

# Frank's Big Day

## 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

**Focus High-frequency Words:** after, big, by, over, sleep, under, walk, was

**Focus Content Words:** couch, day, family, goldfish, hedge, spot, thought, tired, warm, window

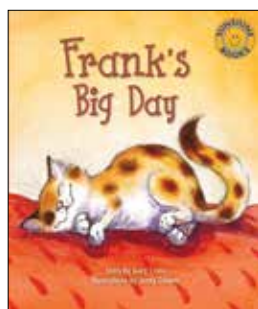
### Phonics

**Letters and Sounds:** Recognise and produce words that end with -ent

**Words to Blend and Segment:** bent, dent, sent, tent, went

### Fluency

Choral reading with students pointing to the words as they are read. (Model emphasising the repetitive parts and using intonation.)



Frank has a very tiring day but makes sure he goes to sleep every now and then.

## Before Reading

- Together look at the cover picture. Students discuss what they see. Ask: Do you recognise the cat? What is his name? Read the title and the names of the author and illustrator. Notice something in the title. (apostrophe) What is it for? What is Frank doing? Have they read other stories by Gary Cross. (*Frank, the Flea Cat*) Did you enjoy it?
- Help students to use the title and cover illustration to make predictions about the story. Ask: What might Frank do on his big day? Discuss the outside back cover pictures to get some ideas of what cats like to do.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the front cover? What is Frank doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Frank is doing on each page. Bring words like *couch, day, family, goldfish, hedge, spot, thought, tired, warm, window* 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 good readers do? Model how to use picture, print and contextual cues.
- On pages 2–3, ask: What are the Fuller family doing? Find the word *out* in the first line. What is Frank doing? Find the word that starts like thinking (*thought*) to confirm. Look for /th/. What is he thinking about? (a plan) Look for pl. Find the word *planned*. Read the sentences together. Do these words make sense in the sentences?
- On page 4, ask: How is Frank feeling? Why? Find words in the text to confirm this. (*tired, thinking*) Read the first sentence. Where is the Frank? Students look for the word *by* to confirm that Frank is by the window. Read the second sentence to check it makes sense.
- On page 5, ask: What is happening here? Where is Frank? Who is he teasing? What is the dog doing? Read the words together. Notice the repetition of *yapped and jumped*.
- Follow this pattern to page 15. Review the predictions for the ending, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together.

## After Reading

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

- Discuss how the repetitive parts help with reading the story. How do you use your voice for these parts? What did Frank like to do most? What are the repetitive parts? *Frank felt tired after... He found a warm spot .... and went to sleep.*
- What things made Frank tired and what warm spots did he find to sleep in? Record these on a story map, e.g. thinking/sleeping by the window and so on. Illustrate and label with arrows to show the direction Frank went on the map. Retell the story using the story map.
- Revisit the outside back cover. Did Frank do any of the things the cats are doing? Discuss.
- Reread the story. Students feel the rhythm and familiarity as they read the repetitive parts.
- What might Frank do next time the Fullers go out? What about other cats when home alone?

## Phonics

- Write the words *bent, dent, sent, tent, went* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b /ent/. Brainstorm other words ending with -ent to write up on the board. Read them together, e.g. vent, spent, rent, gent.
- Students identify syllables and clap as they are spoken, e.g. *but/ter/flies*. Together find one-syllable words in the book to clap, e.g. *chase, woke, Frank*. Have students clap two-syllable words, e.g. *hung/ry, kitch/en, teas/ing*.
- Notice the apostrophe in *Frank's* on the cover. Where else can you see one in the book? (pages 7, 9 and 16) What does it mean? Students practise using the possessive apostrophe and explaining its meaning with a partner, e.g. Here is Sam's pen. (the pen belongs to Sam)

## Word Study

- Talk about the words *after, big, by, over, sleep, under, walk, was*. Read them together. Ask students to find the words in the text.
- Find the verbs ending in -ing and match another form of the verb, e.g. thinking/thought; teasing/teased; stare/stared; hissing/hissed; eating/ate; chase/chasing. Make a three-column chart of the verb families (base, present, past), e.g. think, thinking, thought.
- Find compound words in the story, e.g. *himself, goldfish*. Break the words into two and then join them and say the meaning of the compound word. Record and illustrate these on a chart.

## Fluency

- Choral reading with students pointing to the words as they are read. Model emphasising the repetitive parts and using intonation.
- Find words that are repeated and have students listen to their sounds while you say them. e.g. *yapped and jumped and jumped and yapped*. Listen for the /p/ sounds. Notice how *yapped* sounds a little like a dog yapping. They are action and sound words that suit a dog. The author has chosen these words carefully to help paint a picture in your mind. Do the same with other examples, e.g. *hissed and puffed and puffed and hissed*. Talk about alliteration and assonance and why the author uses these techniques.

## Writing

- Students use the repetitive part *Frank felt tired after... He found a warm spot .... and went to sleep*. They make up a new activity for Frank and a place to sleep and illustrate the new page.

# Mutter, the Parrot

## GOALS

### Comprehension

Analyse the characters of Mum, Dad, Jan and the parrot. What can you say about each character?

### Vocabulary

**Focus High-frequency Words:** him, his, on, over, some, them, want, with

**Focus Content Words:** butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast

### Phonics

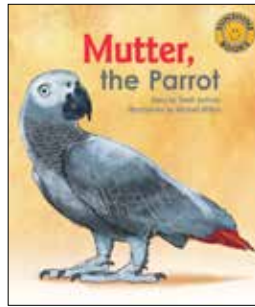
**Letters and Sounds:** Recognise and produce words that have the same vowel sound:

-er /uh/ schwa

**Words to Blend and Segment:** butter, father, flutter, mother, mutter

### Fluency

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



Mutter thinks he is a member of the family and shouldn't be kept in a cage. But he is a parrot!

## Before Reading

- Together look at the cover picture and discuss what you see. Ask: What do you know about parrots? Read the fact on the back cover. Discuss words they may have heard parrots saying.
- Ask: What is the parrot doing on the cover? What is his name? Why might he be called Mutter? Describe him. What do you notice about his feathers? Read the title together.
- Read the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Mutter now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mutter on each page or what the family is doing. Bring words like *butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast* 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 are Jan and her Mum doing? Why was the parrot called *Mutter*? Find the words *talked a lot* to confirm. What is Mutter doing? Why? Find the words *locked* and *spoon*. Do these make sense? Read the sentences together.
- On page 4, ask: Where is Mutter now? Look for the words *lock, fuss, off* in the story. Read the page to check *fuss* makes sense. How is Mutter feeling?
- On page 5, ask: What is happening here? Find the words *feathers* and *cut*. Why do you think this is happening? Read the words together. Do you think Mutter will be happy now?
- Follow this pattern for each page up to page 14. Discuss how the speaking parts help with making the story interesting. Ask: How would you use your voice for these parts?
- On page 16, read the text. Ask: Did you like the ending? Why? How would you read the sentence? Is he really saying he likes toast with butter?

## After Reading

- Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- Students re-tell the text using the pictures on each page as a guide. What did Mutter and the family do on each page? Why do you think Mutter didn't like his cage? Did he like it when he could be free? How did they all feel at the end of the story? Did you like the ending? Why? Do you think Mutter thought he was a person?
  - Analyse the characters of Mum, Dad, Jan and Mutter. What can you say about each character?
  - Reread the story together, changing voices for the different characters.
  - Find words with two letters the same in them, e.g. *mutter, butter, wobbled, parrot, cutting, fluttered*. Together clap and say the syllables, e.g. *par/rot*. The syllables divide between the double letters. Notice *hopped* and *tapped* are different and have only one syllable.
  - Look at the word *toast*. Listen to the middle sound. It is a long /o/ sound. Brainstorm and list words that rhyme with *toast* and have the same spelling, e.g. *coast, roast, boast*.
  - Reread pages 8–9, focusing on the punctuation – the purpose of capital letters, speech marks and exclamation marks. Try to say the words as though you are the character, showing their feelings with your voice, e.g. How would Dad say “Aaagh!”? Why do you think Mutter tugged on Dad's moustache?

## Phonics

- Write the words *butter, father, flutter, mother, mutter* on the board to practise blending the chunks or syllables as a group, e.g. *but/ter (but//tuh/*. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -er /uh/ to write up on the board. Read them together, e.g. *sister, brother, daughter*.

## Word Study

- Talk about the words *him, his, on, over, some, them, want, with*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book, e.g. *him* is the opposite of *her* on page 2.
- Have students find the past tense to match the base verb and make these into a two-column chart to read together, e.g. *talk/talked; flutter/fluttered; wobble/wobbled; climb/climbed; lock/locked*.
- Students find contractions in the story and write the matching expanded forms, e.g. *that's/that is; he's/he is; couldn't/could not; doesn't/does not*.

## Fluency

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

## Writing

- Students make a beginning, middle and end chart about the story. They label and illustrate and use it to re-tell the story to a partner.
- Have students research a bird project and present it in poster format to share with the class. Topics could be: Domestic birds, Caged birds, What to feed birds, How to trim wing feathers, How to teach a bird to talk.



# What Animals Can Do

## 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

**Focus High-frequency Words:** do, into, know, our, see, they, what, who

**Focus Content Words:** blind, dog, everyone, herd, llama, police, sheep, wool, worm, work

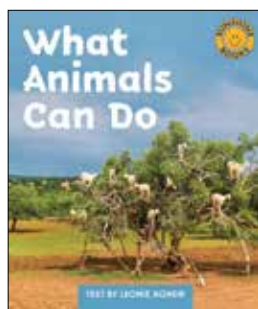
### Phonics

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

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

### Fluency

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



Animals have skills.  
You can see some in  
the pages of this book.

## Before Reading

- Ask: What animals do you see on the front cover? What are they doing? (eating and watching for predators)
- Read the title together. Discuss the picture on the title page. Ask: What are these animals doing? (The dog is herding sheep.) Look at the back cover and talk about other things dogs do.
- Read the title and the table of contents to see what is in the text.
- Talk/walk through the pictures. Notice how animals can do many things. Discuss what animals do on each page. Bring words like *blind, dog, everyone, herd, llama, police, sheep, wool, worm, work* into the conversation.
- Before turning to page 12, ask students what they think a cat can do.
- Is this book fiction or non-fiction? How do you know? What is the difference?

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the cover and the title page together.
- On pages 2–3, what are the two animals in the pictures? (sheep and llama) Look in the text for the first sound of *sheep /sh/*. Find the word. Find the word *llama* on page 3.
- Look for the tricky words *know* and *knew*. Talk about the silent k. Then read the text together pointing to the words as they are read. Notice the questions and answers.
- On pages 4–5, discuss the pictures. Talk about the fact that some dogs work. Find the words *police, herd, blind* in the text. Check they look right and sound right. Read the text together to make sure it makes sense. Ask: Do you notice that some of the text is familiar? Which parts are repeated from the previous two pages? How do the repetitive parts help the text? (flow and predictability)
- Follow this pattern for each page discussing the pictures, what the different animals are and what they do before reading each page. Use the index to find more information about a llama.
- Students ask a partner questions about the index, e.g. what page is the guide dog on?

## After Reading

Check the accuracy of students’ predictions. Invite them to discuss the information. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. They discuss the animals and what they do.
- Discuss the ending and how useful cats can be. What do you think the author’s purpose was for writing the book? What have you learnt?
- Discuss whether it is good for people to own or be close to animals. Why? What can animals teach people? What are the benefits or disadvantages? Prepare a class poster summarising and illustrating the points discussed.

## Phonics

- Write the words *knee, knew, knit, knot, know* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /kn/-ee, *knee*. Brainstorm more words with /kn/ to add to the list. e.g. *knack, knob, knife*
- Discuss the relationship between *know* and *knew* (present and past tense).

## Word Study

- Talk about the words *do, into, know, our, see, they, what, who* on the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context.
- 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, e.g. page 4, *What can a dog do? A dog can work for the police, everyone knows.*
- Find the words that start with fl. (*flickering, flashlight, flicker, float/s, floating, flash*) Discuss the two letters they start with, /f/ /l/ fl. Students think of more words starting with fl. (*flame, flow, flip, fling*)
- Talk about repetition and why the author uses this technique to give the text better flow and predictability.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *eve/ry/one*. Together listen for one-syllable words in the book to clap, e.g. *herd, blind*. Have students clap two-syllable words, e.g. *rid/ing; hors/es*.

## Fluency

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

## Writing

- Have students write a new text using the pattern of the text, e.g. What can horses do? A horse is for show jumping, everyone knows. They share this with a partner.
- Have students write about a pet animal they know. Include how to look after it, train it and what it can do. They illustrate and share with the group.

# Art Inside the Frame

## GOALS

### Comprehension

**Making connections:** Read the fact on the back cover. Think about a time when something similar has happened to you? Have you ever mixed paints like an artist?

### Vocabulary

**Focus High-frequency Words:** around, how, make, new, right, that, their, what

**Focus Content Words:** artist, bridge, flowers, fruit, painting, people, place, think, tree, world

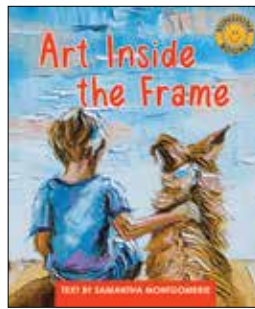
### Phonics

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

**Words to Blend and Segment:** brain, chain, pain, paint, rain

### Fluency

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



This book is about the art that hangs on the wall in a frame and what it shows us.

## Before Reading

- Read the title together. Discuss what students see in the pictures on the cover and contents page. Ask: What do you think the book will be about? How do you know that this book is non-fiction? Who wrote the text? Have you read any other books by Samantha Montgomerie? (*Miss Twinkle, You Are a Star, Light Show Under the Sea*) What did you think of them?
- Read the title and the table of contents to get an idea of what will be in the text.
- Talk/walk through the pictures. Notice the different styles of artwork that appear in frames. Discuss what is on each page. Bring words like *artist, bridge, flowers, fruit, painting, people, place, think, tree, world* into the conversation. Students notice the difference between realistic and imaginative art. (between art that comes from the artist's imagination and art that shows real objects and people)

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, have students talk about how this painting makes them feel. Ask: What can you see in this scene? Do you think the sky is realistic? Why? Why not?
- On pages 4–5, ask: What do you see in the pictures? (An artist's garden: one is a photo and one is a painting.) How can you tell which is a photo? Look at the text to help you. Look for tricky words like *artists, painting, around, bridge, garden*. Break the words into chunks or syllables, e.g. *art/ists*. Read the text together, pointing to the words as they are read.
- On pages 6–7, ask: What do you see? (paintings that look like photos) Find the tricky words like *flowers, fruit, animals, colours, everything, right, photograph*. Break them into chunks, e.g. *fl-ow-ers*. Read the sentences together.
- Follow this pattern for each page, discussing the pictures, what the different features and tricky words are before reading the text.
- Students look at the index and find the pages with information about artists. They ask a partner questions about the index, e.g. Which pages have information about paintings?

## After Reading

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

- Discuss how paintings make us think in new ways. What does *art inside the frame* mean? What do you think the author's purpose was for writing the book? What have you learnt from this book? Where would you see art like this every day?
- Students re-tell the text using the pictures on each page as a guide. They discuss the features of the art as they appear.
- Read the fact on the back cover. Students think about a time when something similar happened to them. Have you ever mixed paints like an artist? Share experiences. What colours did you make? What colours can you mix to make another colour? Students can refer to *Colour Magic* (Level 11).
- How is this book similar to *Art Outside the Frame*?

## Phonics

- Write the words *brain, chain, pain, paint, rain* on the board. Chunk and say them as a group, e.g. *br-ain*. Brainstorm more words with -ai, e.g. brainstorm, wait, bait.
- Together think of words starting with ph (f) like *photo, photograph, phone* and *phonics*. Write these on the board and have students practise saying them. They make a ph web, illustrating the words.

## Word Study

- Talk about the words *around, how, make, new, right, that, their, what*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context. Play a spelling game with the cards.
- Students find the word *imagination* on page 13. Break it into syllables, *i/mag/in/a/tion*. They find the base word on page 16. (*imagine*) What do these words mean?
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Students look for compound words in the text, e.g. *everyday, everything something, sometimes*. They list the two words and then the compound word along with the meaning. They can add other compound words they know to the list.
- Organise a quiz. Choose one chapter to reread and write questions about it using information from the text or from the illustrations. For example, *People* on page 8 – Question: 1. How were people shown before photos? They ask a partner the questions to have a fun quiz.

## Fluency

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

## Writing

- Have students write and illustrate a fact from the story, e.g. *Some artists paint worlds that are not real*. They share this with a partner.
- Students experiment with mixing paints as on the back cover. They document the colours they make with photos. They mount their photos and label each one with the colours they used.
- Plan a school or class trip to an art gallery to view paintings. Students write a review in the form of a blog to share their experience.



# Art Outside the Frame

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** all, let, made, not, some, their, when, with

**Focus Content Words:** art, artist, carve, clay, frame, mould, sculpture, stone, wheel, wood

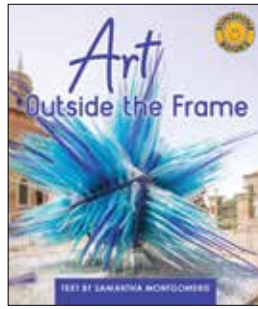
### Phonics

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

**Words to Blend and Segment – present text:** adds, looks, makes, shapes, uses

### Fluency

Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



This book is about art that isn't flat and isn't usually on a wall. We call it sculpture.

## Before Reading

- Read the title together. Ask: What could this mean? Discuss what they see in the pictures on the cover and contents page. What do the photos show about art? Help students to use the title of the book and the cover illustration to make predictions about the text.
- How do you know that this book is non-fiction? Who wrote the text? Have you read any others books by Samantha Montgomerie? (*Flamingoes Everywhere*, *What's Your Fur For?*) What did you think of them?
- Read the title and the contents to get an idea of what kind of art is going to be in the text.
- Talk/walk through the pictures. Notice the different kinds of art that is not in a frame. Discuss what students see on each page. Bring words like *art*, *artist*, *carve*, *clay*, *frame*, *mould*, *sculpture*, *stone*, *wheel* and *wood* into the conversation. Ask: What is a sculpture? (page 2).

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? This is a very famous sculpture. Look at the text to see why it is a sculpture. Look for tricky words like *frame*, *flat*, *sculpture*, *different*. Break the words into chunks or syllables, e.g. *fr-ame*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, ask: What do you see? Share experiences of seeing a statue. Is there one near our school or in the town? Look for the tricky words *sculpture*, *carving*, *artist*, *stone*, *wood*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what the different features and tricky words are before reading each page.
- Students go to the index and find the page where there is more information about a mould. They ask a partner questions about the index, e.g. what page is metal on?

## After Reading

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

- What does *mould* mean on page 8? How is it different to mould on food? Prompt if needed.
- Discuss the ending and the interesting sculpture on page 16. Can you make a stone sculpture like that? How do sculptures make us think? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Model how to identify the main idea of the text. Read the chapters and decide on a main idea for each. Then see if a theme appears to show the main idea of the text.
- Students re-tell the text using the pictures on each page as a guide. Together discuss the feature of sculptures and art outside the frame. How is this book similar or different to *Art Inside the Frame*?
- Look at the back cover to discuss what these sculptures are made of.

## Phonics

- Write the words *adds*, *looks*, *makes*, *shapes*, *uses* on the board to chunk and say them as a group, e.g. *add/s*, *look/s*, *m/ake/s*, *sh/ape/s*, *use/s*. Brainstorm more words ending in *-s/es*, e.g. *think/s*, *call/s*, *carve/s*.
- Students find all the verbs ending in *-ing* in the text (present continuous tense). They can use the contents page to help. They fill in a three-column chart with the base verb (present tense), the present continuous and the past tense beside them, e.g. *carve*, *carving*, *carved*.
- Together identify one-syllable words in the book to clap, e.g. *clay*, *art*. Then have students clap two-syllable words, e.g. *carv/ing*; *i/deas*.

## Word Study

- Talk about the words *all*, *let*, *made*, *not*, *some*, *their*, *when*, *with*. Read them together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations and the question words – how, when, where, why, who, what. For example, *Using Clay* page 6. Question: 1. How do artists shape clay? Students ask a partner their questions to have a fun quiz.

