty* (funny) knitting? Locate the words *funny* and *useful*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different kinds of knitting are before reading each page.
- On page 16, look at the Index and find the page with information about socks. Students ask a partner questions about the index, e.g. what page has information about toys?

After Reading

Invite students to discuss the information. Prompt if needed.

- What genre is this text? (instructional)
- Discuss the ending. Was it a nutty (funny) ending? Ask students to discuss what knitted clothes they or their family wear. What do you think the author’s purpose was for writing the book? What have you learnt from this book?
- Retell the text using pictures on each page as a guide. Discuss the knitting and how it is used.
- Look at the back cover and discuss the different things yarn can be made from.

Phonemic Awareness

- Identify syllables in words (especially with double consonants) and clap as they are spoken, e.g. *nut/ty, knit/ting*.
- Students listen carefully to words read by you as they identify the syllables, e.g. *knit, knit/ting, nut/ty, pat/terns, stit/ches*. They repeat the word, emphasising the syllables. They listen to more words from the text and break them into syllables. (*rab/bits, blan/kets, scarves, cot/ton, nee/dles*)

Phonics

- Recognise words that have the same vowel sound: /oo/ Write words *book, cook, hook, took, wool* on the board to practise blending and segmenting the sounds together as a group. Students think of more words with the /oo/ sound to blend the onsets and rimes, e.g. *sh/ook, l/ook, t/ool, p/ool*. Students record their own lists.

Word Study

- Talk about the words *be, funny, how, made, make, more, some, when*. Photocopy the flash cards to play a memory game in pairs. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Have students make a knitting word web with examples of different knitted things branching out from the web. They label, illustrate and share their web with the class.
- Write words on the board for students to identify syllables in them and clap as they are spoken, e.g. *el/e/phants, man/y, rab/bits*. Discuss the rule for double consonants, e.g. *rab/bits, nut/ty, knit/ing*.
- Students find one-syllable words in the book to clap and say, e.g. *yarn, clothes*. They clap two-syllable words, e.g. *blan/kets, need/les*.

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. There are many different funny things we can knit. They illustrate their sentence and share with a partner.

Home/School Link

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

The Famous Writer

GOALS

Comprehension

Retell the story using the pictures on each page as a guide. What things did the writer try to help her write?

Vocabulary

High-frequency Words: came, had, her, off, once, said, then, well

Content Words: famous, letter, nothing, paper, pencil, poems, stories, words, write, writer

Phonemic Awareness

Identify and make rhyming words.

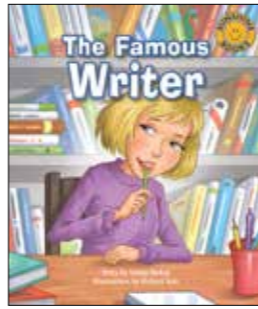
Phonics

Letters and Sounds: wr /r/

Words to Blend and Segment: wrap, wrist, write, wrong, wrote

Fluency

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



The writer can't think of any stories so she does other things to find inspiration.

Before Reading

- Read the title and the names of the author and illustrator. Ask: What does famous mean? Do you know the name of a famous writer? Would they like to be a famous writer?
- Students look at the cover picture. Discuss what they see. Ask: What is the writer doing in the picture? Where is she sitting? How many books do you think she has?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is the writer still thinking? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the writer is doing on each page. Bring words like *famous, letter, nothing, paper, pencil, poems, stories, words, write, writer* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the first word? It looks tricky. It starts like the number one. How do fairytales often start? (*once*) Read the first sentence together. Break other tricky words into chunks or syllables, e.g. *dr/ag/ons, wr/ote*. Read the sentences together, noting the rhyming words *boo* and *true*. Ask: How would you read BOO! How do you know?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. Break tricky words into chunks or syllables. Check the picture for clues. Discuss how the rhyme and repetitive parts help with reading the story. Ask: How do you use your voice for these parts?
- Review the predictions for the ending made earlier, then turn to page 16 to reveal the ending. Have students discuss what they see in the illustration. Read the text together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the story using the pictures as a guide. What things did the writer do to help her write? Were they good ideas? How did the writer feel at the end of the story?
- Discuss the back cover. Talk about things the author did to help her think of a story. What do you do when you can't think what to write?
- Reread the story together. Feel the rhythm as you read the rhymes and repetitive parts.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. *she* on page 2 is used instead of *a famous writer*. If the writer was a man, what pronoun would we use? (*he*) Find other pronouns and explain their meaning.
- Why is *BOO* in capital letters on page 2? How would you read that sentence?
- On page 4, look at the three dots (ellipsis). What does this mean? (to be continued or there is more to come) How do you read the first line? Reread the page together. Remember to pause at the ellipsis. Find another ellipsis in the book. (page 14) Read the page together.

Phonemic Awareness

- Students indicate when they hear rhyming words as you read the story. (*true/boo; may/day/say; throat/goat; chores/floors; shoe/do*) They repeat and emphasise the rhyming words.

Phonics

- Write the words *wrap, wrist, write, wrong, wrote* on the board to practise blending and segmenting the onsets and rimes together as a group. Note that *wr* is a digraph with one sound /r/. Illustrate using alphabet letters for each word with students touching them as the sounds are made for the word. Brainstorm other words starting with /wr/ to write up on the board. Read them together. (*written, wreck*)

Word Study

- Talk about the words *came, had, her, off, once, said, then, well*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *came* is the past tense of *come*. (page 16)
- Have students locate verbs (doing words) ending in -ed (past tense) on page 6 and write their matching base verb, e.g. *shuffled/shuffle; blinked/blink; cleared/clear; sucked/suck; tied/tie*. Look for more verbs in the text to list and read. Students think of other examples to add. Discuss the meaning of the words on the list.

Fluency

- Model fluent reading of the text (emphasising the rhyming words) for students to repeat.

Writing

- Students pretend they are a famous writer and write a piece to share. It can be a poem, story, letter or some facts. They illustrate and label their writing and share it with the class.

Home/School Link

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

The Magician's Hat

GOALS

Comprehension

Connect to prior knowledge: Ask students what they know about magic, magicians and the magic word *Abacadabra!* Practise saying it.