## Fluency

- Choose a heading from the contents page and find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

## Writing

- Have students write and illustrate a fact from the text. They share this with a partner.
- The class can use their imagination to use some wire, old parts, stones or clay to create a sculpture. They display it and write about it.
- Have students make a flow diagram to show the steps to making a sculpture using a mould and liquid. They refer to page 8 to help them.

# Museums Are Fun

## GOALS

### Comprehension

**Connect to prior knowledge:** Has anyone been to a museum? What did you see? Tell us about your visit.

### Vocabulary

**Focus High-frequency Words:** ask, but, from, old, over, some, walk, what

**Focus Content Words:** art, bird, bread, desk, history, museum, nature, oven, school, village

### Phonics

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

/ng/

**Words to Blend and Segment:** king, living, ring, sing, thing

### Fluency

Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



See all the topics you can explore in the different kinds of museums.

## Before Reading

- Connect to students' prior knowledge, ask: Has anyone been to a museum? What did you see? Tell us about your visit. Look at the back cover. Share what the children are doing at this museum and any similar experience students have had.
- Read the title together. Discuss what students see in the pictures on the cover and title page. Ask: Who wrote the text? Read the author's name together.
- Help students use the title of the book and cover illustration to make predictions about the text. Then read the title and contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different kinds of museum and the variety of things and activities in them. Discuss what they see on each page. Bring words like *art, bird, bread, desk, history, museum, nature, oven, school, village* into the conversation.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the pictures? Are they very different things? Why do we have museums? Read the words together.
- On pages 4–5, read the heading and the words together.
- On page 6, look for the tricky words in the heading. Break the words into chunks or syllables, e.g. *liv-ing, his-tor-y*. Read the page together pointing to the words. Ask: What do you see in the pictures? Would you like to be in a classroom like that? Why, why not?
- Look for tricky words on page 7. Break the words into chunks or syllables, e.g. *class-room, wood-en*. Then read the text together, pointing to the words as they are read. Ask: How do your desks compare? Are they made of wood?
- Follow this pattern, discussing the pictures, what the museum is and what is being shown before reading each page. Look for the tricky words and check that they sound right, look right and make sense in the sentences.
- On page 16, students look at the index and find the page with more information about fossils.

## After Reading

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

- What does the author mean when she writes, "Museums are fun!" Is this book fiction or non-fiction? How do you know? What is the difference?
- What do you think the author's purpose was for writing the book? What have you learnt from this book? What different museums have you visited? What are the different museums you have read about in this book? What is the difference between natural history and living history?
- Students choose a heading from the contents page. They read the relevant pages and summarise the main idea with pictures and labels. They share with the class.

## Phonics

- Write the words *king, living, ring, sing, thing* on the board to practise blending and segmenting together as a group, e.g. k-ing, king. Brainstorm more words the end in -ng to add to the list. (song, bring, bang, lung)
- Students find the words *space* and *science* on page 16. Explain that they both have a c that sounds like /s/. (soft c) Most words have a hard c like cat /k/. Students think of more words with c and say whether they are a soft or hard c.
- Look at the words *skeleton* and *scary* on page 13. Students say the words. Notice they both start with the /sk/ blend but have different spellings. Have students make a web with words that start with sc or sk, e.g. *scat, scar, ski, scooter, skin*. They illustrate where possible.
- Students identify syllables in words and clap as they are spoken, e.g. *his/tor/y, din/o/saur*. Together find one-syllable words in the book to clap, e.g. *art, space, shells*. Have students clap two syllable words, e.g. *sci/ence, liv/ing, pret/ty; fos/sils*.

## Word Study

- Talk about the words *ask, but, from, old, over, some, walk, what*. Read them together. Ask students to find and read these words in the text. They discuss the meaning in context with a partner and ask each other spelling riddles, e.g. I am thinking of a word that is the opposite of under and it starts with o. Can you spell it? (over)
- Students write a list of questions they might ask in a science museum to help them find out how things work. They use the question words how, when, why, what, where.

## Fluency

- Choose a heading from the contents page and find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

## Writing

- On a piece of paper, students draw a picture from book. They write the matching sentence from the text.
- Find a recipe for an old-fashioned food such a scones and help students to make them. They list and illustrate the ingredients and method.
- Have students write about the museum in the book that they found most interesting and why.
- On page 8, have students notice the roofs of most of the houses. Together research how to make a thatched roof. Students write some sentences about thatched roofs.

# We Need to Read

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the text.

### Vocabulary

**Focus High-frequency Words:** about, any, away, be, help, make, there, very

**Focus Content Words:** blind, braille, code, family, friends, glasses, letters, pets, toys, words

### Phonics

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

ou out

**Words to Blend and Segment:** about, cloud, loud, out, shout

### Fluency

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



We read every day, for all sorts of reasons. We need to read!

## Before Reading

- Ask students to talk about what they know about reading and why we need to read.
- Read the title together. Read the name of the author to them. Discuss what students see in the pictures on the cover and title page. Ask: Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.)
- Help students use the title of the book and cover illustration to make predictions about what might be in the text.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice how books make people feel happy or focused. Students discuss what books they see on each page and who is reading them. Bring words like *blind, braille, code, family, friends, glasses, letters, pets, toys, words* 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 different reasons we read? What can you say about the children in the picture? Do you recognise any of the books? Which ones have you read?
- Look for tricky words like *learn, enjoy, find out about* in the text. Break the words into chunks or syllables, e.g. *en-joy*. Students read the text, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Ask: What places can we read? Find the words *home, school, work* in the text. Read the words together.
- Follow this pattern for each page, discussing the pictures before reading each page. Discuss the ending after turning to page 16.
- Students use the index and find information about school. They ask a partner questions about the index, e.g. What page are glasses on?

## After Reading

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

- Ask students about people who can not see. How can they read books? (Braille) How does braille work? What do people use if they can't see very well, but are not blind? (glasses)
- Discuss and model how to identify the main idea of the text.
- Discuss page 16 and what it means. How does reading feed the mind? How does reading make leaders? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Look at the back cover. Have students finish this sentence to show how they feel. *A day without reading is like...* If they aren't sure, could they try some time without reading? Are they able to do it? How does it feel?
- Look at the design on the page numbers. What is it? What does this feature add to the book?

## Phonics

- Write the words *about, cloud, loud, out, shout* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /cl/-oud, cloud. Brainstorm more words with -ou to add to the list, e.g. doubt, couch, pouch.

## Word Study

- Talk about the words *about, any, away, be, help, make, there, very*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture from the book. They write the matching sentence from the text.
- Discuss words that are metaphors (a comparison without like or as) on page 16. Reading is feeding the mind. Readers are leaders.
- Have students find compound words in the story, e.g. *anyone, newspapers, ourselves, without, yourself*. They say their meaning and then break them apart into two words.
- Have students describe what you find in a library. Use page 6 to help you. Who benefits from libraries? Have you ever been to a school or a public library? They share their experiences.

## Fluency

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

## Writing

- Have students write a new text using the pattern of the text, e.g. Reading can help us to make things. They illustrate the thing to make and share this with a partner.
- *Reading can...* (page 8) How can it help us be friends when we are far away?
- Have students make a reading web with a picture of a book in the middle and all the things that reading can do for us coming out from the web. They label and draw the things. They share with a partner as a re-tell of the text.
- Students make a survey of all the different things that can be read in the classroom. Who can find the most? They report the findings to the class.



# Zodiac Animals

## GOALS

### Comprehension

**Making text to self connections:** Ask students if they know what year they were born in. Refer to page 16 to see the zodiac signs.

### Vocabulary

**Focus High-frequency Words:** after, are, ask, call, every, has, new, would

**Focus Content Words:** dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year

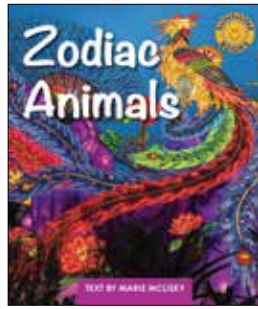
### Phonics

**Letters and Sounds:** Recognise and produce words that end with the same sound:  
long e

**Words to Blend and Segment:** cheeky, funny, happy, lucky, nosy

### Fluency

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



The Chinese New Year is named one of the 12 zodiac animals. Which one are you?

## Before Reading

- Ask: What do you know about zodiac animals? Talk about Chinese New Year and the lantern festival. Share experiences the students have had. Ask students if they know what year they were born. Refer to page 16 to see the zodiac signs.
- Read the title to students and then read it together. Ask: What could *zodiac animals* mean? Discuss the images on the cover and title page. Read the name of the author to them.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the colours and the designs of animal lanterns. Discuss what animals make the zodiac animals on each page. Bring words like *dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year* into the conversation.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What animals can you see in the picture? Look for tricky words like *Chinese, zodiac, lantern, festival* and *lanterns*. Break the words into chunks or syllables, e.g. *lan-tern*. Then read the text together, pointing to the words as they are read.
- Students refer to page 16 to find their animal. They will need to know the year of their birth.
- On pages 4–5, discuss the pictures. Ask: What is the first animal? Find the words *year, dragon, strong, lucky*. Talk about the meaning of *strong* and *lucky*. Read the text together.
- On page 5, ask: What is the next animal? Find the words *snake, smart, wise* in the text. Read the text together. This means if you are born in any of the years of the snake, you may have these qualities.
- Follow this pattern for each page, discussing the pictures, what the different animals and their qualities are before reading each page.

## After Reading

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

- Students find their animal on page 16, then match up to their qualities in the text, e.g. if they are born in the year of the rabbit, do they feel shy and/or happy? How does knowing your zodiac animal make you feel?
- Students re-tell the text using the pictures on each page as a guide. Discuss the animals of the zodiac signs and their qualities.
- Discuss what a zodiac animal means. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Chinese New Year is when the lantern festival is held. It is also when special food is eaten. Look at the back cover to learn a fact about a sweet food. (These are dumplings made from rice flour with a sweet filling.) Have students research other food people like to eat at Chinese New Year. They make a booklet showing these.

## Phonics

- Write the words *cheeky, funny, happy, lucky, nosy* on the board to practise blending the words together, e.g. *cheek-y, cheeky*. Brainstorm more words ending with -y to add to the list, e.g. family, monkey, loudly, friendly, memory.

## Word Study

- Talk about the words *after, are, ask, call, every, has, new, would*. Read them together. Ask students to find these words and discuss their meaning in context, e.g. on page 2, *after* is used in the context of "named after" an animal which means uses the name of an animal.
- 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.
- Have students find the words that start with fr-. (*friends, friendly*) Discuss the two letters they start with, /f/ /r/ fr. Students think of more words starting with fr, e.g. from, frame, fresh, frost. They label a fr- web and illustrate where possible.
- Students identify syllables in words and clap as they are spoken, e.g. *zo/di/ac*. Together identify one-syllable words in the book to clap, e.g. *goat, born*. Have students clap two-syllable words, e.g. *lan/tern, car/ry*.
- Students make a two-column chart and list the adjectives beside the 12 animals to describe them. They draw the animal beside its name.

## Fluency

- Practise re-reading the story with a partner (orally). Notice how you change your voice when you ask the questions.

## Writing

- Students write about their zodiac animal and its qualities. They illustrate the animal and share this with a partner.
- Have a quiz about the years of the zodiac animals. Use page 16 and in pairs find animals that match the years, e.g. What animal is 2013? Answer: snake.
- Design an animal lantern for the current Chinese New Year. Use some ideas from the art styles in the text. Students explain why the design and colours were chosen.



# Artie and the Neighbourhood Party

## GOALS

### Comprehension

Discuss the possible reasons for the author writing this text.

### Vocabulary

**Focus High-frequency Words:** every, here, his, say, soon, there, well, your

**Focus Content Words:** balloons, concert, family, house, invitation, lawn, neighbours, party, Saturday, street

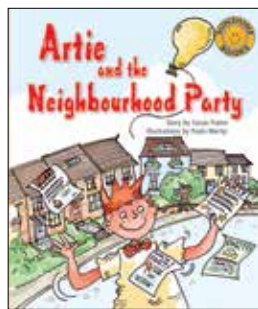
### Phonics

**Letters and Sounds:** Identify and make rhyming words, e.g. Artie/party, shine/nine

**Words to Blend and Segment – ear:** bear, dear, ear, hear, near

### Fluency

Model reading of text with expression, noting the punctuation, rhyming words and questions. Students repeat.



Artie and his family are new to the street so Artie goes out to chat to a neighbour. He finds that he is having a street party.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the rhyme in the title. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is a *neighbourhood*?
- Together look at the cover picture. Ask: Who is this? What is he doing? Is this a fiction or a nonfiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *balloons, concert, family, house, invitation, lawn, neighbours, party, Saturday* and *street* 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.
- On pages 2–3, ask: What is Artie doing? Mr Jackson doesn't hear very well so he confuses things Artie says. Find the words *Artie, neighbours, neighbourhood,* and *party* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. What confused Mr Jackson? Notice the ellipses showing there is more to come.
- On pages 4–5, ask: What else is Mr Jackson saying to Artie? Look for the words *Saturday, you, two* and *wasn't* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together and note any confusions.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. What was the last thing Mr Jackson misheard? What made him think there was another party next year?

## After Reading

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

- Do you think it was a good idea to have a party even though it wasn't planned to start with? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and make your voice sound excited.
- Look at the back cover to discuss the neighbours on Happy street. What is each one doing or carrying? What sort of neighbourhood is this one? Why do you think so?
- Discuss what the author's purpose was for writing this text.

## Phonics

- Write the words *bear, dear, ear, hear, near* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *b-ear, bear*. Read them together and talk about the meaning of each. Think of more -ear words to add to the list, e.g. *fear, gear, pear*.
- Notice the silent gh in *neighbour* and *neighbourhood*. Have students find more words in the book with a silent gh and read them, e.g. *thought* (page 2), *sighed* (page 6), *laughed* (page 11).
- Students identify syllables in words and clap as they are spoken, e.g. *lem/on/ade*. Together find one-syllable words in the book to clap, e.g. *ate, food*. Have students clap two-syllable words, e.g. *con/cert, jug/gled*.

## Word Study

- Talk about the words *every, here, his, say, soon, there, well, your*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. not one/none is the opposite of *every* on page 8. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- Students find more rhyming words in the story like *Artie/party*.
- 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.
- Have students compare the words Artie said with what Mr Jackson thought he said in a two-column chart, e.g. on page 2, *Artie/party*. Do the same for pages 4 and 16. What do students notice about them? (They rhyme.)

## Fluency

- Model reading of text with expression, noting the punctuation, rhyming words and questions. Students repeat.

## Writing

- Students make a party invitation for next year's Happy Street party. They include a programme for the concert. They write who will be singing/playing and what it will be and what time. They illustrate their programme and share.
- Students make a plan/map of Happy Street and label where the neighbours live. Share with the group.
- Students write a newspaper story reporting on the Happy Street party. They illustrate their story and insert the byline to show they were the reporter.

# Captain Patch Goes to Sea

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.

### Vocabulary

**Focus High-frequency Words:** away, call, could, every, had, just, may, saw

**Focus Content Words:** bath, chest, crew, diamonds, gold, island, months, shark, sick, year

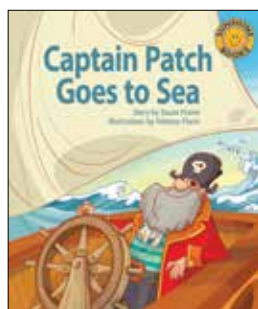
### Phonics

**Letters and Sounds:** Identify and make rhyming words, e.g. crew/stew; drop/stop

**Words to Blend and Segment – ew:** crew, dew, few, new, stew

### Fluency

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



Travel with Captain Patch and his crew over a whole year in this rhyming ballad.

## Before Reading

- Together look at the cover picture. Ask: What do you see? Why would he have that name? Read the title together. Read the names of the author and illustrator. Have you read any other stories by Susan Frame? (*Getting Around*, *Jo Tries Out for the Team*) What did you think of these stories?
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What are the people doing in the picture? What do you notice about the flag on the ship? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page and in each month. Bring words like *bath*, *chest*, *crew*, *diamonds*, *gold*, *island*, *months*, *shark*, *sick*, *year* 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.
- On page 2, ask: What do you see? Students find the tricky words *January*, *trusty crew*, *eighteen twenty-two* and *exactly* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. When did this story take place? (January, 1822 – about 200 years ago) Have students notice the rhyming words, e.g. *two/crew*, *sea/see*.
- On page 3, ask: What did Captain Patch and his crew do in February? Look for the words *February*, *magical*, *jiving jelly-fish* and *danced* in the text to confirm. Read the words together. Students notice the rhyming words, e.g. *land/sand*, *shoes/blues*.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together and noting the rhyming words.
- On page 15, review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

## After Reading

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

- What kind of person is Captain Patch? How do you know? Find words in the story that indicate this. What type of genre is this story? Do you think it is based on a true story?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. What did Captain Patch suggest when the crew got sick? (page 4)
- Reread the story together, emphasising the rhyming words and feeling the rhythm. Be aware of the punctuation marks. On page 8, there is a dash. What does this mean? (pause, like a comma, but something is explained after the dash) Change your voice for Captain Patch.
- Look at the back cover to discuss what the pirates did each month. Practise saying the months of the year together. Learn to recite them like Captain Patch did on page 16.
- What do you think the author's purpose was for writing the story?

## Phonics

- Write the words *crew*, *dew*, *few*, *new*, *stew* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *cr-ew*, *crew*. Read the words together and talk about the meaning of each. Students think of more ew words to add to the list, e.g. *chew*, *blew*.

## Word Study

- Talk about the words *away*, *call*, *could*, *every*, *had*, *just*, *may*, *saw*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a memory game. Discuss the meaning or use of each word in the book, e.g. *call* means to stop by on page 10.
- On page 3, read the description of the magical land *with bright orange trees and purple sand*. Explain that the author is helping us to create a picture in our minds as we read. Read on to *Crabs danced...* Why are there hyphenated words? (They are adjectives made up of more than one word to describe a noun.) What did the crabs wear? (*red-and-green shoes*) What do you notice about *jiving jellyfish*? Can you see a picture of the jellyfish in your mind?
- Have students make a list of interesting words the author has used to make her story colourful and exciting.
- On page 4, students find the word used for medicine? (*remedy*) Why did the author use *remedy* instead of medicine? (It rhymes with tea.) Make a list of all the rhyming words in the story on the board to read together.

## Fluency

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

## Writing

- Students make a timeline for the months of the year. Under each they summarise the main event that happened. They label and illustrate and use this to re-tell the story to the group.
- Class project: Create the pirates' favourite dish, some pickled onions or other pirate food. Students write the recipe and create the dish. They write about whether they liked the taste.



# Five Foolish Friends

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** back, five, four, give, must, one, two, walk

**Focus Content Words:** bridge, count, fishing, friend, home, idea, lost, someone, water, yell

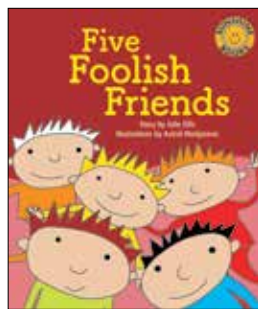
### Phonics

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

**Words to Blend and Segment:** stand, stash, stick, still, sting

### Fluency

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



This play shows how important it is to be able to count properly.

## Before Reading

- Ask: What is a narrator? Which parts do the characters read? Listen to the title and the names of the author and illustrator. What do you notice about the title? (alliteration) Why would the author use this technique in the title? (Makes the text more interesting, imaginative and real.) Have they read other stories by Julie Ellis? What can they remember about them?
- Students discuss what they see on the cover. Ask: How many characters are there? Could they be the five foolish friends? What does *foolish* mean? How do they look? (happy? friendly?) What could they be doing?
- Help students to use the title and cover page illustration to make predictions about the play.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where are the five friends now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening with the five friends on each page. Bring words like *bridge, count, fishing, friend, home, idea, lost, someone, water, yell* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- On the title page, read the title together and the names of the characters including the narrator. Ask: What are the characters doing? What clues in the picture tell you what might happen in the play? (fishing rods, hats, a bag)
- On pages 2–3, look at the picture. Ask: What are the five friends doing? Find the word *plan* in the narrator's lines to confirm. What idea did they have? (fishing) Find the words *idea* and *fishing*. Where and when do they plan to meet? Read the parts together.
- On pages 4–5, ask: Where are the five friends now? (fishing on the red bridge) Look for the word *fishing* in the text to confirm this. Read the narrator's part to check that *fishing* makes sense. How are the five friends feeling? (happy with all their fish) Read what Friend 4 says. What does *missing* mean? Do you think one of the friends is missing?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Change voices for the different characters.
- Review the predictions made earlier, then turn the page to reveal the ending.