Vocabulary

High-frequency Words: about, black, his, if, jump, off, out, white

Content Words: flowers, hat, homework, magic, rabbit, scarf, teacher, tricks, uncle, wand

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. mag/ic

Phonics

Letters and Sounds: -ump

Words to Blend and Segment: bump, dump, jump, lump, pump

Fluency

Model reading of text with expression, noting the punctuation and repetition of *Abacadabra*. Students repeat after you.



Uncle Syd is a magician. But Ali thinks he can be a magician, too. He just needs the hat.

Before Reading

- Ask students what they know about magic, magicians and the magic word *Abacadabra!*
- Read the title and the name of the author and illustrator. Ask: Have you read any other stories illustrated by Philip Webb? (*A Letter to Grandma*)
- Together look at the cover picture. Ask: What do you notice about the hat? What are the other things in the picture? What could each be used for? Are these things a magician needs to make magic? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is happening to the hat? What is the hat doing?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *flowers, hat, homework, magic, rabbit, scarf, teacher, tricks, uncle, wand* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, look at the three pictures showing magic tricks. Look for the words *rabbits, flowers, scarves* in the text.
- On page 3, ask: Who is the boy? What is he doing? Who do you think the man is? Locate the word *Syd* to confirm. What is Uncle Syd doing? What does he usually do? (magic) How do you know? (poster on the wall) Together look for key words in the text. Read the page together.
- On page 4, ask: Where is Ali now? Look for the word to confirm he is at school. Read the sentence to check *school* makes sense. What is the magic word Ali says? Say it together. Break it into syllables to make it easier to say. *Ab/ra/ca/dab/ra*
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Discuss how the repetitive parts help with reading the story.
- 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.

- What genre is this story? (fantasy, humorous)
- Retell the text using the pictures as a guide. What does Ali do on each page?
- Retell the story to a partner using the pictures on the back cover. Compare the shortened retelling to the one above. Notice the difference: less detail, quicker summary of events.
- Reread the story together. Feel the rhythm as you read the repetitive parts. How do these help the reader? Did you like the ending? Why? Where are the scarf, rabbits and flowers now? What do you think would happen if Ali took the wand?
- Reread the title and page 2 focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, question marks, apostrophes and speech marks. Why is there an apostrophe in *Magician's* and *Syd's*? (The hat belongs to the magician and Uncle Syd.) Write other examples using students' names with the apostrophe, e.g. Mary's pen.

Phonemic Awareness

- Identify syllables in words and clap as they are spoken, e.g. *mag/ic*. Students identify the syllables as you read one- or two-syllable words from the text. They repeat and clap the syllables as they say them, e.g. *black* (1), *home/work* (2), *hat* (1), *a/sleep* (2), *rab/bits* (2), *scarf* (1).

Phonics

- Discuss the sound of the rime: -ump Write the words *bump, dump, jump, lump, pump* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word with students touching them as the sounds are made for the word. Brainstorm other words ending with -ump. (*hump, rump, stump, slump, grump*)

Word Study

- Talk about the words *about, black, his, if, jump, off, out, white*. Ask students to locate the words in the text and read them in context. Photocopy and cut out the words to sort according to the number of sounds, e.g. *h/i/s/* (3), *ou/t* (2).
- Have students find plural words in the book. They match with their singular form, e.g. *tricks/trick; flowers/flower; scarves/scarf; rabbits/rabbit*. Find other examples in the text and brainstorm more to add to the list. Read the list together. Write them on a chart for students to illustrate and display.

Fluency

- Model reading of the text with expression, noting the punctuation and repetition of *Abacadabra*. Students repeat after you.

Writing

- Students make a time line of the magic tricks Ali did. They illustrate and label the time line, then use it to retell the story to the class.
- Students make a cartoon similar to that on page 2 to show the stages of a trick Ali did.

Home/School Link

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

Bridges

GOALS

Comprehension

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

Vocabulary

High-frequency Words: go, has, let, like, made, off, on, up

Content Words: beautiful, bridge, cross, cycling, harbour, log, plane, river, road, valley

Phonemic Awareness

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

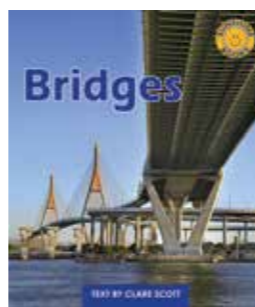
Phonics

Letters and Sounds: short /o/

Words to Blend and Segment: dog, log, of, off, on

Fluency

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



Not all bridges are the same but they all provide a way to go over or under something.

Before Reading

- Ask students what they know about bridges. Ask: Where do you see them?
- Read the title together. Discuss the picture of the bridge on the cover. Ask: Do all bridges look like this? What is different about this bridge? What are bridges for? Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Students make predictions about the story from the cover and title page illustrations..
- Read the title page together. Talk about what is happening in the picture. Ask: What bridge is this? (a very old famous bridge in Italy) How would you describe it? Who would use it? Read the contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the bridges on each page, why they are different and where you would find them. Bring words like *beautiful, bridge, cross, cycling, harbour, log, plane, river, road, valley* 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 contents page together.
- On page 2, ask: What do bridges help us with? What would go on this bridge? Look for the key words. (*cross, water, roads, valleys*) Read the text together with students pointing to the words as they are read.
- On page 3, discuss the picture. Ask: How does this bridge help? Who or what would go on it? Read the words together.
- Follow this pattern for each page discussing the pictures, what the different bridges are for and how they help before reading each page.
- Students predict the ending before turning to page 16. Have them look at the Index and find the page that is about planes. They ask a partner questions about the index, e.g. what page is there information about logs?

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text from the pictures. Discuss how each bridge is different or how it is used.
- Discuss the ending. Do they agree with the author?
- Ask students to discuss bridges they have seen. Are there any near where you live or on your way school? What do you think the author's purpose was for writing the book. What have you learnt from this book?
- Students look at the back cover and discuss the different bridges. They choose which bridge they like best and say why.

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: short /o/ Have students listen carefully to words you read to identify the /o/ vowel sound, e.g. *dog, log, of, off, on*. They repeat the word and then the sounds, e.g. /d/ /o/ /g/, *dog*. They think of more words with the short /o/ to break into individual sounds. (*hot, cot, pot, bog, drop, shop*)

Phonics

- Recognise words that have the same short vowel sound: short /o/ Write the words *dog, log, of, off, on* on the board to practise blending and segmenting the sounds together as a group. Students think of more words with /o/ to add to the list. (*hot, cot, pot, bog, drop, shop*)

Word Study

- Talk about the words *go, has, let, like, made, off, on, up*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. In pairs, one student says the sounds; the other guesses the word.
- Say the word *bridge*. Brainstorm and say other words that end like bridge. (*hedge, fridge, sledge*) Write these on the board to practise reading them.
- Have students make a Bridges web with examples of different types branching out from the web. They label and illustrate and share their web with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *bridg/es, an/i/mals, cross*. They identify one-syllable words in the book to clap, e.g. *road* and then two-syllable words, e.g. *peo/ple, walk/ing*.

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. This bridge is a walking bridge. They illustrate the bridge with themselves walking on it. They label it and share this with a partner.
- Make a glossary illustrating and writing the meaning (with help if needed) for a few interesting words, e.g. *arches, decks, canals*.

Home/School Link

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

Robots Can Help Us

GOALS

Comprehension

Reading strategies: Ask students “What are some of the things good readers do?” Model how to use picture, print and contextual cues. Ask yourself does it sound right, look right and make sense? Discuss and summarise the uses of robots.

Vocabulary

High-frequency Words: again, been, can, help, play, stop, too, where

Content Words: cold, computers, hot, moon, robots, send, space, use, win, work

Phonemic Awareness

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

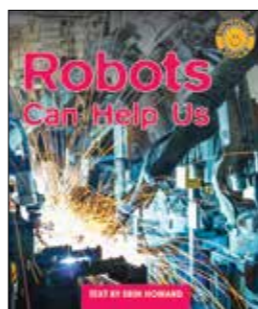
Phonics

Letters and Sounds: ar

Words to Blend and Segment: car, dark, farm, hard, park

Fluency

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



Robots are all around us as they help us in our everyday lives.

Before Reading

- Ask students what they know about robots and how they help us.
- Read the title to students and then read it together. Discuss what is in the pictures on the cover and title page. Together look at the robot on the back cover and discuss what it is doing. Ask: Is this book fiction or nonfiction? How do you know? What is the difference?
- Make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the robots on each page and what their use might be. Bring words like *cold*, *computers*, *hot*, *moon*, *robots*, *send*, *space*, *use*, *win* 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. Model how to use picture, print and contextual cues. Ask: Does it sound right, look right and make sense?
- On pages 2–3, ask: What are the different types of robot in the pictures? Look for tricky words like *machines*, *computers*, *dangerous*. Break the words into chunks or syllables, e.g. *mach/ines*, *com/pu/ters*, *dan/ger/ous*. Model reading the first sentence, checking the picture and that the word *machine* looks right and makes sense. Then read the text together, with students pointing to the words as they are read.
- On pages 4–5, discuss the picture. Ask: Where could this robot be? What might it be doing? Find the word *space*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different robot is for before reading each page.
- Students predict the ending before turning to page 16. They look at the Index and find the page with information about farms. Students ask a partner questions about the index, e.g. what page has information about space?

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss and summarise the uses of robots.
- Retell the text using the pictures on each page as a guide. Discuss what each robot is used for and how it helps us. Summarise this information in a two-column chart with the headings: Place, Use, e.g. *Factory/Don't stop*.
- Ask students what they think the author's purpose was for writing the book. What have you learnt from this book? What use of robots do you think is the most important?
- Look at the design on the page numbers. What is it? What does this feature add to the book?
- Make a flow diagram with arrows to show how a robot works for us using pages 2–3, e.g. person → computer → robot (machine) → dangerous work. Illustrate the flow chart.

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /ar/ Students listen to words read aloud and indicate when they hear the /ar/ sound, e.g. *car*, *dark*, *farm*, *hard*, *park*. They repeat, emphasising the /ar/ sound. They think of more words with /ar/. (*far*, *card*, *bark*)

Phonics

- Recognise words that have the same vowel sound: /ar/ Write the words *car*, *dark*, *farm*, *hard*, *park* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *c/ /ar/, d/ /ark/*. Brainstorm more words with /ar/ to add to the list. (*far*, *card*)

Word Study

- Talk about the words *again*, *been*, *can*, *help*, *play*, *stop*, *too*, *where*. Photocopy the flash cards. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game in pairs with the cards.
- On a piece of paper, students draw a picture of one of the robots in the book. They write the matching sentence from the text.
- On page 14, find the word *don't*. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (*do not*). Students think of more examples of contractions and expand them. (*can't*, *isn't*)
- Have students make a robot web with examples of different robots branching out from the web. They label and illustrate their robot web and share with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *ro/bot*. Together identify one-syllable words in the book to clap (*farm*) and two-syllable words (*wat/er*).

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. We use robots to do our homework. They illustrate their robot and share this with a partner.

Home/School Link

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

Signs

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference?
Make predictions from the cover and title page illustrations.

Vocabulary

High-frequency Words: did, here, only, put, said, saw, three, walk

Content Words: animals, apples, books, feed, free, library, read, signs, sister, special

Phonemic Awareness

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

Phonics

Letters and Sounds: -aw

Words to Blend and Segment: all, raw, saw, talk, walk

Fluency

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



There are signs everywhere, giving information and advice.