## After Reading

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

- Students re-tell the text using the pictures on each page as a guide. What did the five friends and Alex do on each page?
- Reread the play together, then divide the class into seven characters including the narrator to read the parts together. If possible add actions. Did students like the ending? Why? Why is *Foolish* in the title? What made the friends seem foolish?
- Discuss the back cover. Re-tell the play using those pictures.

## Phonics

- Write the words *stand, stash, stick, still, sting* on the board to practise blending and segmenting the sounds together as a group, e.g. /st/ /a/ /nd/. Illustrate by touching the alphabet letters for each word as the sounds are made for the word.
- Students think of more words starting with st to add to the list. Play a guessing game. e.g. I am thinking of something that is the opposite of go. (stop)

## Word Study

- Talk about the words *back, five, four, give, must, one, two, walk* on the inside front cover of the book. Read them together. Ask students to find the words in the text.
- Photocopy and print multiple sets of these flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word, e.g. *back* means “not lost” on page 14.
- Find the word *let's* on page 2. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (let us). Students find more examples of contractions in the book (*let's, I'll, isn't, don't, that's*) and expand them.
- Discuss words that end in -ing. Record these on a chart, e.g. walk/walking; point/pointing; miss/missing. Add other verbs to the chart. (hug, fish, yell, shake) Remind students about the rule when the verb ends in e, drop the e before adding -ing.
- 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

- Choral reading with students pointing to the words as they are read. Read the play as a readers' theatre, taking character parts in groups of six or seven.

## Writing

- Students summarise the events on a story map showing the setting (where), characters (who), actions (what) and reasons (why). They illustrate and share with a partner.
- Students make a problem/events/solution three-column chart about the play. They illustrate and share with the class. Use the chart to re-tell the play as a story.

# Juliet's Scarf

## GOALS

### Comprehension

Re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to?

### Vocabulary

**Focus High-frequency Words:** ask, before, big, first, get, going, now, very

**Focus Content Words:** elephant, giraffe, idea, knitting, monkey, neck, scarf, throat, trunk, warm

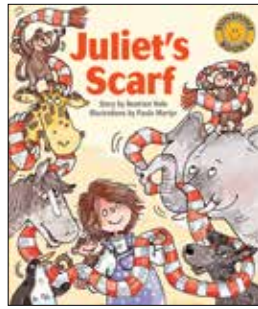
### Phonics

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

**Words to Blend and Segment:** scab, scale, scarf, scone, scoop

### Fluency

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



Juliet loves to knit but she can't find anyone to wear the scarf she has knitted.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the apostrophe in the title. Ask: What is it for? (the scarf belongs to Juliet) Look at the cover picture. Ask: What do you see? What can you say about the scarf? What is the Juliet doing in the picture? How would you describe Juliet? Have students relate any knowledge of scarves.
- 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? What is it showing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Juliet on each page or the animals. Bring words like *elephant, giraffe, idea, knitting, monkey, neck, scarf, throat, trunk, warm* into the conversation.
- On page 14, have students predict what might happen.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: What is Juliet doing? Find the word *knitting* with a silent k to confirm. What is she knitting? Find the word *scarf*. Notice what is happening on page 3. Find the word *longer*. Read the sentences together.
- On pages 4–5, ask: What is Juliet doing now? Look for the words *father* and *dog* in the text to confirm this. Read the sentences together. What do you think Juliet will try next?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Students discuss what they see in the illustration. Read the text together. Ask: What is Juliet going to knit next? Did you like the ending? Why? How would you read the sentence? What did you think of the way the long scarf was used in the end? How would you have used it?

## After Reading

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

- Is this a fiction or nonfiction book? How do you know?
- Students re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to? How did they all feel at the end of the story?
- Reread the story together, varying voices for the different characters.

## Phonics

- Write the words *scab, scale, scarf, scone, scoop* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /sc /ab/. Demonstrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with /sc/ to write up on the board. Read them together, e.g. scan, scare, scalp, scar.
- Talk about words where gh sounds like /f/, e.g. *coughing* on page 11. Students say the word and think of more, e.g. laugh, tough, rough, trough, enough. Students make a gh /f/ web.

## Word Study

- Talk about the words *ask, before, big, first, get, going, now, very*. Read them together. Ask students to find 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. Discuss the meaning or use of each word in the book, e.g. *before* is the opposite of *after* on page 2.
- Find words with possessive apostrophes, e.g. *Juliet's scarf, Jane's horse, giraffe's throat/neck; elephant's trunk, horse's neck*. Students practise using these with a partner.
- Find the words *first* and *second* on pages 11 and 12. How many zookeepers were in the story? How many monkeys were in the story. What did they do?
- 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

- Practise re-reading the story with a partner (orally). Remember to use a variety of intonation and expression to make the characters sound interesting.

## Writing

- Discuss the back cover and have students re-tell the story using these pictures.
- Students make a summary chart of the story answering the question words: Who? What? When? Where? Why? How? They label and illustrate, then share with the group.
- Demonstrate how to knit so that students could knit a square each to be made into a rug or for animals in shelters.



## Lin's Bag

### GOALS

#### Comprehension

**Make connections:** Students think about a time when something similar happened to them.

#### Vocabulary

**Focus High-frequency Words:** been, first, going, got, he, now, ran, them

**Focus Content Words:** bags, button, elevator, excited, friends, handbag, holiday, parents, tickets, time

#### Phonics

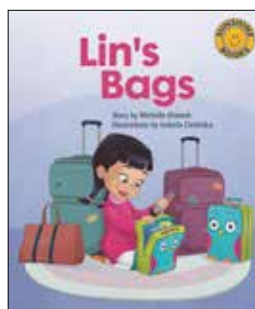
**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. skate-board

**Words to Blend and Segment – pr:** prank, press, prick, print, prune

#### Fluency

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

What can be learnt from this story?



Lin and her family are off to the airport after their holiday. But where are their bags and where is Dad?

### Before Reading

- Ask: Has anyone been on holiday? What did you take? Listen to the title and the names of the author and illustrator. Have you read any other stories by Michelle Osment? (*Those Are Not My Beans*) Did you like it? Notice the apostrophe in the title showing the bags belong to Lin.
- Together look at the cover. Discuss what they see. Ask: What is Lin doing in the picture? Which are Lin's bags? Who do the other two belong to?
- Look at the back cover to discuss what students would take on holiday. Ask: Would the different things in the pictures fit into a bag or not?
- 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?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bags, button, elevator, excited, friends, handbag, holiday, parents, tickets, time* 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.
- On pages 2–3, ask: What are Lin and her parents doing? What is Lin excited about? Find the words *elevator, excited* and *friends* to confirm. Read the sentences together.
- On pages 4–5, ask: What is Mum doing? What has she lost? Look for the words *handbag* and *tickets* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

### After Reading

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

- Where were the tickets? How did the family lose their bags in the elevator? Do you think this could be based on a true story? Why?
- What type of genre is this story? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Students think about a time when something similar happened to them. Share and discuss.
- Reread the story together. Be aware of the punctuation marks and change voices for the characters and emphasis.

### Phonics

- Write the words *prank, press, prick, print, prune* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *pr-ank, prank*. Read them together and talk about the meaning of each.
- Students look at the word *Lin's*. Why is the apostrophe there? Can you see any other words with a similar apostrophe showing something belonging to a character (possessive, Mum's bag on page 4). They make up other examples using their names. Where would the apostrophe go? List examples on the board for students to read.

### Word Study

- Talk about the words *been, first, going, got, he, now, ran, them*. Read them together. Ask students to find 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. Discuss the meaning or use of each word in the book, e.g. *ran* is the past tense of run on page 10.
- Look for contractions in the story. List them and their expanded forms and say what they mean, e.g. *that's, let's, I've, don't, didn't, you've*.
- Have students find the past tense to match the base verb, e.g. *press/pressed; open/opened; pull/pulled; smile/smiled; pick/picked; look/looked; squeeze/squeezed; close/closed*. They make these into a two-column chart to read. Talk about how some verbs already end in e, so you just add d to make the past tense. (*smile/smiled*)
- Together make a list of opposite words on the board, e.g. *up/down, opened/closed*. Read them together. Think of more opposites to add.
- On a piece of paper, 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 punctuation and change of characters. Students repeat. What can be learnt from this story?

### Writing

- Students make a Who, What, Where, How chart to summarise the story. Say who the characters were, where the story took place, what happened and how it ended. They illustrate where possible and present to the class.
- Have students design and plan a model elevator using two cardboard cartons stuck together. They demonstrate how it works.

# Miss Twinkle, You Are a Star

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** around, came, off, our, she, walk, well, went

**Focus Content Words:** cartwheels, circus, different, flips, spell, splits, star, stilts, teacher, toes

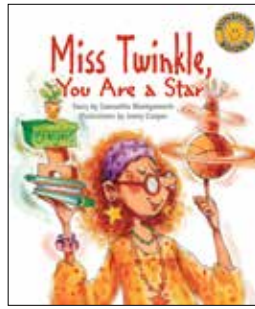
### Phonics

**Letters and Sounds:** Recognise and produce words that end with -ell

**Words to Blend and Segment:** bell, fell, spell, tell, well

### Fluency

Model fluent reading of a section of the text, emphasising the alliteration and descriptive words, for students to repeat. (e.g. stilts with stars)



Miss Twinkle is not at all like a normal teacher. Find out why.

## Before Reading

- Listen to the title and the names of the author and illustrator. Ask: Have they read any other stories by Samantha Montgomerie? Did you like reading them?
- Together look at the cover picture. Students discuss what they see? Ask: What is Miss Twinkle doing in the picture? Why are her eyes closed? How would you describe Miss Twinkle? (stylish, colourful, interesting, clever) Is this a fiction or non-fiction 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 in this picture compared to the cover? What is Miss Twinkle doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Miss Twinkle or the children are doing on each page. Ask: Is Miss Twinkle a good name for her? Why? Bring words like *cartwheels, circus, different, flips, spell, splits, star, stilts, teacher, toes* 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.
- On pages 2–3, look at the picture. Ask: What is Miss Twinkle doing? (spinning) What are the children thinking? (Their teacher is different.) Find the word *different*. How does it start? Will it be a long or short word? Read the sentences together.
- On pages 4–5, ask: What is the child doing now? (spelling) Look for the word *spell* in the text to confirm this. Read the first sentence to check that *spell* makes sense. Ask: How is Miss Twinkle feeling? (happy) Find words in the text to confirm this. What words are in the speech bubble? How would she say them? Read the words together. Repeat the last sentence. Is this what other teachers usually say if you spell words correctly?
- Follow this pattern for each page. Discuss how the alliteration and descriptive parts help with reading the story. How do you use your voice for these parts? Have students discuss the illustration on page 16.

## After Reading

- Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- Read the text together. Ask: What type of genre is this story? Did you like the ending? Why? How would you read the sentence on page 16? What does the exclamation mark mean? Would you like Miss Twinkle to be your teacher? How would you describe her?
  - Students re-tell the text using the pictures on each page as a guide. Discuss how the teacher is different on each page. How did they feel at the end of the story? Did they like the ending?
  - Discuss the back cover. Students practise re-telling the story to someone using these pictures.
  - Reread the story together. Use interesting voices as you read the descriptive words.
  - Talk about the meaning of “*Ta-da!*” Find interesting words in the story that are associated with a circus and with Miss Twinkle, e.g. *flips, stilts, splits, spins, glittery, tip-toe*. Have students listen to the sounds of the language as you say these words.
  - Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. e.g. on page 2 *our* is used instead of “the children’s”; *she* is used instead of “Miss Twinkle”; *other* is used instead of saying the teachers’ names; *you* is used instead of the child’s name. Students find other pronouns and explain their meaning.
  - Reread page 4, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, exclamation marks and speech marks.

## Phonics

- Discuss the sounds of the -ell word ending. Write the words *bell, fell, spell, tell, well* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b /ell/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -ell to write up on the board. Read them together. (sell, dell, yell)
- Students test each other with “what am I” questions, e.g. I like to ring out. What am I? (bell)

## Word Study

- Talk about the words *around, came, off, our, she, walk, well, went*. Read them together. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs. e.g. What word is the opposite of *he* or *on*? Discuss the meaning or use of each word.
- Find the present tense to match the base verb. e.g. leap/leaps; spin/spins; walk/walks; cry/cries; smile/smiles; shout/shouts; point/points. Make these into a two-column chart to read.
- 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.
- Have students make a st- web with words from the story, e.g. star, stilts, stand, starts.

## Fluency

- Model fluent reading of a section of the text, emphasising the alliteration and descriptive words, for students to repeat.

## Writing

- Have students develop a character web for Miss Twinkle. They can use descriptive words to describe how she looks, acts and teaches. They draw her, too.
- Students make a two-column comparison chart of their teacher and Miss Twinkle.



# Monkey Finds a Phone

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** all, ate, had, made, saw, went, with, yellow

**Focus Content Words:** bananas, castle, children, gold, idea, king, message, monkey, phone, slide

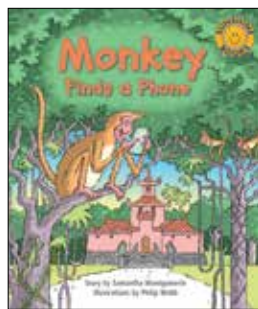
### Phonics

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

**Words to Blend and Segment:** wrap, wreck, write, wrong, wrote

### Fluency

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



Monkey gets up to mischief when he finds the king's phone.

## Before Reading

- Together look at the cover picture. Discuss what students see. Ask: What is Monkey doing in the picture? What is he holding? How would you describe the monkey? (happy? friendly?) What do you see in the background? (A castle) Who do you think lives there?
- Read the title together. h
- Have students notice how /ph/ makes the /f/ sound. Read the names of the author and illustrator. Ask: Have they read any other stories by Samantha Montgomerie? Did you like reading them? Is this a fiction or non-fiction book? How do you know?
- Help students use the title and cover illustration to make predictions about the story. Ask: What is the same or different in the title page picture compared to the cover? What is Monkey doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Monkey, the king or the children on each page. Bring words like *bananas, castle, children, gold, idea, king, message, monkey, phone, slide* 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, look at the picture and ask: What is Monkey doing? Find the word *phone* to confirm. Have students find the words *king* and *grabbed*. Do these make sense?
- On pages 4–5, ask: What is Monkey's idea? Look for the word *message* in the text to confirm that he is writing a message. Read the first two sentences to check that the word *message* makes sense. What does the message on the phone say? Read it together. How is Monkey feeling and why? On the last line what is the word in bold? How do you read it? (with emphasis) Read the last sentence together. Ask: Do you think Monkey should be sending texts on the king's phone?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions for the ending, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentence?

## After Reading

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

- What type of genre is this story? Why might the author write this story? Why could it be a problem if monkeys take things in the real world? What sort of things might monkeys like the look of? (shiny things)
- Students re-tell the text using the pictures on each page as a guide. What did Monkey and/or the king do on each page? Why do you think Monkey grabbed the phone to start with? Did he know what he was doing? How did everyone feel at the end? Did you like the ending? Why?
- Discuss the back cover. Students order the pictures.
- Reread the story together. Discuss how the repetitive parts help with reading the story. How do you use your voice for these parts? Feel the rhythm as you read repetitive parts.
- Discuss the simile (a comparison using like or as) on page 7. *They swung like monkeys all day.* (comparing the children to monkeys) Find more similes in the text. (pages 11, 15)
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. e.g. *he* on page 2 used instead of "Monkey". Have students find other pronouns in the book and explain their meaning. Discuss how the pronoun *they* changes in meaning on different pages. They refers to the monkey bars on page 6 and children on page 7.
- Reread page 4, focusing on the punctuation. Discuss the purpose of the apostrophe, bold print and italics.

## Phonics

- Write the words *wrap, wreck, write, wrong, wrote* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /wr/- ap, *wrap*. Students notice the silent w. Brainstorm more words starting with /wr/ to add to the list.
- Talk about ph for phone. Ph is another way of writing the /f/ sound. Brainstorm other words with ph to write on the board and blend, e.g. telephone, photo, pharmacy.

## Word Study

- Read the words *all, ate, had, made, saw, went, with, yellow* together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book. e.g. *all* is used in *all the way to the top* meaning the pile of bananas went as high as the castle (page 10).
- Look at the word *castle*. Notice it has a silent t. Students think of other words like this. (thistle, listen, Christmas, whistle, fasten)
- 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

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

## Writing

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.

# Red's Kennel

## GOALS

### Comprehension

**Identify the sequence of events:** What happened first, next etc.

### Vocabulary

**Focus High-frequency Words:** did, could, help, little, only, please, that, well

**Focus Content Words:** door, fur, garden, house, idea, kennel, nail, possum, wave, window

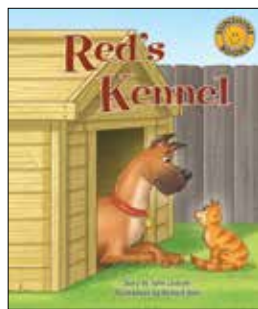
### Phonics

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

**Words to Blend and Segment:** cannot, kennel, outside, possum, window

### Fluency

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



Red is AJ's dog and he needs a new kennel as he grows bigger.

## Before Reading

- Read the title. Have students notice the apostrophe in *Red's*. The kennel belongs to the dog called Red. Read the names of the author and illustrator. Have students think of other stories by John Lockyer. Ask for their opinion of them.
- Look at the cover picture. Discuss what they see. Ask: Why do you think the dog was called Red? What is Red doing in the picture? How would you describe the dog? Is this a fiction or non-fiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story. Ask: What will the story be about?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *door, fur, garden, house, idea, kennel, nail, possum, wave, window* 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.
- On pages 2–3, ask: Who are the characters in the illustration? Find the names *AJ, Dad* and *Red* to confirm. What are they looking at? Find the word *kennel* to confirm. How are they feeling about the kennel? (Look at their faces.) Who made the kennel? Read the sentences together. Ask: Why do you think the boy is called AJ? What could it stand for? What are your initials?
- On pages 4–5, ask: Who is in the kennel now? Look for the words in the text to confirm this. How is Red feeling? Look at his eyes. Does he want to chase a bird? What are Dad and AJ discussing? Read the words together. What is their good idea? (Make a door that only Red can open and not the other animals.)
- Follow this pattern for each page up to page 15. 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. Ask: Did you like the ending? Why? How would you read the sentences. (Show how you would read in a laughing voice.)

## After Reading

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

- Students re-tell the story using the pictures on each page as a guide. What did Red, Dad and AJ do on each page? Why did all the animals come into the kennel to start with? How did Dad stop them? What happened to Dad? Why are they laughing at the end? How could Dad have changed the outcome or done things differently?
- Have students identify the sequence of events: What happened first, next etc.
- Look at the back cover. Tell the story from Red's point of view. Use the illustrations to help you.
- Reread the story together.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 5, *he* used instead of "Red"; on page 14, *they* instead of "the boys". Students find other pronouns in the book and explain their meaning.
- What can you say about the characters in the story? Make a Venn diagram to show similarities and differences between two of the characters.
- Reread page 13, focusing on the punctuation. Show students the purpose of the question marks and model how your voice changes for a question.

## Phonics

- Write the words *cannot, kennel, outside, possum, window* on the board. Blend and segment the words by saying and clapping the syllables as they are spoken, e.g. *ken-nel*. Find more words in the text to divide into syllables.
- Look at the words *laugh, laughing, laughed*. Write them on the board. Students notice the letters gh sound like /f/. (Enough is another similar gh example to note.)

## Word Study

- Talk about the words *did, could, help, little, only, please, that, well* and read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Find the adjective *bigger* in the text on page 2. Explain that this is a comparative of big. Students think of other comparatives that can be used to describe something.
- 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, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

## Writing

- Have students draw and write about a place for a cat, bird or possum to stay in.
- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Students make a Problem/Events/Solution three-column chart about the story. They illustrate and share with the class.