Before Reading

- Ask: What do you know about signs in school? Where do you see them? Read the title to students and then read it together. Discuss what the sign on the cover says and where you might see it. Look at the back cover and discuss what this sign means and where you might find this sign.
- Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the cover and title page illustrations.
- Read the title page together. Talk about the sign. Ask: What does it mean? (Dogs not allowed.) Read the contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what signs are on each page and where you would find them. Bring words like *animals, apples, books, feed, free, library, read, signs, sister, special* into the conversation. Notice the shapes on the page numbers. Ask: Why do you think the designer did this?
- Before turning to pages 14–16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2, ask: How many signs do you see? Read the signs. Discuss where you would see each of these signs. Then read the words together, pointing to the words as they are read.
- On page 3, discuss the picture. Read the words together.
- On page 4, read the sign and then the text.
- Follow this pattern for each page, discussing the pictures, what the different signs represent and where you would find them before reading each page.
- Look at the Index and find the page about a library. Students ask a partner questions about the index, e.g. what page is the zoo on?

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 sign is used.
- Ask students to discuss what signs they can see right now. What signs are used in the classroom and around the school? What do they think the author's purpose was for writing the book. What have they learnt from this book?

Phonemic Awareness

- Recognise that words can be broken into individual sounds and produce them. Students listen carefully to words you read to identify the individual sounds, e.g. *like* /l/ /i/ /k/; *did* /d/ /i/ /d/; *said* /s/ /e/ /d/; *feed* /f/ /ee/ /d/.
- Students repeat the word and then the sounds. They think of more words to break into individual sounds.
- Students listen and identify syllables in words and clap as you read them, e.g. *ga/rage*, *an/i/mal*, *su/per/mar/ket*. Together find one-syllable words in the book to clap, e.g. *sign*, *zoo*. Students clap two-syllable words, e.g. *ap/ple*, *ca/fe*.

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 together as a group.

Word Study

- Talk about the words *did*, *here*, *only*, *put*, *said*, *saw*, *three*, *walk*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the signs in the book. They write the matching sentence from the text.
- Have students make a Signs web with examples of different signs branching out from the web. They label and illustrate and share their web with the class.

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. I saw a sign in the playground. They illustrate their sign.
- Students create a new sign and share with the class.

Home/School Link

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

Eco Superheroes

GOALS

Comprehension

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

Vocabulary

High-frequency Words: big, is, much, now, of, put, so, the

Content Words: compost, healthy, love, pollution, puppets, recycle, superheroes, waste, water, world

Phonemic Awareness

Identify and make rhyming words, e.g. plan/can

Phonics

Letters and Sounds: long /o/

Words to Blend and Segment: eco, go, grow, show, so

Fluency

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



We can all do our best to make sure we have a plan to keep our Earth clean.

Before Reading

- Ask students what they know about heroes and superheroes. Ask: What is a hero? What could an Eco Superhero be?
- Read the title to them and then read it together. Ask: Do the children on the front cover look like superheroes? What are they doing? Discuss what the title means and where you might find eco superheroes.
- Look at the back cover and read the sign together. Discuss what it means and where you might find a sign like this. Ask: Is this book fiction or nonfiction? How do you know?
- Look at the title page picture. Ask: What are the children doing? Read the title and the table of contents together to get an overview of the text. Make predictions about the text from the cover and title page illustrations.
- Talk/walk through the pictures. Discuss what people are doing to look after our planet and to be eco superheroes. Bring words like *compost, healthy, love, pollution, puppets, recycle, superheroes, waste, water, world* 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, ask: What are the signs on the bins for? Locate tricky words and break them down into chunks or syllables if needed, e.g. *e/co su/per/he/roes* (syllables), */pl/an* (chunks), *plan/et*. Read the text together pointing to the words.
- On pages 4–5, discuss the pictures. Ask: What are the children doing? Locate words like *waste* and *recycle*. Read the text together.
- Follow this pattern for each page discussing the pictures, what the different eco heroes are and where you would find them before reading each page.
- Predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Talk about the ending. Ask students to discuss what it means that the world is in our hands? What superheroes can you see right now? What do they think the author's purpose was for writing the book? What have you learnt from this book?
- Retell the text using the pictures on each page as a guide.
- Reread the text together noticing the punctuation and emphasising the words that rhyme, e.g. *solution/pollution, cheap/heap*. Make a chart of the rhyming words to read together.

Phonemic Awareness

- Identify and make rhyming words, e.g. *plan/can*. Students listen carefully as you read the story and identify rhyming words, e.g. *plan/can, cheap/heap, pollution/solution, clothes/shows, plans/hands*. They repeat the rhyming words, emphasising the rhymes, and think of more words that rhyme. (*fan, ran*)

Phonics

- Recognise words that have the same long vowel sound: /o/ Write words *eco, go, grow, show, so* on the board for students to practise blending and segmenting the sounds together as a group. They think of more to add to the list and to blend and segment. (*know, blow, sow, toe*)

Word Study

- Talk about the words *big, is, much, now, of, put, so, the*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context, e.g. *now* is the opposite of later. Play a matching memory game with the cards.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Students make a planet plan with examples of different things they could do to be an eco superhero branching out from the web. They label, illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *poll/u/tion*. They identify one-syllable words to clap, e.g. *plan* and two syllable words, e.g. *plan/et*.

Fluency

- Choral read the text with students pointing to the words as they are read. They share information and notice the rhythm and rhyme.

Writing

- Have students write a new text using the pattern of the text, e.g. I walk to school to make no pollution. They draw a picture of themselves walking to school. They label the picture and share this with a partner.

Home/School Link

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

Good Manners Week

GOALS

Comprehension

Connect to prior knowledge: Ask students what they think good manners and bad manners are.

Vocabulary

High-frequency Words: as, just, may, right, soon, thank, think, well

Content Words: bees, birds, classroom, excuse, hard, kind, lesson, manners, week, welcome

Phonemic Awareness

Identify and make rhyming words

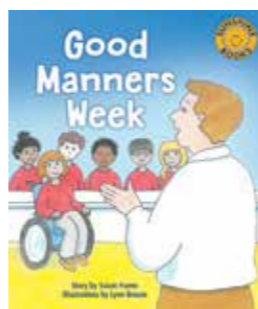
Phonics

Letters and Sounds: /th/ (voiceless)

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

Fluency

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



The children in the class use their good manner – all except one of them.