# Smile!

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** blue, don't, green, good, no, other, our, where

**Focus Content Words:** camera, class, children, front, middle, photo, short, smile, tall, teacher

### Phonics

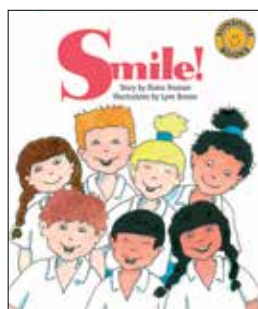
**Letters and Sounds:** Recognise and produce words that begin with the same sound:

ph /f/

**Words to Blend and Segment:** phew, phone, photo, photocopy, photograph

### Fluency

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



It is time for the class photo but the photographer has never taken one before.

## Before Reading

- Together look at the cover picture. Students discuss what they see. Ask: What are the children doing in the picture? Try to work out the title. Read the title together. Why are they smiling? Do you smile for photos? Have you had a class photo taken? Share experiences. Where did you sit or stand in the picture?
- Read the names of the author and illustrator. Have students read any other stories by Diana Noonan? (*So Many Seeds, Forts, Arches*) Did they enjoy them?
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mr Man, Miss Snap and the children on each page. Bring words like *camera, class, children, front, middle, photo, short, smile, tall, teacher* 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.
- On pages 2–3, ask: What is Miss Snap doing? Find the words *taking* and *photo* to confirm. What is she taking a photo of? Why does she look worried? Read the sentences together.
- On pages 4–5, ask: What are Mr Man and Miss Snap doing? Look for the words *fair, dark, back, middle, front* in the text to confirm this. Read page 4 to check the words make sense.
- On page 5, ask: How is Miss Snap feeling? What is she doing? Find words in the text to confirm this, e.g. *smile, camera, click*. Read the words together. Repeat the last sentence.
- On page 7 look at the illustration, ask: Do you think Miss Snap has some things to learn?
- Follow this pattern for each page up to page 14. Discuss how the speaking parts should be read. How do you use your voice for these parts?
- On page 16, have students discuss what they see in the illustration. Ask: How would you read the sentences? (Use emphasis for the exclamation mark.)

## After Reading

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

- Why do you think the author wrote this story? Is this a fiction or non-fiction book? How do you know? What is the main idea or theme of the story? What can you say about class photographers? What do they need to know?
- Students re-tell the story using the pictures on each page as a guide. What did Miss Snap, Mr Man and/or the children do on each page? Why do you think Miss Snap sorted children that way to start with? Did she know what she was doing? How did everyone feel at the end of the story? Did you like the ending? Why?
- Discuss the back cover. How would you order the pictures?
- Reread the story together. Focus on the punctuation and show intonation and expression for the different characters.

## Phonics

- Write the words *phew, phone, photo, photocopy, photograph* on the board to practise saying the words together as a group, e.g. /ph/ew/.
- Brainstorm other words with /f/ ph to write on the board. Read them together, e.g. phonics, phase, physics, pharmacy.

## Word Study

- Talk about the words *blue, don't, green, good, no, other, our, where*. Read them together. Ask students to find 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. Discuss the meaning or use of each word in the book, e.g. *don't* is short for do not on page 12.
- Students find words in the story that are opposites and explain their meanings, e.g. *back/front; tall/short; fair/dark*. Fill in a two-column chart to read. Think of more to add to the list.
- Discuss the words *back row, middle row* and *front row*. Miss Snap and Mr Man tried three ways of sorting the children. Summarise the information by matching the describing words showing hair colour, eye colour and height with back, middle and front, e.g. Back row – black hair; blue eyes; tall children and so on.

## Fluency

- Choral reading with students pointing to the words as they are read. Take notice of the punctuation to make it more meaningful.

## Writing

- Students make a problem/events/solution three-column chart noting the events in the story. They illustrate and label the chart, then use it to re-tell the story to the class.
- Help students to use a school digital camera to create photos of groups in the class for a school album. They learn how to handle a camera with care, how to line up the subjects, how to check the photos and print them. Create a digital and/or printed photo album. Share the album with the class.

# The Thunder Giants

## GOALS

### Comprehension

Analyse the characters of Max, Billy and Samira. What can you say about each?

### Vocabulary

**Focus High-frequency Words:** around, as, did, don't, her, saw, their, who

**Focus Content Words:** children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry

### Phonics

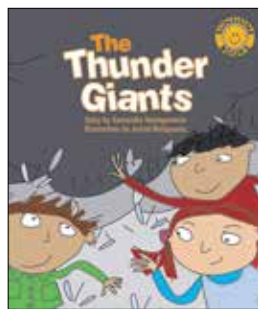
**Letters and Sounds:** Recognise and produce words that start with the same sound:

/j/ soft g

**Words to Blend and Segment:** gentle, germ, giant, giraffe, gym

### Fluency

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



Thunder and lightning in a storm can be scary but the children find a way to make it fun.

## Before Reading

- Read the title and the names of the author and illustrator. Then read the title together. Ask: What could the title mean? Have you heard thunder? Does it sound like giants? Have you read any other stories by Samantha Montgomerie? Did you like reading them?
- Together look at the cover picture. Ask: What are the children doing in the picture? Is this a fiction or a nonfiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry* 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.
- On pages 2–3, ask: What are the children doing? Find the words *classroom, lunchtime, drawing, splashed, outside, drummed* and *steady* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What are the children drawing? They heard a very loud thunder clap. Look for the words *castle, thunder* and *rattle* in the text to confirm. Read the words together. (Notice castle has a silent t.)
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

## After Reading

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

- How did the children cope with being scared of loud thunder? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
- Analyse the characters of Max, Billy and Samira. What can you say about each?
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and emphasise the descriptive words, e.g. *rumbled and rolled* on page 6.
- Look at the back cover to discuss the fact about lightning and thunder.
- Reread page 8, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.
- What do you think the author's purpose was for writing the story?

## Phonics

- Write the words *gentle, germ, giant, giraffe, gym* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *g-erm, germ*. Read them together and talk about the meaning of each. Think of more soft g words to add to the list. (genius)
- On page 4, find the word *went*. Students suggest other words that rhyme with *went*, e.g. bent, sent, rent, tent. Say the words together.

## Word Study

- Talk about the words *around, as, did, don't, her, saw, their, who*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. *around* means going in a circle on page 12. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- Read the words *stomped and stamped* on page 12. Explain that this is an example of alliteration of st. In the description of Samira dancing, the author is helping you to create a picture in your mind as you read. Have students find more examples of alliteration.
- Who are the thunder giants? Students say what they do and list them. What makes the thunder? What is happening when it gets louder? (*bowling, cooking, dancing*) Find the interesting words the author used to describe these.
- Make a timeline of the weather growing in intensity, starting with the rain splashing, then drumming on to the thunder clapping and so on.
- What were the main things that Max didn't like when there was thunder? Make a web with Max in the middle and things like *windows rattled* coming out from the web.

## Fluency

- Model fluent reading of a section of the text, emphasising the alliteration, for students to repeat.

## Writing

- Students make a setting, characters, problem, solution summary of the story. Under the four headings they label and illustrate the main points and use this to retell the story to the class.
- Students draw or paint what they think a thunder giant might look like.



# The Town Fire Brigade

## 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

**Focus High-frequency Words:** here, into, little, open, ran, said, she, were

**Focus Content Words:** bakery, fire, firefighters, hole, ladder, roof, school, siren, station, town

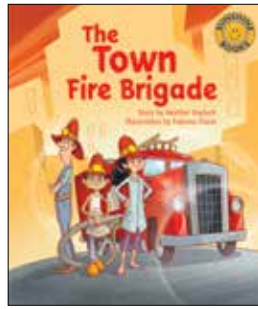
### Phonics

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

**Words to Blend and Segment:** bricks, bridge, brigade, bring, brown

### Fluency

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



The town fire brigade is made up of volunteers. They all have jobs to do but when there is a fire, off they go to help.

## Before Reading

- Ask: Has anyone seen a fire brigade in a small town? Usually the firefighters have other jobs but help when a fire alarm sounds. Read the title and the names of the author and illustrator.
- Together look at the front cover. Ask: What can you see? What are the firefighters doing? Can you see one winking? Why do you think that is?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bakery, fire, firefighters, hole, ladder, roof, school, siren, station, town* into the conversation. Notice the sound words in the pictures. On page 15, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the man on the bike doing? Find the words for the sound of the siren starting with /w/. Read them. Why is he biking? What was he doing before he started biking? Find the words *bakery, flour, van, tray* and *oven* to confirm. Look for the first sound, /b/. What else do you hear? *b-ake, bakery*. Make sure it looks right, sounds right and makes sense. Follow a similar process for other tricky words. Read the sentences together. Read the sound words in bold in the picture.
- On pages 4–5, ask: How did Mr Rowley get to the fire station? Read the sound words (*scoot scoot zoom*). Whose scooter did he take? How did the boy feel? Look at his face.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- On page 16, have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

## After Reading

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

- Look at the back cover to re-tell the story using the pictures.
- Identify the main idea of the story and the characters in it. What can you say about each one? Did they get along well? Did they have fun? What caused each of the fires? How did each firefighter get to the fire station?
- Reread the story together. Change voices for the characters and emphasise the sound words in the art, e.g. *Woo-woo! Clippety Clop!* Tell students that this is onomatopoeia, words that sound like the sound of the thing they are referring to. Have students make a poster to illustrate some of the sound words as shaped words, e.g. *SLURP, Woosh* for the fire hose.

## Phonics

- Write the words *bricks, bridge, brigade, bring, brown* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *br-icks, bricks*. Read them together and talk about the meaning of each. Students think of more br- words to add to the list, e.g. broom, brake, brand, brooch, brush.
- Find words in the story starting with cl-, e.g. *cleaning, clippety-clop*. Students think of more to add to the list. Read them together.

## Word Study

- Talk about the words *here, into, little, open, ran, said, she, were*. Read them together. Ask students to find 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. Discuss the meaning or use of each word in the book, e.g. *open* is the opposite of closed on page 14.
- Notice the way the firefighters call the animals when they escaped from the vet. What do they call the dog and cat? (*kitty, doggy*) What letter does the y sound like? (long /e/) Think of other animals to do this to, e.g. horse/horsey.
- 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 a section of the text, emphasising the sound words, repetition and attending to punctuation, for students to repeat.

## Writing

- Have students make a cause-and-effect chart, e.g. Cause – left buns in oven; Effect – fire at bakery. Add all the incidents in the story. They illustrate where possible and share with a partner.
- Students make a story map covering the events in the story in order. They illustrate and label the story map, then use it to re-tell the story to the class.
- Find out about volunteer fire brigades that usually operate in rural or small town areas. Find out who the people are that put out the fires. Present your findings.

# A Berry Big Family

## GOALS

### Comprehension

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

### Vocabulary

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

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

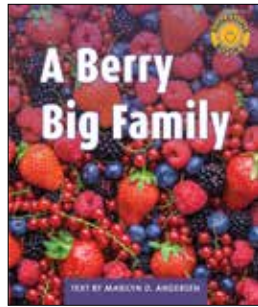
### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

- Students use the index to find information about raspberries.

## After Reading

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

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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



# How Does Your Snack Grow?

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

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

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

# Ruby Is a Beekeeper

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonics

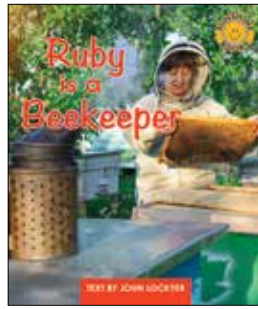
**Letters and Sounds:** Recognise and produce words that have the same sound:

x /ks/

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

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

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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



# Salt of the Earth

## GOALS

### Comprehension

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

### Vocabulary

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

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

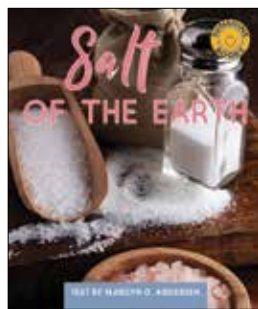
### Phonics

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

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

### Fluency

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



Salt is a important for how our bodies work.

## Before Reading

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

## Reading the Text

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

## After Reading

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

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

# It's About Time

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** about, before, green, know, my, not, once, red

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

### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

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

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

## Phonics

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

## Word Study

- Talk about the words *about, before, green, know, my, not, once, red*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context, e.g. *before* is the opposite of *after* on page 14. They play a spelling game with them.
- Take some of the sayings and explain what they mean, e.g. *spend time*. (page 3) How do we spend time? Is it like spending money? What's your favourite way of spending time? Together survey the class to see how they like to spend time. Turn the results into a graph.

## Fluency

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

## Writing

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



# What We Do When...

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

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

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

# Beaks

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask students what they know about birds and their beaks. What are they used for?

### Vocabulary

**Focus High-frequency Words:** for, from, has, like, this, what, which, who

**Focus Content Words:** beak, bird, ducklings, fish, flowers, food, fruit, trees, seeds, water

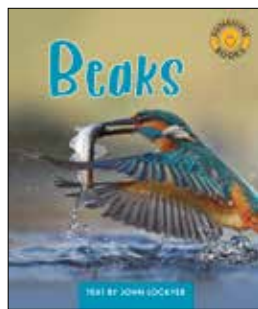
### Phonics

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

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

### Fluency

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



Find out what birds' beaks are for and how they are shaped to get the food they like.

## Before Reading

- Ask students what they know about birds and their beaks. Ask: What are they used for?
- Guess the title and read it together. Discuss what students see in the pictures on the cover and title page. Ask: What are these beaks being used for? On the back cover, which food would go with these beaks?
- Help students use the title of the book and cover illustration to make predictions about the text. Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Ask: Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.)
- Have students notice the beautiful colours of the birds and what they eat. Discuss what the beaks are used for on each page. Bring words like *beak, bird, ducklings, fish, flowers, food, fruit, trees, seeds, water* into the conversation.
- Before turning to page 16, ask students what the answer might be.

## Reading the Text

- Read the cover and the title page together. On page 2, ask: Which beak do you think is best and why? Look for the tricky word. (different, *shoebill*) Break the words into chunks or syllables.
- Read the text together, with students pointing to the words as they are read.
- On page 3, discuss the picture. Read the question together.
- Got to page 4 for the answer. Find the tricky word in the text. (*hummingbird*) Break the word into chunks or syllables. Ask: What is a hum? Make a humming sound. Why do you think this bird is called a hummingbird? (The beating of their wings makes a humming sound when they hover.) What is the bird eating? Why does it need a sharp pointy beak?
- Follow this pattern for each page, discussing the pictures, what the different birds/beaks are like and locating the tricky words before reading each page. Notice that every second page is the same (repetition).

## After Reading

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

- Look at the back cover and match the birds to their food. Were earlier guesses correct?
- Notice the question words in the text. (*who, what, which*) How do we read questions? Model then practise reading the questions on pages 2–3. How does reading the answers differ?
- Ask how repetition adds to the text. It adds to the flow and predictability of the text. You know what might be coming next.
- Students re-tell the text using the pictures on each page as a guide. Discuss the beaks and their uses.
- Discuss the ending and how useful beaks are. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- How do you think a bird knows which food would suit its beak? Does it try out lots of different food first, copy its mother or is it born with the knowledge? Will its beak be the same shape when it is a baby bird versus an adult?
- Look at the design on the page numbers. What is it? What does this feature add to the book?
- Summarise the information in a two-column chart with the headings: Beak and bird; use of beak for food. Use this chart to re-tell the story, e.g. a pelican's beak/used to catch fish.
- Have students look at the index and find the page where there is information about a toucan. They ask a partner questions about the index. e.g. What page is the spoonbill on?

## Phonics:

- Write words *what, when, where, which, why* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /wh/-at, what. Brainstorm more words starting with wh- to add to the list. e.g. white, whale, while, whisk.

## Word Study

- Talk about the words *for, from, has, like, this, what, which, who*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Find words that start with fr-. (*fruit, from*) Discuss the two letters they start with. /f/ /r/ fr. Think of more words starting with fr, e.g. fridge, frost, frame, free, fry.
- Listen for the long e in these words: *beak, seeds, trees*. Write the words on the board. Students notice the different spellings for long e. Think of other examples (baby, leak, me, receive).
- Students listen and identify syllables in words and clap as they are spoken, e.g. pel/i/can. They listen for one-syllable words in the book to clap, e.g. *beak, fish*. Have students clap two syllable words, e.g. *cross/bill, duck/lings*. Discuss the rule for words with double letters, e.g. *hum/ning, puff/fin*.

## Fluency

- Model a fluent reading of a section of the text, differentiating between questions and answers.

## Writing

- Have students write a new text using the pattern of the text, e.g. Who has a beak like this and what is it for? This is the beak of a blackbird. It uses it to catch worms. They illustrate it. This idea could be expanded into a four-page illustrated booklet. Students share with a partner.



# Forces

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference? Walk through the pages to confirm.

### Vocabulary

**Focus High-frequency Words:** come, jump, ride, them, this, with, would, you

**Focus Content Words:** bike, force, gravity, kick, move, pull, push, see-saw, pilot, plane

### Phonics

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

ur turn

**Words to Blend and Segment:** burn, fur, hurt, surf, turn

### Fluency

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



Forces are what makes things move, whether pushing, pulling, going up or going down.

## Before Reading

- Together look at the cover picture. Ask: What are the children doing? Explain that pulling is a force to make something move or stop.
- Read the title and then read it together. Have students notice that the c in *Forces* sounds like /s/. Ask: What else could be a force to move or stop something? (a push) Demonstrate with an article on the floor and move it. Ask: Did I use a push or a pull? Discuss what is happening on the title page. Look at the back cover. Talk about which pictures show a pull or a push and who is doing the pushing or pulling.
- Help students use the title and cover illustration to make predictions about the text.
- Read the title and the contents to see what will be in the text. Ask: Is this book fiction or non-fiction? How do you know? What is the difference? Non-fiction is true and may have photographs. Flick through the pages to confirm.
- Talk/walk through the pictures. Notice the forces on each page. Bring words like *bike, force, gravity, kick, move, pull, push, see-saw, pilot, plane* into the conversation.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different forces in the pictures? Find the words *push, pull, move, stop*. Read the text together pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *kick* and *ball*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the forces are before reading each page.
- On page 16, students look at the index and find the page with more information about wheels. They ask a partner questions about the index, e.g. What page is the see-saw on?

## After Reading

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

- Students re-tell the text using the pictures on each page as a guide. They discuss the different forces. Have you ever experienced any of the forces you've read about in the text? Or any different forces? How did those experiences feel?
- Discuss gravity. What stops an egg from staying in the air when you let it go? Would this happen to other things if you dropped them? What would happen if we didn't have gravity? Why would this be a problem?
- What do you think the author's purpose was for writing the book? What have you learnt from this book?

## Phonics

- Write the words *burn, fur, hurt, surf, turn* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *b-urn, burn*. Brainstorm more words with -ur to add to the list, e.g. *burnt, furry, turned, hurting, church*.

## Word Study

- Talk about the words *come, jump, ride, them, this, with, would, you*. Photocopy the flash cards from the inside front cover and read them together. Ask students to find and read these words in the book. Discuss their meaning in context. Students can play a memory game with the cards.
- On a piece of paper, students draw a picture of one of the forces in the book. They write the matching sentence from the text.
- Discuss words that have the soft c sound like *force* where the c sounds like /s/. Brainstorm other words with this sound and write a list on the board to read, e.g. *ice cream, ice, nice, rice, race, face, lace*.
- Students find words that start with br- in the text. (*brother, brakes*) Discuss the two letters they start with (/b /r/ br). Students think of more words starting with br-, *bread, bring, brain, brave, brush, brick*.
- Students identify syllables in words and clap as they are spoken, e.g. *grav/i/ty*. Together read and clap one-syllable words in the book, e.g. *force, move, kick, stop, pull*. Have students clap two-syllable words, e.g. *push/es, ped/als, see/saw, han/dle, pil/ot, bro/ther, some/thing, with/out*.

## Fluency

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

## Writing

- Have students write a new text using the pattern of the text, e.g. The driver uses force to stop a car. He pushes the brake hard. The car stops fast. They share this with a partner.
- Students discuss swimming classes. In a pool, when they push off from the wall, they move forward and swim to the other side of the pool. So the push off the wall leads them to go in the other direction to their push. Students draw a swimmer starting to swim a lap or they film someone doing this to illustrate how the swimmer's arms push and the pull.

# Lots of Feathers

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** and, fly, have, help, off, or, they, when

**Focus Content Words:** birds, dry, feathers, fluffy, keep, oily, tail, warm, ways, wings

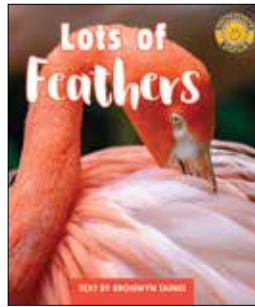
### Phonics

**Letters and Sounds:** Recognise and produce words that end with -ing (present tense)

**Words to Blend and Segment:** flying, hiding, keeping, showing, using

### Fluency

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



Birds use their feathers in different ways.

## Before Reading

- Have students look at the cover. Explain that this is a flamingo. Ask: What is the flamingo doing? Notice the different shades of pink. What do you know about feathers?
- Start a Before and After chart. On the left side students make a web about what they already know about feathers.
- Read the title together. Discuss what students notice in the pictures on the cover and title page. (colours of the feathers, many layers)
- Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Help students use the title of the book and cover illustration to make predictions about what the text will be about. Read the table of contents to give an idea.
- Talk/walk through the pictures. Notice the different uses for feathers. Discuss what birds are associated with the uses on each page. Bring words like *birds, dry, feathers, fluffy, keep, oily, tail, warm, ways, wings* into the conversation.

## Reading the Text

- Read the cover and the title page together. On pages 2–3, ask: What are the different ways that feathers are used? Look for tricky words like *showing, keeping, flying*. Break the words into chunks or syllables. e.g. keep/ing Read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *fluffy* and *down* in the text. Talk about the meaning of *down feathers*. Read the words together.
- Follow this pattern for each page discussing the pictures, what the different uses are before reading each page. On page 16, look at the index and find the page where there is more information about down feathers.
- Students ask a partner questions about the index, e.g. what page is hunting on?

## After Reading

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

- Re-tell the text using the pictures on each page as a guide. Discuss the different types of feathers and what they are used for and how they help the birds.
- Discuss possible reasons for the author writing this text, e.g. passion for birds; to share information; to stimulate interest.
- What have you learnt from this book? Summarise the information in a two-column chart with the headings: Type of feather; Use (e.g. oily/slide on ice).
- Ask students how feathers can help us. (Keep us warm.) How are they used for people today? (pillows, sleeping bags, jackets) Would there be down or oily feathers in them?
- Look at the design on the page numbers. What is it? What does this feature add to the book?
- Look at the back cover? What do you think the bird is using its feathers for? (showing off)

## Phonics

- Write the words *flying, hiding, keeping, showing, using* on the board to practise blending and segmenting the onsets and rimes, e.g. /fly/- ing, flying. Brainstorm verbs with -ing to add to the list. Remind students of the rule when the verb ends in e, drop the e before adding -ing.

## Word Study

- Talk about the words *and, fly, have, help, off, or, they, when* from the inside front cover. Read them together. Ask students to read these words and discuss their meaning in context.
- Students draw a picture of one of the birds in the book. They write the matching sentence from the text, e.g. page 14, *Some birds use feathers to hide*.
- Find the word *bird's* on page 10. Notice the apostrophe. What does it mean? (the wing and tail feathers belong to the bird) Students practise using the possessive apostrophe and explaining its meaning with a partner. e.g. Here is Sam's pen. (the pen belongs to Sam)
- Students find words in the text that start with fl. (*flying, fly, fluffy*) Discuss the two letters they start with. /f/ /l/ fl Think of more words starting with fl (flame, flow, flip, flash, flick).
- Make a timeline showing fluffy at one end and oily at the other. Find words to go in between. e.g. sticky, slimy, rough.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *beaut/i/ful*. Together listen for one-syllable words in the book to clap, e.g. *wing, tail*. Have students clap two syllable words, e.g. *us/ing, feath/ers*.

## Fluency

- Choral reading with students pointing to the words as they are read. Use intonation to make the words sound interesting and meaningful.
- In pairs, have students choose a spread and read to each other, making sure the words make sense when read.

## Writing

- Students make a web "What I learnt about Feathers" with the page numbers for reference. Finish the After part on the right side of the Before and After chart to share with the class.
- Have students make a poster with a partner showing the uses of feathers. They illustrate and write captions. e.g. down feathers – keep warm, line nests. They share this with the class.



# Making Bubbles

## GOALS

### Comprehension

**Connect to prior knowledge:** Have you ever played with bubbles? Where can you find bubbles? Is this book fiction or non-fiction?

### Vocabulary

**Focus High-frequency Words:** are, around, if, little, make, see, will, with

**Focus Content Words:** air, bath, beach, boils, bubbles, diver, fizzy, soup, water, waves

### Phonics

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

oa long o

**Words to Blend and Segment:** boat, float, foam, soap, soapy

### Fluency

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



Find out what bubbles are and what they are used for.

## Before Reading

- Ask students what they know about bubbles. Read the title and the name of author. Ask: What could *making bubbles* mean? Discuss what they see in the pictures on the cover and title page. Notice the colours and lights in the bubbles. Is this book fiction or non-fiction? How do you know? (photos) What is the difference?
- Ask: Have you ever played with bubbles? Where can you find bubbles? Help students use the title of the book and contents page to tell what the text might be about.
- Talk/walk through the pictures. Notice the different places bubbles occur. Discuss what makes bubbles on each page. Bring words like *air, bath, beach, boils, bubbles, diver, fizzy, soup, water, waves* into the conversation.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What are bubbles? Look for tricky words like *layer, soapy, water*. Break the words into chunks or syllables, e.g. *lay-er*. Read the text together pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Read the heading. Find the words *boils, fizzy drink, vinegar* and *baking soda* in the text. Talk about the meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures about bubbles before reading each page. Predict how the text might end before turning to page 16.
- Students use the index and find the page with information about a diver. Ask a partner questions about the index, e.g. What page is there information about foam?

## After Reading

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

- Students re-tell the text, using the pictures on each page as a guide.
- Look at the back cover. Together talk about what this very big bubble could do.
- What do you think the author's purpose was for writing the book? What have you learnt from this book? What sea creature plays with bubbles? How can you make bubbles? What ingredients would you need?
- Look at the design on the page numbers. What is it? How does this feature add to the book?

## Phonics

- Write the words *boat, float, foam, soap, soapy* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/-oat, boat. Brainstorm more words with -oa to add to the list, e.g. coat, moat, goat. Notice that words like note and vote have the same long /o/ vowel sound but with a different spelling.

## Word Study

- Talk about the words *are, around, if, little, make, see, will, with*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Photocopy the flash cards from the inside front cover so students can play a spelling or memory game with the cards.
- On a piece of paper, students draw a picture of bubbles from the book. They write the matching sentence from the text.
- Have students find words that end with -le in the text, e.g. *bubble, marble*. They think of more words ending with -le. (little, kettle, bottle) They read the words, make an -le web, illustrate it and write the words.

## Fluency

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

## Writing

- Have students make a web showing some uses for bubbles. They label and illustrate their web and share with the class.
- Students make a flow chart with arrows showing how to make bubbles. They can illustrate and share.
- Have students write a poem or story saying why bubbles are amazing.
- Students follow the guide in the book on page 14 to make a frame to make their own bubbles. Gather the things needed first and find an outdoor area to proceed. The steps could be photographed or videoed and shared on the school website with comments from students.

# Texture Treasure Hunt

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** before, find, jump, only, right, take, two, will

**Focus Content Words:** fluffy, hard, hunt, rough, slippery, smooth, soft, squishy, texture, treasure

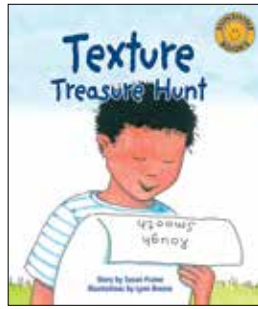
### Phonics

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

**Words to Blend and Segment:** cough, enough, laugh, rough, tough

### Fluency

Model fluent reading of a section of the text, noticing the descriptive words, questions and answers and different characters, for students to repeat.



Alex goes on a treasure hunt with a difference.

## Before Reading

- Ask: Has anyone ever been on a treasure hunt? What is treasure? Read the title and the names of the author and illustrator. Notice the alliteration in the title and the two words ending with -ure. Ask: Have you read other stories by Susan Frame? (*Getting Around, It's Good to Share*) Did you like reading them?
- Discuss what students see on the cover. Ask: What is the boy doing in the picture? What words are on his list? Is this a fiction or a non-fiction book? How do you know?
- Look at the back cover to discuss what texture means. Ask: How would the different things feel to touch. Look at how the words start. How would the rocks feel? Wet? Is the word wet? No, it starts with sl-. The rocks are *slippery*. Try this with all the pictures.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What words are on the list now? Do you recognise some from the back cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *fluffy, hard, hunt, rough, slippery, smooth, soft, squishy, texture, treasure* 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.
- On pages 2–3, ask: What are Alex and his Dad doing? Find the words *treasure* and *hunt* to confirm. What is *texture*? Find the word. (Look for the x.) Read the sentences together.
- On pages 4–5, ask: What are they doing? Look for the texture words *hard* and *soft* in the picture and text to confirm. Read the words together.
- Follow this pattern to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

## After Reading

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

- Identify the main idea of the story and the two characters in it. What can you say about each one? Did they get along well? Did they have fun? Would you like to do a texture treasure hunt?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the descriptive words, e.g. *squishy*.
- Revisit the outside back cover. Students think of other words to use for how things feel, e.g. sticky, prickly.
- Reread page 8, focusing on the punctuation. Discuss with students the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate how reading without punctuation marks sounds, and then repeat, acknowledging the difference when you use them. Students notice how meaning becomes clearer when punctuation marks are observed.

## Phonics

- Write the words *cough, enough, laugh, rough, tough* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. c-off, *cough*. Read the words together and talk about the meaning of each.

## Word Study

- Talk about the words *before, find, jump, only, right, take, two, will*. Read them together. Ask students to find 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. Discuss the meaning or use of each word in the book, e.g. *before* is the opposite of after (page 6).
- Read the word *treasure*. Have students notice the /zh/ sound in the middle. They think of other words that have this sound. (pleasure, measure)
- Have students find the past tense to match the base verb, e.g. sit/sat; take/took; tick/ticked; climb/climbed; find/found, jump/jumped; wash/washed. List these in a two-column chart to read. Talk about how some words don't add -ed but most do.
- Students find the adjectives, e.g. *hard* describes the *seat* (page 8). They think of examples to add to the list and make a two-column chart for the adjectives and the nouns they describe.
- Look for words that end in y. (*slippery, fluffy, squishy*) Notice the y sounds like a long e.
- 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 fluent reading of a section of the text, noticing the descriptive words, questions and answers and different characters, for students to repeat.

## Writing

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Together make a list of opposite textures on the board, e.g. soft/hard. Read them together. Students look for different textures around the room and label them. They write a sentence about the texture they found.



# Where Is the Sun?

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss where the sun is on each page.

### Vocabulary

**Focus High-frequency Words:** away, from, if, other, there, we, where, your

**Focus Content Words:** clouds, daytime, Earth, moon, night, star, summer, sun, winter, world

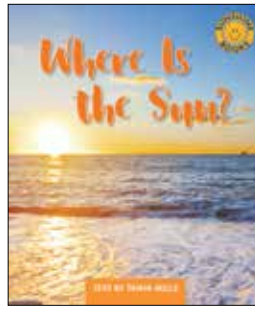
### Phonics

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

**Words to Blend and Segment:** bus, but, dust, must, sun

### Fluency

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



The sun is always in our sky but we can't always see it. Find out where it is.

## Before Reading

- Ask students what they know about the sun. Read the title together. Ask: What does it mean? Can you see the sun in the picture on the cover? Is this sunset or sunrise? Are there ever times when we can't see the sun? Discuss what students see in the picture on the title page. Notice the colours and shades of light from the sun. Look at the back cover. Notice how big the sun is in comparison to our Earth.
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Help students use the title of the book and cover illustration to make predictions about the text. Read the title and the table of contents to see how the text is organised.
- Talk/walk through the pictures. Notice the colours and sunlight. Discuss where the sun is on each page. Bring words like *clouds, daytime, Earth, moon, night, star, summer, sun, winter, world* into the conversation.
- Before turning to page 16, ask students how they think the text might end.

## Reading the Text

- Read the cover and the title page together. Read page 2 together.
- On pages 4–5, ask: What are the different planets and where is the sun? Look for tricky words like *special, closest*. Break the words into chunks or syllables, e.g. *clos-est*. Students read the text together pointing to the words as they are read.
- Talk about the meaning of *special* and *closest*. Read the words together.
- Follow this pattern for each page, discussing the pictures and where the sun is before reading each page.
- Predict the ending before turning to page 16. Look at the index and find the page where there is information about winter. Ask a partner questions about the index. e.g. What page is summer on?

## After Reading

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

- Students re-tell the text using the pictures on each page as a guide. Discuss where the sun is on each page.
- Discuss the ending and what it means. What do you think the author's purpose was for writing the book? What have you learnt from this book? How can the sun always be there even if we can't see it?
- Look at the design on the page numbers. What is it? What does this feature add to the book?

## Phonics

- Write words *bus, but, dust, must, sun* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/- us, bus. Brainstorm more words with /u/ to add to the list. (rust, bust, fun, tummy)
- Have students find the word *Earth's* on page 4. Notice the apostrophe. What does it mean? (The sun is the star of the Earth so the apostrophe goes after Earth before the s.) Find more examples in the text: *summer's day* and *sun's light* on page 6. Practise using the possessive apostrophe and explaining its meaning with a partner.

## Word Study

- Talk about the words *away, from, if, other, there, we, where, your* on the inside front cover. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Students draw a picture of something in the book. They write the matching sentence from the text, e.g. page 14, *Sometimes the moon hides the sun in the daytime. The sun is still there.*
- Have students find the words that tell where the sun is, e.g. *behind, closest, there, further away, other side*. Discuss the meaning of these words. Draw a web with the sun in the middle. Place the location words around the sun showing the closest to the furthest away by the position in relation to the sun. They can add more location words of their own.
- Ask: Why is the sun Earth's special star? Does it look like a star? Make a seasons chart showing what you might see in each season. Include the sun even if it is covered by clouds.
- Have students think of opposites. e.g. day/night. They find the opposites to these words in the text: furthest, summer, cool, night time, dark. They read the sentences they are in. (*closest, winter, warm, daytime, light*)
- Students listen and identify syllables in words and clap as they are spoken, e.g. Ju/pi/ter. They listen for one-syllable words in the book to clap, e.g. *clouds, world*. Have students clap two syllable words, e.g. *al/ways, fur/ther*.

## Fluency

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

## Writing

- Have students write a new text using the pattern of the text, e.g. But where is the sun in autumn? It is hiding behind the clouds. They illustrate their story and share with a partner.
- Reread page 6. Have students tell or write about why sun is good for us and why too much sun is not good for our skin. What can you do to protect ourselves from too much sun?

# Wonderful World

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the text.

### Vocabulary

**Focus High-frequency Words:** big, down, green, look, there, this, up, what

**Focus Content Words:** billions, coral, millions, north, pole, reef, rainforest, south, waterfall, world

### Phonics

**Letters and Sounds:** Identify and make superlatives ending in -est

**Words to Blend and Segment:** biggest, greatest, highest, largest, longest

### Fluency

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



This book travels to seven wonders to ask "Would you like to..."

## Before Reading

- Ask: What do you notice about the title? (alliteration – a way writers make their writing more interesting)
- Read the title together. Ask: What is wonderful about our world? Discuss what students see in the pictures on the cover and title page. What do the photos show about our wonderful world? What other places might be in the book? How do you know that this book is non-fiction?
- Read the title and the table of contents to give an idea of what places are in the text.
- Talk/walk through the pictures. Notice the scenery. Discuss what students see on each page. Bring words like *billions, coral, millions, north, pole, reef, rainforest, south, waterfall, world* into the conversation. Ask: What do you notice about *millions* and *billions*? (They rhyme.) Which number is bigger?

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photo? These are famous mountains. Look at the text to see why. Look for tricky words like *Everest, highest, mountain, climb*. Break the words into chunks or syllables, e.g. *Ev-er-est*. (*Climb* has a silent b.)
- Read the text together, pointing to the words as they are read. Look at the back cover to find where Mt Everest is on the world map.
- On pages 4–5, ask: What do you see in the picture? (a huge waterfall called Victoria Falls.) What country is it in? Share experiences if anyone has seen a waterfall. Was it loud? What makes the noise? Read the words together. Look at the back cover to find it on the map.
- Follow this pattern for each page, discussing the pictures and what the different features are before reading each page.
- Have students look at the index and ask a partner questions, e.g. What page would I find information about the rainforest?

## After Reading

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

- Discuss and model how to identify the main idea of the text.
- Students re-tell the text using the pictures on each page as a guide. They discuss the features and the countries they appear in.
- Look at the design of the page numbers. How does this effect add to the design of the book?
- Discuss the ending and what *wonderful world* means. What do you think the author's purpose was for writing the book? What have you learnt from this book? They think of other alliterative titles that could be used for each chapter, e.g. Amazing Amazon, Crazy Canyon, Famous Falls.
- Return to the back cover and review the wonders and the countries where they are found.

## Phonics

- Write the words *biggest, greatest, highest, largest, longest* on the board. Chunk and say them as a group, e.g. *great-est, greatest; big-gest, biggest*. Brainstorm more words ending in -est. (shortest, coldest) A superlative is used when things are compared. Remind students that words like nest and best are not superlatives.
- Students identify syllables in words and clap as they are spoken, e.g. *bar/ri/er*. Together read and clap one-syllable words in the book, e.g. *reef, fish*. Have students clap two-syllable words, e.g. *cor/al, mil/lions*.

## Word Study

- Talk about the words *big, down, green, look, there, this, up, what*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Have students look for compound words in the story, e.g. *waterfall, rainforest*. List the two words and then the compound word on the board along with the meaning. Add any other compound words students know.
- Students create a quiz. They choose one chapter to reread, then write a question about it. *Great Barrier Reef* page page 8. Question 1: What is the largest coral reef in the world? They ask a partner their question to have a fun quiz.

## Fluency

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

## Writing

- Students write and illustrate a fact from the text. They share this with a partner.
- Have students create a new story called: Our Wonderful School. They list the reasons why and then write sentences about why it is wonderful.



# Katie's Cabbage Chaos

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the text.

### Vocabulary

**Focus High-frequency Words:** an, come, down, much, of, other, round, went

**Focus Content Words:** beetroot, cabbage, camera, coleslaw, sacks, seed, seedling, snails, thief, weeds

### Phonics

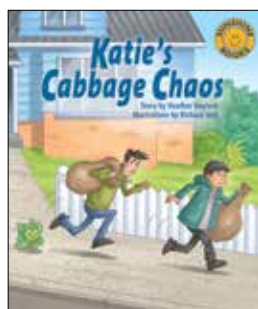
**Letters and Sounds:** Recognise and produce words that begin with the same sound:

tw

**Words to Blend and Segment:** tweet, twig, twin, twirl, twist

### Fluency

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



A garden full of cabbages comes in useful when two thieves steal from the neighbour.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the alliteration in the title. The three words start with /k/. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is *chaos*? (a mess, disorder, confusion) What could *Cabbage Chaos* mean? Have they read any other stories by Heather Haylock? (*Nutty Knitting*, *Tom*, *the School Cat*) Did you like reading them?
- Together look at the cover picture. Discuss what they see? Ask: What are the people doing in the picture? What could be in the sacks? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- 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 the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *beetroot*, *cabbage*, *camera*, *coleslaw*, *sacks*, *seed*, *seedling*, *snails*, *thief*, *weeds* 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.
- On pages 2–3, look at the picture. Ask: What is Katie doing? Her class is learning to grow vegetables. Find the words *learning*, *grow*, *vegetables*, *planting*, *cabbage* and *seeds*. Ask: Do the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What did Dad and Mum think of Katie's idea? Dad thought it would be good not to mow the lawn. Mum thought there would be too much coleslaw to eat. Look for the words *coleslaw*, *mow* and *lawn* in the text to confirm. Read the words together.
- Follow this pattern up to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

## After Reading

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

- Do you think Katie found a good use for the cabbages? What would you have done in a similar situation? What do you think Katie will use the beetroot for? What type of genre is this story? Do you think it is based on a true story?
- Discuss how to identify the main idea of the text. Review events and talk about the main idea.
- Reread the story together. Be aware of the punctuation marks, changing voices for the characters. Remember to emphasise the descriptive words, e.g. *twisted* and *twirled* on page 6.
- Look at the back cover to discuss ways to eat cabbage and how students like to eat it. Which is your favourite? Do you know any more ways to use cabbage?
- Reread page 9, focusing on the punctuation: the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate reading without punctuation and then repeat with punctuation. Notice how the meaning becomes clearer when punctuation marks are observed.