Before Reading

- Listen to the title and the name of the author and illustrator. Ask students what they think good manners and bad manners are. Use the back cover for ideas. Together look at the front cover picture. Discuss what they see.
- Help students to use the title and front cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different compared to the cover? (It is a weekly list of manners). Read the title page together. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the children on each page or what they are doing. Bring words like *bees, birds, classroom, excuse, hard, kind, lesson, manners, week, welcome* into the conversation. 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 print cues such as looking for chunks in words (*man-ners*).
- Read the title together and the names of the author and illustrator. Read the title page together. Ask: What is the setting for the text? Look for the word *classroom* on page 4. It has two words joined to make a compound word (*classroom*). Read the word together, then slowly emphasise the two words.
- Find the word *teacher* on page 2. Look for the letter t and the chunk -er on the end of *teach*. Read the words together. Reread the page noticing the rhyming words *week* and *speak*.
- Follow this pattern up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together. Discuss how rhyming words help with reading.
- Review the predictions for the ending, then turn the page to reveal it. 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 did the children do first, next and so on? What made Ted start to have good manners? What genre do you think this story is? (narrative, persuasive)
- Discuss the ending. Why does Ted want good manners week every week? Is this what students predicted? Do they use good manners at school and at home?
- Discuss possessive pronouns. Model using them. Relate them to the illustrations in the book. (our, pages 2/3, his, page 9, your, pages 10/13) Read the sentences with the pronouns in them. What do they tell you? (may be ownership, belonging to)
- Make a chart showing setting, characters and events.
- Reread page 10 focusing on the punctuation. Teach students the purpose of the full stop, speech marks, apostrophe and exclamation marks.

Phonemic Awareness

- Students listen for rhyming words as you read the text. They indicate when they hear any and repeat them in pairs, e.g. *week/speak; find/kind; birds/words; play/today; said/Ted; be/tree; sit/hit; might/right; sat/hat; bees/please; away/play; idea/year*.

Phonics

- Discuss the sound of the digraph: th- Write the words *thank, thick, thin, think, thud* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word, touching them as the sounds are made for the word.

Word Study

- Talk about the words *as, just, may, right, soon, thank, think, well*. Read them together. Ask students to locate the words in the text and discuss their meaning in context. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs.

Fluency

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

Writing

- Students make a chart of rhyming words from the story. They read the words on the chart and add more of their own. See who can make the most rhyming words for one word.
- Students write a chart about Good Manners using ideas from the text. Have two columns with headings *What* and *How*. Under *What* would come “Be polite” and “Excuse me” under *How*.
- Make a story map of the events in the text in sequence. Illustrate and label the map and then use this to retell the text to a partner.

Home/School Link

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

Greedy Fox

GOALS

Comprehension

Making predictions: Help students 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 the meaning of *greedy*.

Vocabulary

High-frequency Words: again, ask, ate, from, good, have, made, please

Content Words: coming, delicious, dinner, fox, greedy, never, plate, soup, stork, vase

Phonemic Awareness

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

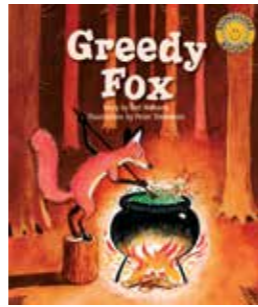
Phonics

Letters and Sounds: /fr/

Words to Blend and Segment: frame, free, fresh, from, frost

Fluency

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



When Fox and Stork eat together, Fox learns that greed isn't good.

Before Reading

- Listen to the title and the name of the author and illustrator. Together discuss the cover picture. Ask: What is Fox doing? What kind of soup could it be? Predict why the title is *Greedy Fox*? What does *greedy* mean? What might happen in the story? Is this a fiction or nonfiction book? How do you know?
- Look at the title page illustration. Ask: What is Fox doing? (preparing the soup) Is there a clue to the soup flavour? What is the same or different compared to the cover illustration?
- Talk/walk through the pictures. Discuss what is happening to Fox or Stork on each page and what they are doing. Bring words like *coming, delicious, dinner, fox, greedy, never, plate, soup, stork, vase* into the conversation. Look for clues in the pictures for the words in the text, e.g. on page 12, what clues are there about the kind of soup Stork is cooking? (fish bones)
- On page 15, have students predict the ending.

Reading the Text

- Ask: On pages 2–3, what is the setting for the story? (in the forest near the fox's den). Find the word *pea*. What noise would the soup make as it cooks? (*bubble*) Decode /b/ /u/ /bb/ /le/ or look for chunks, *bub/ble*. Remind students that if they know a word, then they don't need to decode it. It is best to check that it looks right, sounds right and makes sense. Read the words.
- On pages 4–5, ask: Why did Stork come by? What did she want? Read the words.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words and reading the words together.
- Review the predictions for the ending made earlier. 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? Why would Fox never be greedy again? What is it best to do? (find a way to share)

After Reading

Invite students to discuss the story. Prompt if needed.

- Understand the meaning of *greedy*. What makes Fox a greedy Fox? (He didn't want to share his soup so made it impossible for Stork to eat it.) What was Stork's idea? Was Stork greedy too? (No, she was teaching Fox a lesson.)
- Look at the back cover and discuss the question: How do you eat soup?
- What genre is this story? (traditional story with a moral) What can we learn from this story?
- Retell the text using the pictures on each page as a guide. What did Fox and Stork do on each page? Were you surprised that Fox was greedy?
- What is a *vase*? Why couldn't Fox eat out of a vase? Why couldn't Stork eat off a plate?
- What did Fox say when he smelled the fish soup? (*Mmmm*) What else can you say if you like the smell of something? (*Yummm*). How did Fox describe the smell of the soup? (*delicious*) This is a tricky word with a /sh/ sound in the middle. (dee-lish-us)

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /fr/ Students listen for the /fr/ sound as you read the words, *frame, free, fresh, from, frost*. They repeat the words, emphasising the /fr/ sound.
- Play a game of guessing. "I am thinking of a word that starts with /fr/ and ends /sh/. (*fresh*) I am thinking of something that goes around a picture. (*frame*)"

Phonics

- Discuss the sound of the letter combination: fr- Write the words *frame, free, fresh, from, frost* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm words starting with fr- to write on the board. Read together. (*fry, frog, fridge*)

Word Study

- Talk about the words *again, ask, ate, from, good, have, made, please*. Photocopy the flash cards to create your own game. Read the words together. Ask students to locate the words in the text. Discuss the use of each word in the book, e.g. *ask* is the opposite of *answer*.
- Look at the word *greedy*. It has a long /ee/ sound. Find other words in the story with a long /ee/ sound. They may have a different spelling, e.g. *pea, beak*.
- Locate the word *tongue* in the text. Why is this a tricky word? Can you spot the silent letters?

Fluency

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

Writing

- Students make a venn diagram with Fox on one side, Stork on the other and soup in the middle (common to both). Add the things relevant to each section. Students illustrate and label the venn diagram, then use it to retell the story to the class.

Home/School Link

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

Jo Tries Out for the Team

GOALS

Comprehension

Connect to prior knowledge: Have you ever tried out for a team? What are you good at?

Vocabulary

High-frequency Words: after, am, at, eat, good, it, let, too

Content Words: baker, best, cake, feels, really, sad, school, shoots, something, team

Phonemic Awareness

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

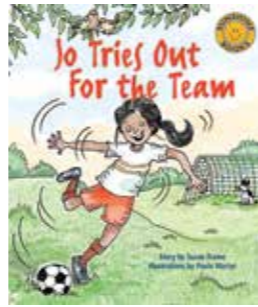
Phonics

Letters and Sounds: /sh/

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

Fluency

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



Jo knows that it is always good to try your best.

Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you ever tried out for a team? What are you good at? Look at the outside back cover for suggestions.
- Together look at the front cover. Have students discuss what they see. Help them to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Jo on each page or what the other characters are doing. Bring words like *baker, best, cake, feels, really, sad, school, shoots, something, team* 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. On pages 2–3, have students look at the pictures. Ask: What is Jo doing? These are the things she is good at. Find the word *good*. How many things is she good at? Read the page together. Notice words ending in -er (*bak-er, play-er*).
- On pages 4–5, ask: Now what is Jo doing? (practising football) Which team does she want to play for? (football team) What moves does she practise? (kick, run, shoot) Find these words in the text. Read the page together, pointing at the words.
- Follow this pattern up to page 15, discussing the illustration, looking for key words and chunks of words. Students can change their voices for different characters.
- 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 is the best baker? Is this what students predicted? Why did the author write this story? What message can you gain from it? (We are all good at many things but may not make the team. The main thing is to try our best at whatever we do.)
- Reread the story together. Feel the excitement and nerves as the story builds up to the choosing of the football team and reading out the names in the team. Ask: How did Jo feel after she missed out on a spot in the team? (sad for herself but happy for her friends). What helped her recover from that? (remembering what she is good at) What did Mum and Dad do to help her? (Mum baked a cake and Dad said that Jo's baking was better.)
- Students write and illustrate a chart showing things Jo is good at and things they are good at.
- Reread pages 8–10, focusing on the punctuation. Teach students the purpose of the full stop, comma, ellipsis, question mark and speech marks. Read the text ignoring the punctuation, then with the punctuation to show the difference in meaning.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sh/ Students listen for the /sh/ sound in the following words: *shed, shin, ship, shop, shut*. They indicate when they hear it and repeat the words emphasising the /sh/ sound.

Phonics

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

Word Study

- Talk about the words *after, am, at, eat, good, it, let, too*. Read them together. Ask students to locate the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

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

Writing

- Students make a chart of -er words from the story. They read the words on the chart and add more of their own. (driver, walker, reader, writer)
- Students write a new sentence about Jo using the pattern from the story. They draw a picture first, then write the sentence. e.g. Jo tried her best.
- Students make a feelings time line, noting the page number and feelings Jo had on those pages. 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.

Mr Crocodile Goes to the Beach

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 accuracy of their predictions.

Vocabulary

High-frequency Words: down, help, like, not, over, run, that, want

Content Words: beach, children, climb, everyone, long, packs, sandcastle, tail, waves, whisper

Phonemic Awareness

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

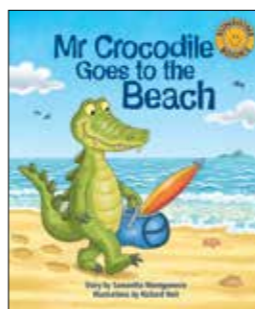
Phonics

Letters and Sounds: short /u/

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

Fluency

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



Mr Crocodile is going to the beach but he annoys everyone.

Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you read any other stories by Samantha Montgomerie? (*Fringoes Everywhere*) Did you like reading them?
- Together look at the cover picture. Ask: What is the crocodile doing in the picture? What is he taking to the beach? How would you describe the crocodile?
- Look at the title page illustration. Ask: Where is Mr Crocodile now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mr Crocodile on each page or what the children are doing. Bring words like *beach, children, climb, everyone, long, packs, sandcastle, tail, waves, whisper* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Mr Crocodile doing? Locate the word *packs* to confirm. What is he packing? (*goggles, umbrella, sandwiches, drink*) Read the sentences together.
- On pages 4–5, ask: Where is the Mr Crocodile now? Look for the word *bus* in the text to confirm this. Read the first sentence to check *bus* makes sense. Ask: How is Mr Crocodile feeling? (happy) How are the people on the bus feeling and why? (annoyed, he takes up two seats) Find words in the text to confirm this. Read the words together. Repeat the last sentence. Do you think Mr Crocodile has some things to learn?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Discuss how the repetitive parts help with reading the story. Ask: How do you use your voice for these parts?
- 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.

- Retell the text using the pictures as a guide. What did Mr Crocodile and/or the children do on each page? Why do you think Mr Crocodile scared people to start with? Did he know what he was doing? How did they all feel at the end of the story? Did you like the ending? Why?
- Reread the story together. Feel the rhythm as you read repetitive parts.
- Discuss what pronouns are and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 4, *he* is used instead of Mr Crocodile, and *everyone* is used in place of the children. Students find other pronouns in the book and explain their meaning. (*it*, page 8)
- Reread page 8, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas and exclamation marks.