## Phonics

- Write the words *tweet*, *twig*, *twin*, *twirl*, *twist* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *tw-eet*, *tweet*. Read them together and talk about the meaning of each. Think of more tw- words to add to the list, e.g. twice, twisted, twirling, tweets, twins, twigs.
- Discuss with students how sometimes ch sounds like /k/, e.g. Christmas, chaos.

## Word Study

- Talk about the words *an*, *come*, *down*, *much*, *of*, *other*, *round*, *went*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book.
- Read the words *twisted* and *twirled* on page 6. Explain that this is an example of alliteration. The author is helping to create a picture in your mind as you read.
- On page 8, read the description of the cabbages in rows, *like an army of round, green soldiers*. Explain that this is a simile. The author is helping to create a picture as you read.
- On page 12, have students notice the words *rushing*, *gushing river of green*. *Rushing* and *gushing* rhyme. This is another techniques used by the author to paint a picture in your mind.
- Make a list of interesting words the author has used to make her story exciting, e.g. *Owofff!* *CRASH!!* *hurled*, *tripped*. Students illustrate these as shaped words on a poster.

## Fluency

- Model fluent reading of a section of the text, emphasising the alliteration, assonance and attending to punctuation, for students to repeat. (*twisted* and *twirled*; *rushing*, *gushing*)

## Writing

- Students make a setting, characters, problem, solution summary of the story. Under the four headings they label and illustrate the main points and use this to re-tell the story to the class.
- Students write a new ending, telling what Katie does with the beetroot.
- Students plant some cabbage seeds and keep a diary as they grow.
- Make a coleslaw in class. See how many other vegetables you can use. Students write about the experience. Or try making some of the dishes from the back cover that contain cabbage. These could be cooking projects for the class.

# Those Are Not My Beans

## GOALS

### Comprehension

Discuss and model how to identify the main idea of the story.

### Vocabulary

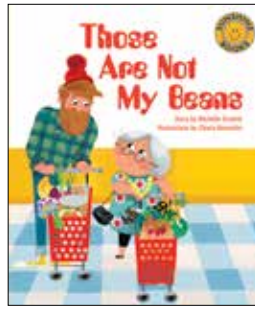
**Focus High-frequency Words:** four, one, them, two, was, who, yellow, yes  
**Focus Content Words:** beans, cabbage, eggs, grapes, onions, pie, pineapple, socks, store, trolley

### Phonics

**Letters and Sounds:** Identify and make rhyming words, e.g. store/four; seeds/needs  
**Words to Blend and Segment –cr:** crash, cream, creep, crunch, crust

### Fluency

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



Grandma is at the store and she has things in her trolley that she didn't put there. Who did?

## Before Reading

- Read the title and the names of the author and illustrator. Ask: What could the title mean? Who might be saying, *Those are not my beans*. Together look at the cover picture and discuss. What is Grandma doing in the picture? What is the man doing? How would you describe Grandma? Do you like beans? Have you visited a supermarket? Share experiences.
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what Grandma is doing on each page or what the man is doing. Bring words like *beans, cabbage, eggs, grapes, onions, pie, pineapple, socks, store, trolley* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together.
- On pages 2–3, ask: What is Grandma doing? Find the words *apples* and *trolley* to confirm. Read the sentences together.
- On pages 4–5, ask: What did Grandma choose next on page 4? (*grapes* and *pineapple*) Students look for the words in the text to confirm this. For tricky words like *grapes* or *pineapple*, break the words into syllables or chunks, e.g. *gr-apes*; *pine-ap-ple*. Read the sentences.
- On page 5, find words in the text to confirm the illustration is of vegetables. (*cabbage, cauliflower, vegetables*) Break the words into chunks or syllables. Read the words together. Then read the sentences together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentence?

## After Reading

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

- Grandma realised she had something wrong in her trolley. What else did she notice? How is this story similar to something that has happened to your family?
- What might have happened if Grandma and the man went home with the wrong groceries?
- What type of genre is this story? Is this a fiction or non-fiction book? How do you know?
- Students re-tell the text using the story map on the back cover. Whose shopping is in the pictures? (Grandma's) What is missing? (beans) Who is missing? (the man) How did they all feel at the end of the story? Now re-tell the story using all the pages in the book.
- Discuss and model how to identify the main idea of the story.
- Discuss how the rhyming words help with reading the story. How do you use your voice for these parts? Students find the rhyming words in the story, e.g. *dots/spots; nice/price*.
- Reread the story together, emphasising the rhyming words. Feel the rhythm as you read them.
- Relate pronouns to the illustrations in the book, e.g. on the cover, *those* means the beans that are not mine; *she* on page 2 is used instead of Grandma; *he* on page 6 is used instead of the man. Students find other pronouns in the book and explain their meaning.

## Phonics

- Write the words *crash, cream, creep, crunch, crust* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /cr /ash. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with /cr/ to write on the board. Read them together, e.g. crunchy, cross.
- Read the words *trolley* and *golly*. Students notice that the y sounds like long /e/. They brainstorm more words ending in y, e.g. silly, baby, juicy. They make a web for words ending in y that sound like long /e/.

## Word Study

- Read the words *four, one, them, two, was, who, yellow, yes*. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book.
- Have students find the plural nouns and provide the singular in a two-column chart, e.g. socks/sock; grapes/grape; apples/apple; onions/onion; eggs/egg, trollies/trolley. Note nouns ending in y change to -ies in the plural.
- Students find words in the text starting with /th/, e.g. *the, think, thought, these, those, that, they, them*. Say the words. They notice any that start quietly (voiceless – think, thought).

## Fluency

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

## Writing

- Students make their own story map noting the events in the story. They can use the back cover as a model. They illustrate and label the story map and use it to re-tell the story to the class.
- Students choose fruit and vegetables they like from the supermarket and draw a trolley to fill. They draw the food or cut out pictures from magazines to fill the trolley They label and say why they chose the particular items.



# Arches

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** about, from, just, made, more, one, over, them

**Focus Content Words:** arch, bricks, building, concrete, dam, doorway, metal, stone, strong, windows

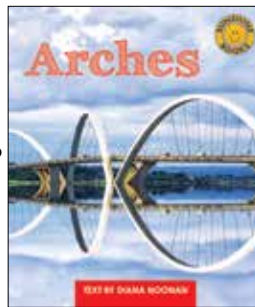
### Phonics

**Letters and Sounds:** Recognise and produce words that end with the same sound: /ch/

**Words to Blend and Segment:** arch, bunch, lunch, march, much

### Fluency

Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



Once you know what you are looking for, you will see arches in lots of structures.

## Before Reading

- Help students to use the title of the book and the cover illustration to make predictions about the text. Read the title and the name of the author. Ask: What do you think this book will be about? What are arches? Has anyone seen one? Where are you most likely to see an arch?
- Look at the back cover. Discuss the famous arch they see and what it might be for.
- Discuss what students see on the cover and title page. Notice the reflection of arches on the cover. Ask: What are these arches holding up? With a partner make your bodies into an arch or bridge shape. Would this be a stronger shape than standing straight or alone?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice how varied arches are and where they are used. Discuss what students see on each page. Bring words like *arch, bricks, building, concrete, dam, doorway, metal, stone, strong, windows* into the conversation.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you think arches are for? What are the arches holding up in the pictures? Notice how ornate some arches are. What are they made of? Imagine how long these arches would take to build.
- Look for tricky words, e.g. *strong, heavy, bricks, stone, building, doorway* and *windows*. Break the words into chunks or syllables, e.g. *str-ong, heav-y*. Then read the text together, pointing to the words as they are read. Ask: Have you seen any arches near where you live?
- On pages 4–5, these arches are all famous. Ask: Which do you like best? What are these arches made of? Find the words *giant dam, concrete, tower, metal, gateway, steel*. Talk about the meaning of these words and the chunks that make them up, e.g. *giant* (Note the pronunciation is different to how it looks.) Note the *g* in *giant* sounds like /j/. Read the text together.
- Follow this pattern for each page, discussing the pictures, what the different arches are, what they hold up or what they are made of before reading each page.

## After Reading

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

- Have students describe what they now know about the interesting shapes of arches. How is this similar to how bridges are built today?
- What do you think the author's purpose was for writing the book? What have you learnt?
- Look around the classroom, at home or outside. Are arches used anywhere?
- Look at the design on the page numbers. What do you see? Why do you think the designer added this interesting technique?
- Reread the text together. Discuss the names of the different arches and where they are. (written in the captions)

## Phonics

- Write the words *arch, bunch, lunch, march, much, tight* on the board to practise blending and segmenting together as a group, e.g. *b-unch, bunch*. Brainstorm more words with -ch to add to the list. (touch, bunch, reach, teach, couch)
- Have students find the word *giant* on page 4. Notice the soft *g* /j/. They practise saying *giant*. They think of more words that have a soft *g*, (giraffe) and words with a hard *g* like *go* (gateway). They listen to the difference between the first sounds of *giant* and *go*.
- Students identify syllables in words and clap as they are spoken, e.g. *arch/es*. Together find one-syllable words in the book to clap, e.g. *bridge, stone*. Have students clap two-syllable words, e.g. *tun/nels, con/crete*.

## Word Study

- Talk about the words *about, from, just, made, more, one, over, them*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Students find compound words in the text, e.g. *gateway, doorway, everything*. They say the two words that are joined to make one and the meaning. Suggest others they may know.
- Talk about opposites in the text, e.g. *short/long*. Students say what the opposites to these words could be and find them in the text – weak, not many, down, under.
- Using the base word *build*, have students suggest all the words that can be made from it. (built, building, builds, building)

## Fluency

- Choose a heading from the contents page and find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

## Writing

- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Students use modelling clay or lego/building blocks to design a strong arch. They decorate it and share how they made it.
- Students could build a fort using sugar cubes and glue in place of bricks. They can experiment to find the strongest arch. They photograph their arch and write about why it was so strong.
- Discuss the challenges people face building arches. Compare today with long ago. Students present their ideas to the class.

# Farmer Rob's Robot

## 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

**Focus High-frequency Words:** away, not, over, stop, went, were, what, will

**Focus Content Words:** button, farmer, golf, kitchen, paint, quilt, robot, rooster, seeds, shed

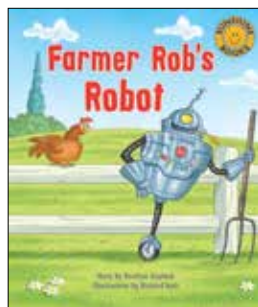
### Phonics

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

**Words to Blend and Segment:** quack, queen, quick, quiet, quilt

### Fluency

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



Farmer Rob buys a robot to help him with the chores around the farm. But the robot doesn't do what it is supposed to do.

## Before Reading

- Read the title and the names of the author and illustrator. Emphasise the alliteration in the title. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is the apostrophe for? Have students read any other stories by Heather Haylock? (*Nutty Knitting*, *Katie's Cabbage Chaos*) Did you like reading them?
- Together look at the front cover. Ask: What is the robot doing in the picture? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What could the box be for? What do you think might happen in the story?
- Talk/walk through the pictures and discuss what is happening on each page. Bring words like *button, farmer, golf, kitchen, paint, quilt, robot, rooster, seeds, shed* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Farmer Rob doing? A box had just arrived containing the robot called Robo-3000. Farmer Rob wants the robot to work for him. Find the tricky words *brought, wonderful, pushed, buttons, animals, morning* and *afternoon* in the text to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Read the rest of the spread together in the same way, looking at the picture first.
- On pages 4–5, ask: What is the robot doing? Is Farmer Rob happy? Look for the tricky words *cock-a-doodle-doo, rooster, kitchen, breakfast, sow* in the text to confirm. Read the words.
- Follow this pattern for each page. Review predictions made earlier, then turn the page to reveal the ending. Have students discuss the illustration. Read the text together.

## After Reading

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

- Do you think Farmer Rob found the robot useful? What would you have done in a similar situation? Why do you think the robot did the wrong things to start with? Did Farmer Rob give clear enough instructions?
- Have students notice that the robot's words usually have hyphens in between them. Why do you think the author did this? Read the sentences on page 11 to show the effect.
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
- Reread the story together, using the punctuation marks. Change your voice for the characters and emphasise the sound words and the robot's repetitive parts, e.g. WHIRR! BEEP!
- Students look at the back cover and put the pictures in the order of the story.
- Reread page 9, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate the difference between reading without punctuation marks and then with them. Notice how the meaning becomes clearer when punctuation marks are observed.
- What do you think the author's purpose was for writing the story?

## Phonics

- Write the words *quack, queen, quick, quiet, quilt* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *qu-ack, quack*. Read the words together and talk about the meaning of each. Students think of more qu words to add to the list. (quiz, quickly, quietly) Remind students that q is followed by u to make the sound /kw/.

## Word Study

- Talk about the words *away, not, over, stop, went, were, what, will*. Read them together. Ask students to find the words in the story. Discuss the meaning or use of each word in the book, e.g. *rolled away* on page 11 means moved on.
- On page 10, students read the words *paint a picture*. Explain that this is alliteration of the letter p. The author is creating emphasis.
- On page 7, read the words *sew* and *sow*. These words sound the same but have different meanings. These are homonyms. Students think of more. (to, too, two; there, their)
- Hyphens are used to show the words have a combined or joined meaning. Students list the robot's words with hyphens on a poster shaped like a robot. They say them as a robot might.

## Fluency

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

## Writing

- Students make a setting, characters, problem, solution summary of the story. Under the four headings label and illustrate the main points. Students use this to re-tell the story to the class.
- Have students write about what they would do if they had a robot. What instructions would you give it? How would you make them clear so the robot understood?
- Using recycled cartons etc, students make a robot. They paint it and name it and write the instructions for what they want it to do.



# Fighting Fires

## GOALS

### Comprehension

Discuss and model how to summarise the text.

### Vocabulary

**Focus High-frequency Words:** all, can, down, get, help, know, out, their

**Focus Content Words:** air, alarm, drone, fire, firefighters, flames, fuel, heat, siren, smoke

### Phonics

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

igh long i

**Words to Blend and Segment:** fight, high, light, night, right

### Fluency

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



Fire is dangerous and wherever it happens, firefighters fight it.

## Before Reading

- Ask students what they notice about the title. (alliteration) Read the title together. Ask: Who wrote the text? Have you read any others by Clare Scott? (*Boing, Write On*) Students share their experiences.
- Discuss the pictures on the cover and title page. Ask: What do the photos show about fighting fires? What do you think will happen in the book? How do you know this book is non-fiction?
- 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 dangers firefighters face and what they have to wear. Discuss what students see on each page. Bring words like *air, alarm, drone, fire, firefighters, flames, fuel, heat, siren*, into the conversation. Notice the things that help keep people safe from fire.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? What makes fire? Look at the text for some clues. Look for the arrows. Discuss what *fuel* is. Look for tricky words like *smoke, flames, burning*. Break the words into chunks or syllables, e.g. *sm-o-ke* (long o and a silent e) Then read the text together, pointing to the words as they are read. Remind students to make sure the words make sense, look right and sound right.
- On pages 4–5, ask: What do you see? Share any experiences students have had with firefighters. What did they wear? Read the words together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Students use the index to find the page with more information about fire trucks. They can ask a partner questions about the index, e.g. What page is the helicopter on?

## After Reading

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

- Who wants to be a firefighter when they grow up? What kind of clothes do they wear? Where would you find a siren and what is it used for? (page 7)
- Discuss the ending and how best to stay safe.
- Students re-tell the text using the pictures on each page as a guide. They discuss the special equipment firefighters need to help fight fires.
- Model how to summarise the text. Work through the text chapter by chapter, summarising each. Then look for a main thread or theme that might summarise the whole text.
- Look at the design on the page numbers. What effect do you think the designer was hoping for? How does this add to the design of the book?
- What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Look at the back cover. Discuss what people might need to do if there is a fire.

## Phonics

- Write the words *fight, high, light, night, right* on the board to chunk and say them as a group, e.g. *f-igh-t*. Brainstorm more words with -igh. (bright, fright, might, sight, tight) Students say them and discuss their meaning. They use them in a sentence.
- Students identify syllables in words and clap as they are spoken, e.g. *hel/i/copt/er, e/quip/ment*. Together identify one-syllable words in the book to clap, e.g. *drone, hose*. Have students clap two-syllable words, e.g. *lad/ders, sprink/lers*.

## Word Study

- Talk about the words *all, can, down, get, help, know, out, their*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context. They can play a spelling game with the cards.
- Have students find all the words that use *fire* as a base word. They make a list and illustrate where possible, e.g. *firefighter, firebreak, fire truck, fire hose, fire extinguisher, fire alarm*. They read them together with a partner.
- Draw a picture of a firefighter in the middle of a web. Have the different words for equipment and clothes that they use and wear branching out from the web.
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations. For example, *Fighting Big Fires* page 12. Question: 1. What is used to help put out big fires? They ask a partner the questions.

## Fluency

- Model reading a section of the text using expression and emphasis to convey information for students to repeat. (Note the bold print on page 16.) This is a good message to remember.

## Writing

- Write and illustrate a fact from the story, e.g. A firebreak is a dirt road to stop fires from spreading. Share this with a partner.
- Students make a poster showing ways to keep safe. They can use the back cover and page 16 to help them. They label and illustrate it and share with the whole school.

# Forts

## GOALS

### Comprehension

**Making connections:** Have you ever played in or on a playground fort or made a fort? What kind of game did you play? What are forts used for?

### Vocabulary

**Focus High-frequency Words:** but, came, like, live, their, them, were, when

**Focus Content Words:** animals, cannons, door, enemies, fort, gaps, people, safe, town, tunnels

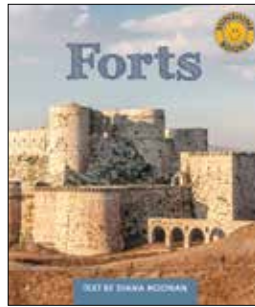
### Phonics

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

**Words to Blend and Segment:** born, corn, for, force, fort

### Fluency

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



People don't usually live in forts anymore but there are still many to discover.

## Before Reading

- Students talk about playing in or on a playground fort or making a fort. Ask: What kind of game did you play? What are forts used for? Look on the back cover to see if they have seen or played in a fort like this one.
- Read the title together. Discuss what they see in the pictures on the cover and title page. Notice the different shapes. Ask: Who wrote the text? What other texts have you read by Diana Noonan? (*So Many Seeds? Let's Get Fit!*) What did you think of them?
- Help students use the title and cover illustration to make predictions about the text. Then read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice how high and strong the forts look. Ask: Would they be safe? Discuss what students see on each page. Bring words like *animals, cannons, door, enemies, fort, gaps, people, safe, town and tunnels* into the conversation.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the picture? What can you say about it? (Elicit that it was built long ago to keep people safe and was hard to get into.) Have students look for tricky words, e.g. *ago, people, hard, kept, safe*. Then read the text together, pointing to the words as they are read. How long do you think it would have taken to build a fort like this?
- On page 4, discuss the town by the fort. Ask: What is in the town? Talk about the meaning of these words and the chunks that make them up, e.g. *ch-ur-ches, mar-kets, hou-ses*.
- On page 5, notice the steps made of stone in the fort. People would take their animals with them when enemies came. Find the tricky words. Break them into chunks or syllables, e.g. *en-e-mies, an-i-mals, peo-ple*. Read the sentences together.
- Follow this pattern for each page, discussing pictures and what the different forts or features of forts are before reading each page. Ask for comments about what forts look like today.
- Students look at the index and find the page with information about cannons. They ask a partner questions about the index, e.g. What page are tunnels on?

## After Reading

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

- Would forts be useful today? Why? Is this book fiction or non-fiction? How do you know? What is the difference?
- Students re-tell the text using the pictures on each page as a guide.
- Discuss the ending and what a trip to a fort might be like today. What do you think the author's purpose was for writing the book? What have you learnt from this book? How many countries do you think you would find forts in today? Are there any forts where you live?
- Look at the page numbers. What effect does this have on the design of the book?

## Phonics

- Write the words *born, corn, for, force, fort* on the board to practise blending and segmenting together as a group, e.g. *b-orn, born*. Brainstorm /or/ words to add to the list, e.g. *core, sort*.

## Word Study

- Talk about the words *but, came, like, live, their, them, were, when*. Photocopy the flash cards from the inside front cover. and read them together. Ask students to find and read these words in the book and discuss their meaning in context. They play a spelling game with the cards.
- Students draw a fort shape and make each stone or brick contain a word that describes or makes up a fort, e.g. *stone, cannon, tunnel, strong, thick walls*.
- Survey members of the class to see what they like best about forts. Record the results in an illustrated graph or chart to share.
- Students copy or trace a map of the world and with a partner indicate where there are old forts in the world. They write the words and illustrate to share with the class.

## Fluency

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

## Writing

- On a piece of paper, students draw a picture of one of the forts in the book. Then they write the matching sentence from the text. They share this with a partner.
- Students can make a model of a fort using modelling clay or lego (building bricks). They discuss whether people were safer long ago than today. They give reasons and write their answers. They can illustrate the explanation.
- Students draw a plan of a fort showing the different parts. They label their drawing and write about it.
- The class could build a model fort in the classroom. They design, build and problem solve with issues around making sure the fort won't collapse. They could use sticks, stones and other materials found outside.



# Getting Around

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference?

### Vocabulary

**Focus High-frequency Words:** around, by, get, ride, run, so, their, up

**Focus Content Words:** bike, boat, bus, car, plane, scooter, skates, track, train, tram

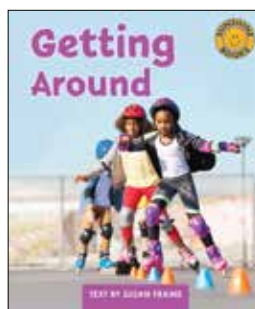
### Phonics

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

**Words to Blend and Segment:** track, train, tram, trip, truck

### Fluency

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



There are many ways to get around – in the air, on the ground and on the sea.

## Before Reading

- Read the title together. Discuss how the children are getting around on the cover. Ask: Has anyone ever got around like this? (on rollerblades). What other ways do you get around?
- Read the author's name together. Ask: Have you read any other books by Susan Frame? Share the titles and their impressions. What do they notice about Susan's books? (They often rhyme.) Maybe this text will rhyme, too.
- Have students talk about whether this book is fiction or non-fiction. Ask: How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the title and front cover illustration.
- On the title page, discuss what they see in the picture. Read the title and the table of contents to give an idea of what is in the text.
- Talk/walk through the pictures. Notice the different ways of getting around and how they relate to the contents page headings and page numbers. Bring words like *bike, boat, bus, car, plane, scooter, skates, track, train, tram* into the conversation.
- Before turning to page 16 ask students what they think the last picture might be.

## Reading the Text

- Read the cover and the table of contents together. On pages 2–3, ask: What are the different ways of getting around in the photos? Look for tricky words like *ground*. Break the word into chunks or syllables, e.g. gr-ou-nd. Students read the text together pointing to the words as they are read. Ask: Are there any rhyming words? (*around/ground*)
- On pages 4–5, discuss the picture. Find the words *train* and *tram* in the text. Ask: How do they both start? (tr) Is the photo of a train or a tram? How do you know? Is there another word starting with tr? (*track*) Read the words together. Do any words rhyme? (*light/night*) Follow this pattern for each page discussing the pictures, what the different ways of getting around are and solving the tricky words before reading each page. Look for the rhyming words. Talk about the ending on page 16. Read the text.
- Look at the index and find the page where there is more information about a plane. Ask a partner questions about the index. e.g. What page is the scooter on?

## After Reading

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

- What do you think the author's purpose was for writing the book? What have you learnt from this book? What genre is this text? (poetry/non-fiction)
- Re-tell the text using the pictures on each page as a guide. Discuss the ways to travel.
- Look at the back cover. Have students discuss what they would use and why. If they said scooter, where would they ride it? What safety precautions would they take?
- Model summarising the text by choosing a contents page heading. They read the related page and summarise it in their own words. They share with the class.

## Phonics

- Have students list the rhyming words in the text. They make up more to rhyme with them, e.g. plane, train, rain, crane, pain.
- Write *track, train, tram, trip, truck* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /tr/-ack, track. Discuss the two letters the words start with. /t /r/ tr. Find words in the text that start with tr-. (*train, tram, track*) Brainstorm more words with tr- to add to the list. e.g. trick, trap.

## Word Study

- Talk about the words *around, by, get, ride, run, so, their, up*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Students draw a picture of one of the ways to get around in the book. They write the matching sentence from the text, e.g. page 14, *One day you might like to go on a sea trip.*
- Students find the word *it's* on page 4. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (letter i; it is) Have students find more contractions in the text to expand. (*don't, you're, tram's*) They think of more examples of contractions, e.g. can't, isn't and expand them. Discuss how contractions make reading the text sound more like the way we talk and make it flow better.
- Students make a web of ways to get around. They illustrate and label and share with the class.
- Students make a three-column chart about the text under the headings: air, sea, ground. They sort the ways to get around into the three columns. They use the chart to re-tell the text.

## Fluency

- Model reading the text using expression, noting the punctuation, rhythm and rhyme. Students repeat after you. On page 2, demonstrate what it would be like to read without punctuation, then with. Emphasise the rhyming words. Have students practise a page at a time.

## Writing

- Students write a new text about their favourite ways to get around. They illustrate and share with a partner.
- Some ways to get around involve exercise. Discuss the challenges, e.g. if you have a long way to go. Together discuss and summarise the ways of getting around that involve using some energy, e.g. walking, hiking, paddling. Students present a summary of the challenges (if any) on an illustrated poster.

# How to Grow a T-Shirt

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. What is the sequence for making a T-shirt? Look at the back cover to help you.

### Vocabulary

**Focus High-frequency Words:** back, be, from, it, long, pretty, then, too

**Focus Content Words:** boll, bush, cotton, knitted, ripe, seed, spinning, stretch, T-shirt, woven

### Phonics

**Letters and Sounds:** Recognise and produce words that end with the same ending: -ed (past tense)

**Words to Blend and Segment:** cleaned, knitted, printed, pulled, twisted

### Fluency

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



Many of us wear T-shirts but where do they come from?

## Before Reading

- Ask students if they have any T-shirts. Read the title and the name of the author to them and then read the title together. Ask: What do you know about T-shirts? How do you think a T-shirt is made? Discuss what students see in the pictures on the cover and title page. Notice the different colours.
- Help students use the title of the book and cover illustration to make predictions about the text. Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the machinery. Discuss what is used to make different stages of the T-shirt on each page. Bring words like *boll*, *bush*, *cotton*, *knitted*, *ripe*, *seed*, *spinning*, *stretch*, *T-shirt*, *woven* into the conversation.
- Before turning to page 16, ask students how they think the text might end.

## Reading the Text

- Read the cover and the contents page together. On pages 2–3, look at cotton growing in the pictures. Ask: How would you describe the cotton? What are the different stages of growing cotton? Look for tricky words like *cotton*, *bush*, *bolls*. Break the words into chunks or syllables, e.g. *cot-ton*.
- Together read the text on page 2, pointing to the words as they are read.
- On page 3, look at the machines harvesting the cotton. Find the words *machines*, *pick*, *pack* in the text. Read page 3 together. Ask: How was cotton picked before machines were invented?
- On pages 4-5, discuss the picture. Find the words *factory*, *stretched*, *cleaned*. Talk about the meaning of these words. Read the words together.
- Follow this pattern for each page discussing the pictures and what the different stages are before reading each page. Talk about the ending on page 16.
- Look at the index and have students tell where there is information about a loom. They ask a partner questions about the index, e.g. What page is the spinning on?

## After Reading

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

- Discuss the ending and whether the T-shirt looks great. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Look at the back cover. Students order the pictures in the sequence of making a T-shirt. They note that picture E shows hand picking cotton, the original way of harvesting cotton.
- Students re-tell the text using the pictures on each page as a guide. What is the sequence for making a T-shirt? Look at the back cover to help you.
- Students comment on the design of the page numbers. What is it? What does this feature add to the book?
- Have students draw a T-shirt and decorate it. They make it look individual with collage, painting or coloured pencils/pens. They label it with a description of how they did it.

## Phonics

- Write the words *cleaned*, *knitted*, *printed*, *pulled*, *twisted* on the board to practise blending and segmenting the words together as a group, e.g. *clean-ed*, *cleaned*. Brainstorm more words with -ed to add to the list, e.g. *stretched*, *called*, *picked*, *packed*. Students notice that some past tense words have a different spelling, e.g. *make/made*; *grow/grew*.
- Have students look for verbs (action words) in the text ending in -ing, e.g. *growing*, *cleaning*, *spinning*, *making*, *decorating*, *printing*, *sewing*. Together find the base verb for each and list them in a table. Notice how some base words change before adding -ing, e.g. *spin/spinning*; *make/making*.
- Have students find words in the story with sh-, e.g. *shirt*, *sheet*, *bush*. Brainstorm more to list and say, e.g. *she*, *shine*, *bash*, *crash*.
- Students identify syllables in words and clap as they are spoken, e.g. *dec/or/at/ing*. Together find and read one-syllable words in the book to clap, e.g. *seed*, *boll*. Have students clap two-syllable words, e.g. *cot/ton*, *ma/chine*.

## Word Study

- Talk about the words *back*, *be*, *from*, *it*, *long*, *pretty*, *then*, *too*. Photocopy the flash cards from the inside front cover for students to play a spelling or memory game. Read the high-frequency words together. Ask students to find and read these words in the book. They discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the stages in the book. They write the matching sentence from the text.
- Students choose a fact from the index and write a fact file, e.g. What is screen printing? (page 14) They write a fact and illustrate and share with a partner.

## Fluency

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

## Writing

- Students make a flow chart showing the sequence of making a T-shirt. They illustrate and label their artwork and use this to re-tell the text to a group.



# Printing Books

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.

### Vocabulary

**Focus High-frequency Words:** around, by, first, how, now, then, was, would

**Focus Content Words:** clay, computer, copy, ink, letters, paper, press, print, wood, words

### Phonics

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

oo book

**Words to Blend and Segment:** book, cook, look, took, wood

### Fluency

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



Making copies of books was done by hand until clever people found a way to print copies.

## Before Reading

- Read the title and the name of the author to students. Then read the title together. Discuss what is in the pictures on the cover and title page. Ask: What do the photos show about printing books? What has the feather to do with printing books? What do you think the book will be about? How do you know that this book is non-fiction?
- 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 students see on each page. Bring words like *clay, computer, copy, ink, letters, paper, press, print, wood* and *words* into the conversation. Ask: What do you notice about some of the pictures near the beginning of the book? (old) What about near the end? (modern)

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photos? These are very old books. What does *long ago* mean? Look at the text to see how the books were made. Look for tricky words like *copied, quickly, people, ideas, copies*. Break the words into chunks or syllables, e.g. *cop-ied*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, ask: What do you see? How old is this book? A wooden block was used to make it 1100 years ago. Find the tricky words *carved, wooden, block, pressed*. Read the words together. Then read the page together, making sure the tricky words sound right, look right and make sense. Elicit the meaning of *last*. (remain or stay useful, survive)
- Follow this pattern for each page, discussing the pictures and what the different features are before reading each page.
- Students look at the index and find the pages where there is more information about Bi Sheng. They ask a partner questions about the index, e.g. What page is wood on?

## After Reading

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

- Model asking questions about the text to help to reinforce the idea of reading with a purpose. Read the first paragraph on page 8 and ask: Who would these copies benefit? On page 10, ask: How have books helped to change the world?
- Students re-tell the text using the pictures on each page as a guide. They discuss the stages of printing as they appear in the text.
- Together look at the design of the page numbers and discuss how this effect adds to the design of the book.
- Discuss the ending and how different it is to print books today. 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 ways to write and the countries they come from. Are there students who can write like this? They can demonstrate for the class.

## Phonics

- Write the words *book, cook, look, took, wood* on the board to chunk and say them as a group, e.g. *b-oo-k, book*. Brainstorm more words with oo as in *book*. (foot, wood, hook, crook, shook) Remind students that other words with oo have a different sound. (boot, moon, spoon)
- Students identify syllables in words and clap as they are spoken, e.g. *pot/at/o*. Together identify one-syllable words in the book to clap, e.g. *books, wood*. Have students clap two-syllable words, e.g. *copies, pictures*.

## Word Study

- Talk about the words *around, by, first, how, now, then, was, would*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Have students look at the word *would* on page 8. Notice it is pronounced the same as "wood" but the spelling is different. They think of another word that rhymes with *would* and has a similar spelling. (*could*). What rhymes with *wood* and has a similar spelling? (*hood*)
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations. For example, *Bi Sheng* page 6. Question: 1. How long ago did Bi Sheng live? Students ask a partner their questions and make it a fun quiz.

## Fluency

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

## Writing

- Students write and illustrate a fact from the story in a four-page booklet. They plan their layout and print the booklet so that the pages are sequential when they are stapled together.
- Students make a flow chart to show how to create a potato print. They include arrows, illustrations and labels or captions.
- Students use pages 14–15 to follow the instructions to make a potato print. They make some gift wrap with their design and then write about the project.

# Don't Give Up

## GOALS

### Comprehension

**Make connections:** Think about a time when something similar has happened to you.

### Vocabulary

**Focus High-frequency Words:** all, don't, give, good, help, new, play, thank

**Focus Content Words:** art, everything, friend, maths, reading, show, spelling, teacher, tennis, words

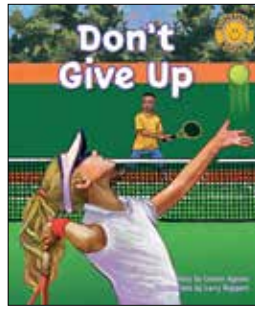
### Phonics

**Letters and Sounds:** Recognise and produce words that end with the same sound: v

**Words to Blend and Segment:** five, give, hive, live, love

### Fluency

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



People can always help you when you aren't so confident. The important thing is not to give up.

## Before Reading

- Read the title together. Ask: What is happening on the cover? What are they playing? Who looks good at tennis? Who does the title refer to? Who is not giving up? The girl is helping the boy. Is there something you have learnt and decided not to give up?
- Read the title and the names of the author and illustrator. Have students read any other stories by Leonie Agnew? (*What Animals Can Do?*) Did they like reading them?
- Students look at the back cover to discuss what they are good at. Ask: Is there something that you could help someone else with?
- 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 the same or different in this picture compared to the cover? Are the two from the cover in the group?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *art, everything, friend, maths, reading, show, spelling, teacher, tennis, words* 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.
- On pages 2–3, look at the picture. Anna is good at tennis and she is helping Nick. Sometimes he misses. Ask: What do you think she says to him? Find the words *tennis, good, don't, give, sometimes* to confirm. Read the sentences together.
- On pages 4–5, Anna isn't good at everything. Ask: What is Anna doing now? Her friend Kelly is good at art so she is helping Anna. Look for the words *isn't, everything* and *friend* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

## After Reading

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

- Is this a fiction or non-fiction book? How do you know? What is the difference? Could this story really happen? When is the best time to ask for help?
- Students think about a time when something similar happened to them. Did someone help you? What did you need help with? Did you help someone else? What are you good at?
- Have students identify the main idea of the story and the characters in it. What can you say about each one? Did they get along well? Did they have fun? Would you like to be a teacher?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the repetitive part about "*Don't give up!*"
- Read page 8, focusing on the punctuation. Review the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate how reading without punctuation marks sounds and then repeat acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.

## Phonics

- Write the words *five, give, hive, live, love* on the board to practise blending and segmenting the onsets and rimes, e.g. *g-ive, give*. Read them together and talk about the meaning of each.

## Word Study

- Talk about the words *all, don't, give, good, help, new, play, thank*. Read them together. Ask students to find 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. Discuss the meaning or use of each word in the book, e.g. on the cover, *don't* is short for do not.
- Students tell what spelling rules Pedro is helping Kelly with on pages 6–7. (Changing nouns that end in y to plurals where y changes to -ies and changing base verbs that end in y to -ies for the present tense.) Give more examples: *teddy/teddies, dolly/dollies; cry/cries, try/tries*.
- Find the present tense to match the base verb, e.g. *ask/asks, miss/misses, play/plays, say/says, help/helps, make/makes*. Students make these into a two-column chart to read. Talk about how some words add -es but most just add -s for the present test.
- Together make a list of contractions in the text, e.g. *don't, doesn't, won't, isn't, you're*. Expand them and say what letters are missing in the contractions.

## Fluency

- Practise re-reading the story with a partner (orally). Use expression and intonation to make the conversations between the characters sound real.

## Writing

- Students think of something they find or have found tricky to do. Who did you ask for help? They write about it, illustrate and share with the group.
- Who helps who? Students make a story map that flows with arrows noting the events in the story. They illustrate and label a story map showing who helped who. They use it to retell the story to the class.
- Students make a class project to find out who is good at things and who would be willing to help others. They make a series of webs with subjects in the centre and helpers' names around the webs.



# Hungry Harry

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** ate, for, green, have, here, no, said, yes

**Focus Content Words:** beans, cereal, cheese, face, hungry, next, nothing, nuts, plum, sausage

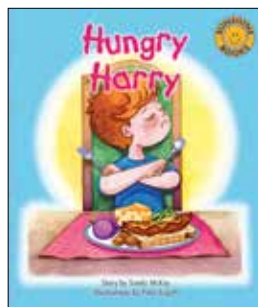
### Phonics

**Letters and Sounds:** Identify and make rhyming words with long e, e.g. cheese/please; beans/green

**Words to Blend and Segment:** beans, cheese, eat, green, please

### Fluency

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



Harry is hungry but nothing his mother offers interests him. So he will be very hungry.

## Before Reading

- Read the title. Have students notice the alliteration. Listen to the names of the author and illustrator. Ask: Have they read any other stories by Sandy McKay? Did you like reading them? (*The Famous Writer*) Together look at the cover picture. Students discuss what they see. Ask: What is Harry doing in the picture? (looking away from his food) Why? How would you describe Harry? Is this a fiction or non-fiction 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 in this picture compared to the cover? Where is Harry now? How is he feeling? What do you think might happen?
- Talk/walk through the pictures. Discuss what Harry or his Mum are doing on each page. Bring words like *beans, cereal, cheese, face, hungry, next, nothing, nuts, plum, sausage* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together.
- On pages 2–3, look at the picture. Ask: Why does Harry look unhappy? What is he doing? Find the word *screwed* to confirm that he is screwing up his face. (Can you screw up your face?)
- Find the words *nothing, hungry* and *plum/s*. Read the sentences together. Ask: Do these words look right and make sense?
- On pages 4–5, ask: Where is Harry now? Notice the first sentence is repeated from page 2. How is Harry feeling? Why? (He doesn't want sausages.) Find words in the text to confirm this. Read the words together. Repeat the last sentence. Ask: Is Harry really hungry? Why?
- Follow this pattern to page 14, using 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? How do you read the questions? e.g. *Not even a plum?* on page 10.
- Review predictions. 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?

## After Reading

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

- Have students suggest the genre of this story. They re-tell the text using the pictures on each page as a guide. What did Harry and his Mum do on each page? Why do you think Harry wouldn't eat to start with? On page 8, do you think there was nothing else to eat in the house? Did Harry eat at the end? Who saved the day? (Gran) How did they all feel at the end of the story? Did you like the ending? Why? Write another page for what happened next?
- How do you think Mum was feeling when Harry didn't like any of the food she offered? How do you think Harry felt when there was no food he wanted?
- If you were Harry, is there anything in the story you would have done differently? Write a sentence to explain and then share with the class.
- Discuss the different kinds of food on the back cover. Which food do you like and why?
- Reread the story together, emphasising the repetitive parts.
- Make a two-column chart with the food and the reasons Harry didn't want them, e.g. cereal/for breakfast; nuts/for monkeys.
- Reread page 10, focusing on the punctuation. Review the purpose of the capital letters, full stops, commas, exclamation marks, question marks and dash. Read a line with and without punctuation marks to compare.