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: short /u/ Students listen for the /u/ sound as you read the words slowly, *bus, but, cut, up, us*. Students repeat the words, emphasising the /u/ sound. They think of more words with the /u/ sound. (*nut, hut, just, dust*) Students make a short /u/ word web.

Phonics

- Discuss the sound of short /u/. Write the words *bus, but, cut, up, us* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word, with students touching them as the sounds are made. Brainstorm other words ending with /u/ to write on the board. Read them together. (*nut, hut, just, dust, bust*)

Word Study

- Talk about the words *down, help, like, not, over, run, that, want*. Read them together. Photocopy the flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *down* is the opposite of up (page 6).
- Students find the present tense to match the base verb, e.g. *go/goes; pack/packs; want/wants; take/takes; put/puts*. Make these into a two-column chart to read.
- Locate the adjectives (describing words) in the text, e.g. *long, spiky* describes the tail and *warm* describes the sand on page 4. Students think of other examples to add to the list. Make a two-column chart for the adjectives and the nouns they describe.

Fluency

- Model reading the text with expression, noting punctuation and emphasising repetitive parts.

Writing

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

Home/School Link

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

Mrs Clucky's Chickens

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 from the cover.

Vocabulary

High-frequency Words: could, have, more, my, that, this, walk, who

Content Words: eggs, fifteen, five, kitchen, morning, pancakes, rain, tea, toast, warm

Phonemic Awareness

Identify syllables in words and clap as they are spoken

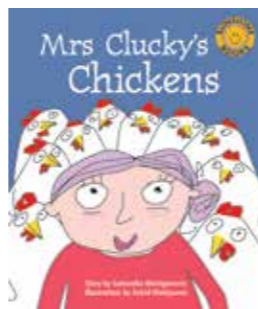
Phonics

Letters and Sounds: /cl/

Words to Blend and Segment: click, climb, clip, clop, cluck

Fluency

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



Mrs Clucky opens the door on a rainy night. She lets her many visitors share her tea and toast.

Before Reading

- Together look at the cover. Discuss the apostrophe in *Clucky's*. Ask: Who do the chickens belong to? How many chickens can you see?
- Look at the title page. Ask: What do you see? How is this different from the front cover? Discuss strategies for reading a play. What is a narrator? Who are the characters? How many groups of chickens are there? Help students to predict what the play might be about.
- On page 2, ask: How do you know which parts the characters read? (The words in capital letters are the characters; they read the words that follow their names.)
- Talk/walk through the pictures. Ask: What is the setting for this play? (Mrs Clucky's house) Discuss what is happening to Mrs Clucky and the chickens on each page. Bring words like *eggs, fifteen, five, kitchen, morning, pancakes, rain, tea, toast, warm* into the conversation.
- On page 13, have students predict the ending.

Reading the Text

- Read the title together. Read the title page emphasising the different characters.
- On page 2, look at the picture. Ask: What is Mrs Clucky doing? Who speaks first? The narrator sets the scene or gives directions. What sound does rain make? Look at the words starting with p. (*pitters, patters*) Look for small words or chunks. (*it, pit, pit/ter, at, pat, pat/ter*) Break the words starting with s into sounds. (*splishes, splashes*) /s/ /p/ /l/ /i/ /sh/ /es/, s/ /p/ /l/ /o/ /sh/ /es/. Read the narrator's words together.
- On page 3, ask: What is Mrs Clucky doing now? Read Mrs Clucky's part on page 2 together.
- Follow this pattern for each page, discussing the illustration, looking for key words and chunks of words and reading the words. Discuss how the repetitive parts help with reading the story. (*peck, peck, peck, pitter patter*) Ask: How do you use your voice with these parts? What do the exclamation mark and the question mark mean? How do you use your voice for these?
- Review the predictions for the ending made earlier. Turn the page to reveal the ending. Have students discuss what they see in the illustration. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the play. Prompt if needed.

- Discuss the sequence of events and the humorous ending. Use the back cover to discuss the order of the four pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the characters do on each page? What can you say about Mrs Clucky? How did Mrs Clucky feel at the end?
- How many chickens did Mrs Clucky make pancakes for? (30)
- Discuss the meaning of *Mrs*. Discuss the opposite – Mr. Could the story have a Mr Clucky and what would he look like? (a rooster) Students relate the titles (Mr/Mrs) to teachers or adults they know.
- Reread the play together, feeling the rhythm as they read the repetitive parts.

Phonemic Awareness

- Students listen to words you read to them to identify how many syllables they have. They raise the correct number of fingers. Then they repeat the words. (*cluck/y* (2), *chick/en* (2), *rain* (1), *warm* (1), *toast* (1), *peck* (1), *open* (2), *in/side* (2), *pit/ters* (2), *splish/es* (2), *splosh/es* (2).

Phonics

- Discuss the sound of the letter combination: cl- Write the words *click, climb, clip, clop, cluck* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with cl- to write up on the board. Read them together. (*clown, clear, clock, clash*) Students record their own lists.

Word Study

- Talk about the words *could, have, more, my, that, this, walk, who*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *who* is a question word.
- Students find sound words or onomatopoeia, e.g. *pitters, patters, splishes, splashes*. They invent some of their own and write them as shaped words to illustrate the sounds.
- 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

- Students read the play together as a Readers' Theatre before taking the character parts in groups. Remind them to change their voices for the characters.

Writing

- Students make a time line noting the number of chickens that arrived each time and what Mrs Clucky did. They illustrate and label the time line, then use it to retell the play to the class.

Home/School Link

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

Staying Still

GOALS

Comprehension

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

Model how to use print cues.

Vocabulary

High-frequency Words: about, and, do, how, out, see, think, your

Content Words: bee, butterfly, feel, fun, listen, love, skip, stay, still, us

Phonemic Awareness

Identify syllables in words and clap as they are spoken

Phonics

Letters and Sounds: -ill

Words to Blend and Segment: fill, hill, pill, still, will

Fluency

Model fluent reading of a section of the text differentiating between the busy and still parts for students to repeat.



Looking, listening, feeling and seeing the world around us is all about mindfulness.