## Phonics

- Have students look for words in the text to make rhymes, e.g. *Mum/plum; No/Oh*.
- Have students recognise words that have the same long e vowel sound. Write words *beans, cheese, eat, green, please* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/- eans, beans.
- Students brainstorm more words with long e to add to the list. (peas, knee, seen, green)

## Word Study

- Talk about the words *ate, for, green, have, here, no, said, yes*. Read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Discuss the meaning or use of each word in the book. e.g. *yes* is the opposite of *no* on page 2.
- Have students tell what *faint* means on page 14. What would happen to Harry if he really fainted? What does "Yoo! Hoo!" mean on page 14. How would you say it? Discuss what other words could be used instead? e.g. Hi there! Hellooooo! Anyone home?
- 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 a section of the text differentiating between questions and answers for students to repeat. They notice the repetitive parts.

## Writing

- Students make a timeline noting the events in the order of the story. They illustrate and label their timeline and use it to re-tell the story to the class.
- Students write and illustrate a page for the story about what happened after Gran arrived.

# It's Good to Share

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** back, eat, good, much, old, out, some, very

**Focus Content Words:** apples, carrots, gate, lemons, lettuces, sign, strawberries, street, table, tomatoes

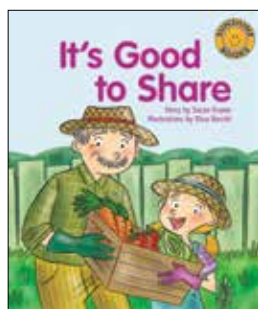
### Phonics

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

**Words to Blend and Segment:** freeze, fridge, fright, front, frown

### Fluency

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



Vanessa and Grandad have so many vegetables they decide to share them with the neighbours.

## Before Reading

- Have students look at the back cover. Ask: What are they doing? Why is it good to share? What do you share? What else could you share?
- Read the title and the names of the author and illustrator. Read the title together. What could the title mean?
- Together look at the cover picture. Ask: What are the people doing in the picture? Do you think these vegetables are for sharing?
- Is this a fiction or a nonfiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *apples, carrots, gate, lemons, lettuces, sign, strawberries, street, table* and *tomatoes* 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.
- On pages 2–3, ask: What is Vanessa doing? Find the tricky words *grandad, summer, vegetables, planted, ready, tomatoes* and *lettuces* to confirm. Break them into chunks or syllables, e.g. *gr-an-dad*. Make sure the words look right, sound right and make sense. Read the sentences together. Find Grandad's house on the title page.
- On pages 4–5, ask: What was Vanessa's perfect idea? Grandad thought it would be good to give away the vegetables, too. Look for the words *perfect, disappears* and *table* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together.

## After Reading

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

- Do you think Vanessa did the right thing changing the sign? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and notice the punctuation.
- Reread page 3, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.
- Discuss possible reasons for the author to write this text, e.g. passion for gardening; to share information; to stimulate interest.

## Phonics

- Write the words *freeze, fridge, fright, front, frown* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *fr-eeze, freeze*. Read them together and talk about the meaning of each. Students think of more fr words to add to the list, e.g. *fragile, frowns, free, frost, freezing, frozen*.
- What do students notice about the word *neighbours* on page 12? It has a silent gh in the middle) What other words have a silent gh? (*light, bright, night*)
- On page 4, students explain the meaning of *disappears* on page 4. What is the opposite? (*appears*) Explain that *dis-* is a prefix meaning the opposite. They think of other words with the *dis-* prefix, e.g. *discontinue, disagree*.

## Word Study

- Talk about the words *back, eat, good, much, old, out, some, very*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. *back* means has returned on page 16.
- Ask students what they notice about the meaning of the words *perfect, wonderful, splendid* in the book. They all mean really good or nice. They are synonyms. Who uses these words in the book? (see pages 6, 8 and 10)
- Have students find the word *we'll* on page 6. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (*we will*). Discuss how contractions improve the story by making it more natural, like the way we speak.

## Fluency

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

## Writing

- Students make a setting/characters/events summary of the story. They use this to re-tell the story to the class.
- Students continue the story. They decide what happens next and write a new ending.
- Find a recipe for vegetable soup. Bring seasonal vegetables to school to make the soup. Students follow the instructions. When cooked, the class can share for lunch.



# Mouse-deer and Tiger

## GOALS

### Comprehension

**Summarise:** Tell someone the main events from the story.

### Vocabulary

**Focus High-frequency Words:** after, am, around, came, come, going, just, let

**Focus Content Words:** day, drink, hungry, lunch, mouse-deer, mouth, paw, river, thirsty, tiger

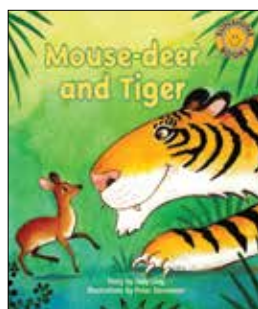
### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: th voiced

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

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story?



This is a re-telling of a traditional story, showing that size and strength isn't everything.

## Before Reading

- Read the title and the names of the author and illustrator. Together look at the cover picture. Students discuss what they see. Ask: What are Tiger and Mouse-deer doing in the picture? How would you describe Mouse-deer? Why is it called Mouse-deer? (A mouse-deer is a small deer that is only as big as a mouse.) How would you describe Tiger?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What is Mouse-deer doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Students discuss what is happening to Mouse-deer and Tiger on each page. Bring words like *day, drink, hungry, lunch, mouse-deer, mouth, paw, river, thirsty, tiger* 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 Mouse-deer doing? Why do we drink? Find the words *river, drink, thirsty* to confirm. Where does Mouse-deer live? (Find the word *forest*.) Read the sentences together. Do these make sense? Who is watching Mouse-deer?
- On pages 4–5, ask: Where are they now? Look for the word *trees* in the text to confirm this. Read the first sentence to check that *trees* makes sense. How is Tiger feeling? How do you know he is thirsty and hungry? How is Mouse-deer feeling and why? How do you know he is scared? (He might be eaten.) How do you know? (Look at the picture.) Students find words in the text to confirm this. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. How do you use your voice for these parts?
- Review the predictions, 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? Do you think Tiger has some things to learn?

## After Reading

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

- What type of genre is this story? (traditional story/fiction)
- Students re-tell the main events of the text using the pictures on each page as a guide. What did Mouse-deer and Tiger do on each page? Why do you think Tiger scared Mouse-deer to start with? How did Mouse-deer change Tiger's mind about eating him for lunch? How did they all feel at the end of the story? Did you like the ending? Why?
- Often traditional stories have a moral. What can you learn from this one?
- Discuss the back cover. Match the describing words to the characters.
- Reread the story together. Change your voice for the different characters taking note of the speech marks, question marks, ellipsis and bold print. Talk about the meaning of the ellipsis on page 7 (a pause for effect) and why some words are in bold. (emphasis on pages 7 and 14.
- Find the word *can't* on page 12. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (can not). Students find more examples of contractions and expand them.

## Phonics

- Write the words *that, them, then, there, they* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /th/- at, that. Students notice that in these words the /th/ is voiced. Note that in the words such as *think, thank* and *third* the /th/ is not voiced.

## Word Study

- Talk about the words *after, am, around, came, come, going, just, let*. Read them together. Photocopy multiple sets and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Find the past tense to match the base verb. e.g. run/ran; push/pushed; cry/cried; growl/growled; look/looked. Make these into a two-column chart to read.
- Find the adjectives in the text, e.g. on page 2, *cool* describes the water; on page 6, *big* describes Tiger's paw and mouth. Have students think of other examples to add to the list. They make a two-column chart for the adjectives and the nouns that are described.
- 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 punctuation and change of characters. Students repeat after you. Ask: What can be learnt from this story?

## Writing

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Students make a Problem/Events/Solution three-column chart about the story. They illustrate and share with the class.

# Someone for Bear

## 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

**Focus High-frequency Words:** as, ask, came, my, old, so, think, two

**Focus Content Words:** bear, bring, class, clean, fair, fresh, Friday, kiss, sell, toys

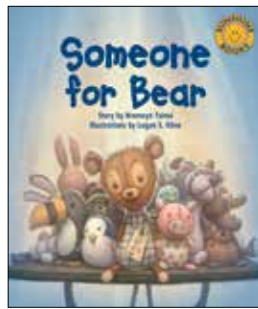
### Phonics

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

**Words to Blend and Segment:** chair, fair, hair, pair, stair

### Fluency

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



Levi has grown out having soft toys and decides to put his bear in the box for the school fair.

## Before Reading

- Look at the front cover together and discuss the illustration. Ask: What is the biggest toy in the middle? How does it look? Why is there a price tag on the bear and not the other toys? Have you any toys similar to the ones on the cover? Read the title together. What do you think it means?
- Read the names of the author and illustrator. Ask: Have you read any other stories by Bronwyn Tainui? (*Mark and the Dinosaurs*, *Where Is Mike?*) Did you like reading them?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Bear now? What do you think might happen in the story? Is this a fiction or non-fiction book? How do you know?
- Talk/walk through the pictures. Discuss what is happening to the characters on each page. Bring words like *bear, bring, class, clean, fair, fresh, Friday, kiss, sell, toys* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the teacher doing? Find the word *toys* to confirm. Why is she showing the toys? Find the words *school fair* to confirm. Read the sentences together. Do these words make sense?
- On pages 4–5, ask: Who is in the illustration? Look for the words *bear* and *Mum* to confirm. Read the first sentence to check that *toys* makes sense. How is the boy feeling? How is Bear looking? Find words in the text to confirm this, e.g. *old, one eye*. Read the words together. Repeat the last sentence. Ask: How would he say “That’s Bear!”?
- Follow this pattern up to page 14. Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the last sentence? Do you think \$2 is a good price for Bear? Why did Levi give it to the girl? What would you have done?

## After Reading

- Check the accuracy of students’ predictions. Invite them to discuss the story. Prompt if needed.
- Have students ever been to a school fair or sold or bought something at a fair? They share their experience.
  - Discuss the pictures on the back cover. Talk about what happened to Bear.
  - Reread the story together. Discuss how Levi is feeling on each page and why his feelings changed, e.g. How he felt when Bear didn’t sell and when he gave it to the girl.
  - Students summarise Levi’s feelings throughout the book on a timeline, e.g. on page 2, listening and interested; page 4, surprised and so on. They illustrate, label and share with the class.
  - Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 4, *he* is used instead of *Levi* and *them* is used in place of *old toys*. Students find other pronouns in the book and explain their meaning

## Phonics

- Write the words *chair, fair, hair, pair, stair* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /ch /air/. Brainstorm other words ending with /air/ to write on the board. Read them together, e.g. repair, pushchair, armchair.

## Word Study

- Talk about the words *as, ask, came, my, old, so, think, two*. Read them together. Ask students to find the words in the text and read them in context. Discuss the meaning or use of each word in the book, e.g. *asked* is the opposite of answered on page 4.
- Students find the adjectives in the text that describe Bear. They make a web of adjectives around a picture of Bear, e.g. *clean, good, fresh, new*.
- Discuss words that are a simile (a comparison using like or as) on page 10. *When Levi came home, Bear looked as good as new*. Students think of other similes they may have heard, e.g. as good as gold, as dark as night, as brave as a lion.
- 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 practise reading the book on their own and then to the teacher (orally). They need to vary the volume to suit the mood. Sometimes they will read loudly and sometimes quietly.

## Writing

- Have students make a Beginning, Middle and End chart in three columns to review the story. They label and illustrate and then re-tell the story to a group.
- Organise a fictional fair in the classroom with the money to go to a needy cause. Gather up some old, unwanted, clean, functioning toys to sell. Students organise price tags and a desk to sell them on. They make posters to advertise the fair. They take turns at being the seller and buyer and giving change.



# The Family That Shared

## GOALS

### Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss how the families are different.

### Vocabulary

**Focus High-frequency Words:** any, much, right, saw, sleep, their, very, yes

**Focus Content Words:** beggar, family, happy, hungry, poor, rice, rich, sell, share, twice

### Phonics

**Letters and Sounds:** Recognise and produce words that end with the same ending:

-ice

**Words to Blend and Segment:** ice, mice, nice, rice, twice

### Fluency

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



This is a story with a moral about kindness to strangers and sharing what you have, even if you don't have much.

## Before Reading

- Explain what a traditional tale is. Read the title and the names of the author and illustrator. Ask: Have you read any other stories by John Locyker? (*Red's Kennel*, *Beaks*) Did you like them? Notice the style of the artist, Alessandra Sartoris. She has an interesting way of showing people and their expressions. What do you think of it?
- Together look at the cover. Discuss what they see. Ask: What are the people doing? Look at the title page picture. What is this a picture of? Predict what might happen in the story.
- Look at the back cover to discuss the fact about rice. Discuss how much work and time it would take to plant and grow rice. Share experiences of eating rice.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *beggar*, *family*, *happy*, *hungry*, *poor*, *rice*, *rich*, *sell*, *share*, *twice* into the conversation.
- On pages 14–15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Does one family look better off than the other? On page 2, the Wu family is poor, but they share things. Find the words *poor* and *share* to confirm. Read the sentences together.
- On page 3, the Chen family are rich but never share. Find the words *rich* and *never*. Read the sentences together.
- On pages 4–5, ask: What do you see? Look for the words *beggar*, *hungry*, *laughed* and *sad* in the text to confirm. Read the sentences together. What does *beggar* mean? What do you think will happen next?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences? Why do you think the woman didn't come back?

## After Reading

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

- What type of genre is this story? Discuss what a traditional story is. Is it fiction or non-fiction? How do you know? What is the difference?
- Students re-tell the text using the pictures on each page as a guide. They discuss how the families are different. They can make a Venn diagram of the rich and poor families.
- Identify the main idea of the story and the two families in it. What can you say about each one? Did they get along? How were they different? Why do you think the author wrote this story? Is there anything you can learn from it? What are your thoughts on sharing? What would you have done in a similar situation? Would this happen in the real world?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the feelings, e.g. sadness on page 5, and happiness on page 12.
- Reread pages 8–9, focusing on the punctuation – capital letters, full stops, commas, question marks, speech marks and exclamation marks. Demonstrate how reading without punctuation sounds and then repeat acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.

## Phonics

- Write the words *ice*, *mice*, *nice*, *rice*, *twice* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *r-ice*, *rice*. Read them together and talk about the meaning of each. Students think of more words ending in -ice to add to the list.

## Word Study

- Talk about the words *any*, *much*, *right*, *saw*, *sleep*, *their*, *very*, *yes*. Read them together. Ask students to find the words in the text.
- Read the word *extra* on page 2. Students notice the *x/ks/* sound in the middle. They think of other words that have this sound, e.g. *exit*, *x-ray*, *excellent*. Say the words together.
- Find the past tense to match the base verb, e.g. *give/gave*; *share/shared*; *think/thought*; *come/came*; *know/knew*. Students make a two-column chart to read. Talk about how some words don't add -ed.
- Find compound words in the story, e.g. *anyone*, *something*. Students break them apart and say what the meaning is of the compound words. Add more to the list.
- Together make a list of opposites from the text, e.g. *always/never*, *poor/rich*, *sad/happy*. Read them together. Look for more opposites around the room and label them. Read them together.

## Fluency

- Model fluent reading of text with expression, noting the punctuation and questions. Ask: What were the magic words that were repeated in the story? Read the words together twice. Notice the rhyming part (*rice*, *twice*).

## Writing

- Reread the story as a readers' theatre or act it out as a play in the class. Assign different parts for the families and the beggar woman.
- Students make a Characters, Setting, Main Problem, Solution to Main Problem chart. Incorporate boxes on the chart with arrows leading to each. Students write their ideas in the boxes to summarise the story. They illustrate where possible.

# The Nice, Nicer, Nicest Bears

## GOALS

### Comprehension

**Summarise:** Students tell someone the main events from the story.

### Vocabulary

**Focus High-frequency Words:** any, good, help, more, ran, so, take, three

**Focus Content Words:** bear, best, breakfast, high, hungry, idea, nice, porridge, soft, tasty

### Phonics

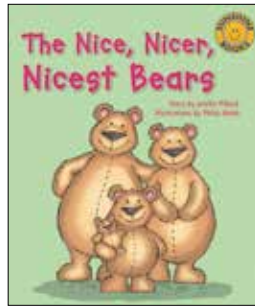
**Letters and Sounds:** Identify syllables in words and clap as they are spoken:

e.g. por-ridge

**Words to Blend and Segment:** -ick: brick, lick, pick, sick, stick

### Fluency

Model fluent reading of a section of the story, emphasising the comparison words, for students to repeat.



This is a story about three bears. They are eating porridge. Does that remind you of another story?

## Before Reading

- Ask: When you look at the cover, what well-known story does the picture remind you of? Read the title of the story. Which bear might be the nice bear? Nicer bear? And the nicest bear? Read the names of the author and illustrator. Have you seen any other stories illustrated by Philip Webb? (*The Magician's Hat*, *Monkey Finds a Phone*) What did you think of the illustrations?
- Together look at the cover picture. Ask: What are the bears doing? How would you describe the bears? Is this a fiction or a 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 in this picture compared to the cover? Which bear is this one and what is he doing?
- Talk/walk through the pictures. Discuss what is happening to the bears or what the person is doing. Use words like *bear*, *best*, *breakfast*, *high*, *hungry*, *idea*, *nice*, *porridge*, *soft*, *tasty*.
- On page 15, have students predict the ending. By looking at all the pictures without reading the words, the story looks like the traditional story of *Goldilocks and the Three Bears*.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: Which bear is this? What is he doing? Find the word *Papa* and *porridge* to confirm. Do these make sense? What is happening on page 3? Do you think the bears are happy with the porridge? Find the words *tasty*, *tastier* and *tastiest*. Read the sentences.
- On page 4, ask: Where are the bears now? Is it the same day? Find the words *one morning* in the text to confirm this. Little Bear has a good idea. Read the first sentence to check *idea* makes sense. What is the idea? How are Mama and Papa Bears feeling? Find words in the text to confirm this, e.g. *I can't think of a better idea. That's the best idea*. Read the words together.
- On page 5, ask: What is Little Bear doing? What does he need? Read the words together. Do you notice a pattern with the words? (*big*, *bigger*, *biggest*)
- Follow this pattern up to page 15. Review the predictions for the ending, then turn the page to reveal the ending. Students discuss what they see in the illustration and read the text together. Ask: How would you read the last sentence?

## After Reading

- Check on accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- Students re-tell the text using the pictures on each page as a guide. What did the bears and/or the person do on each page? Why do you think the girl ran off? How did they all feel at the end of the story? Did you like the ending? Why? What was Papa Bear's idea? Did this story remind you of *Goldilocks and the Three Bears*?
  - Reread the story together. Feel the rhythm as you read repetitive parts. How do you use your voice for these parts?
  - Discuss what comparatives and superlatives are. Adjectives are describing words and when they are compared we add -er and -est. List all the examples from the story in a three-column chart starting with *nice*, *nicer*, *nicest*.
  - Have students work with a partner to tell the main events from the story.
  - Students look at the back cover and discuss what would make porridge tasty for them.
  - What could Little Bear do to make his porridge tasty?
  - Look at the word *porridge*. Notice the ending. What other words do students know that end in -dge? (bridge, sledge, ridge) They make a -dge web and illustrate where possible.
  - Re-read page 2 aloud to students, focusing on the punctuation. Use different voices for the three bears when they speak.

## Phonics

- Write the words *brick*, *lick*, *pick*, *sick*, *stick* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /br /ick/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -ick to write on the board. Read them together, e.g. tick, wick, prick.

## Word Study

- Talk about the words *any*, *good*, *help*, *more*, *ran*, *so*, *take*, *three*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book. 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 and write them and then read their sentence to a partner.

## Fluency

- Model fluent reading of a section of the story, emphasising the comparison words, for students to repeat.

## Writing

- Students make a circular timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class. Have them remember that the ending will be the same as the beginning.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.