Before Reading

- Ask students what they know about keeping still? What does it mean?
- Read the title to them and then read it together. Ask: What is the girl doing on the cover?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is happening in the picture. Notice the Table of contents. Read this together to give an idea of what will be in the text.
- Talk/walk through the pictures. Notice how thinking is illustrated. Discuss what is happening on each page. Bring words like *bee, butterfly, feel, fun, listen, love, skip, stay, still, us* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use print cues such as look for chunks in words (*but, butter, fly – butterfly*).
- Read the cover and the title page together. On page 2 discuss what the children are doing. Look for the word *skip* in the text. How will it start? /sk/ Then read the words together, pointing to the words as they are read.
- On page 3, discuss the picture. Locate the word *still*. Read the words together.
- On pages 4–5, connect with the pictures and key words to understand the meaning of them. Then read the text together.
- Follow this pattern for each page discussing the pictures, looking for key words before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Is this what students predicted? Ask them to discuss what they are doing right now. Are they busy or still? What do they think the author’s purpose was for writing the book? What have they learnt from this book?
- Retell the text using the pictures on each page as a guide. Discuss the difference between being busy and still.

Phonemic Awareness

- Identify syllables in words and clap as they are spoken, e.g. *but/ter/fly* Students listen and identify syllables in words you read. They clap as they are spoken, e.g. *stay/ing, still*.
- They listen and identify one-syllable words to clap as they are read, e.g. *love, skip*.
- Have students clap and say two syllable words, e.g. *look/ing; think/ing*. They take turns to say a word for a partner to say and clap the syllables.

Phonics

- Recognise words that have the same rime: /ill/ Write words *fill, hill, pill, still, will* on the board to practise blending and segmenting the onsets and rimes. Students point to the words as they are spoken. Make sure that pure sounds are used, e.g. /f/ not /fuh/.

Word Study

- Talk about the words *about, and, do, how, out, see, think, your*. Photocopy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- 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.
- Talk about words ending in -ing. Students list them and say what the root verb is. They make a chart matching these, e.g. *see/seeing, listen/listening; look/looking; stay/staying; think/thinking*.

Fluency

- Model fluent reading of a section of the text differentiating between the busy and still parts for students to repeat.

Writing

- Students make a chart with examples of busy/still. They label and illustrate their chart. They might use the outside back cover for ideas. They share the chart with the class.
- Have students write a new text using the pattern of the text, e.g. *Staying still is fun. We can listen. They write the text and illustrate it.*
- Students draw a picture of themselves and label it “being still”. They share with a partner.

Home/School Link

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

Where Is Mike?

GOALS

Comprehension

Identify the problem and solution in the story. Use the pictures to confirm.

Vocabulary

High-frequency Words: came, find, from, must, now, open, saw, under

Content Words: bedroom, cage, cheese, kitchen, library, mouse, nowhere, pizza, socks, whiskers

Phonemic Awareness

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

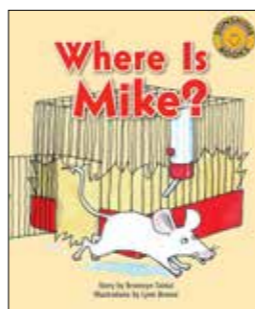
Phonics

Letters and Sounds: long /i/

Words to Blend and Segment: find, like, line, mine, time

Fluency

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



Mike is Harry's pet white mouse. But where is he?

Before Reading

- Read the title and the names of the author and illustrator. Have students notice that the title is a question. Ask: How do we read a question? Model how to use your voice. Together look at the cover picture. Discuss what they see. Ask: What is Mike the mouse doing in the picture?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different in this picture compared to the cover? Where is Mike now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. The characters are Harry, his mouse, Mike, Mum and her cat, Jack. Bring words like *bedroom, cage, cheese, kitchen, library, mouse, nowhere, pizza, socks, whiskers* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- Ask students to name the things that good readers do. Model how to use picture, print and contextual cues, e.g. Look at the picture on page 2. Ask: What is Harry doing? How does he look? Break tricky words into chunks or sounds, e.g. *bed/room*. Read the page together.
- On page 3, ask: What do you see? (*cat*) Look for the word to confirm this. What is the cat doing? (*lying on the bed*) Read the sentence to check that *lying* makes sense. How does Jack look? (*happy*) Cats look happy after a meal. The author hasn't used the word happy. Find the other word in the text that means the same? He looked /pl/? (*pleased*) Does it look right and make sense? Read the page together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review predictions for the ending, then turn the page to reveal the ending. Read the text together. Ask: Did you like the ending? How do you read when you come to the dash? (pause)

After Reading

Invite students to discuss the story. Prompt if needed.

- Identify the problem and solution in the story. Use the pictures to confirm.
- Retell the text using the pictures as a guide. What did Harry do on each page? Where did he look for Mike? Were they good ideas? How did he feel at the end of the story?
- Talk about what Jack is doing in the pictures on the back cover.
- Reread the story together, using expression and changing your voice for different characters.
- Discuss the meaning of adjectives (describing words). Model using them. Relate the adjectives to nouns (things), e.g. use page 15 to describe the mouse.
- Reread pages 2–3, focusing on the punctuation. Notice the apostrophes. What are they for? (Cat belongs to Mum; bed belongs to Harry; cage belongs to Mike.)

Phonemic Awareness

- Recognise and produce words that have the same sound: long /i/ Students identify when they hear the long /i/ sound in words read by you, *find, like, line, mine, time*. They repeat the words after you, slowly emphasising the /i/ sound. They think of more words with the long /i/ sound to repeat. (*fine, kind, Mike*)

Phonics

- Write the words *find, like, line, mine, time* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word with students touching them as the sounds are made for the word. (Note the silent e on the end.) Brainstorm words with the long /i/ to write on the board. Read them together. (*fine, kind, Mike*)

Word Study

- Talk about the words *came, find, from, must, now, open, saw, under*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *open* is the opposite to shut or closed (page 2).
- Find contractions in the story and discuss their meaning, e.g. *couldn't, I'll, I'm*. Make a list and match to their expanded form.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

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

Writing

- Students draw, label and write about their favourite pizza.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.

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