

# Daisy Dog

## GOALS

### Comprehension

Re-tell the story using the pictures on each page as a guide. Discuss the meaning of *clunky*, *clanky* (page 4) and how Daisy knew where the tool was.

### Vocabulary

**High-frequency Words:** ran, soon, children, this, that, dog, must, some

**Content Words:** garden, hole, hammer, bone, shed, gate, found, summer, ground, sound

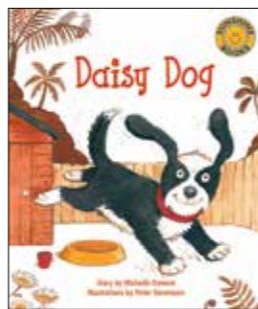
### Phonics

**Letters and Sounds:** Identify and make rhyming words, e.g. pole, hole, mat, cat, food, mood

**Words to Blend and Segment:** ou sound: sound, ground, around, found, bound, hound, loud, shout, about

### Fluency

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



Daisy likes to hide things in holes she's dug. So, when her owner needs his hammer Daisy is the one to find it.

## Before Reading

- Look at the cover together. Ask: What do you see happening? How would you describe the dog? Where is she?
- Read the title. Ask what students notice about the words. Talk about alliteration.
- Read the names of the author and illustrator. Have students read any other stories by Michele Osment? Have they seen any other stories illustrated by Peter Stevenson? Ask if they liked reading them and what they thought of the illustrations.
- 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 about how Daisy looks in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening to Daisy the dog on each page. Bring words like *garden*, *hole*, *hammer*, *bone*, *shed*, *gate*, *found*, *summer*, *ground*, *sound* into the conversation. On page 23, 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.
- Turn to pages 2–3. Ask: Where does Daisy live? Locate the word *garden*. Read the chunks or syllables, *gar-den*, *garden*. What is Daisy doing? Find and read the words *hole*, *hammer*, *bone*. Read the page together.
- Look at pages 4–5. Ask: What is Daisy doing now? How does the illustration tell us where she has been running? How does Daisy look? Why is she so excited? Read the sentences together.
- Follow this pattern for each page up to page 23, 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. Ask: Did you like the ending? Why? How would you read the last sentence? Why did the hammer need cleaning?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: How would you describe Daisy Dog? What can you say about Bill?
- Re-tell the story using the pictures on each page as a guide. Discuss how Daisy knew where the tool was and the meaning of *clunky*, *clanky*.
- Look at the back cover. What things do you think Daisy would like to play with? What things are not suitable for dogs to play with?

## Phonics

- Write the words *sound*, *ground*, *around*, *found*, *bound*, *hound*, *loud*, *shout*, *about* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *s-ound*. Brainstorm other words with /ou/ as in sound and write them on the board. Read them together.

## Word Study

- Talk about the words *ran*, *soon*, *children*, *this*, *that*, *dog*, *must*, *some*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word. Make sentence strip definitions to match to the words.
- Talk about contractions using *don't* as an example. Students make a two-column chart showing contractions and the expanded words in the story. They can add any others they know, e.g. *it's*, *didn't*, *she's*, *we'll*.
- Find words in the story with double consonants to break into syllables, e.g. *ham-mer*, *sum-mer*, *fun-ny* etc. Together say the words and clap the syllables as you say them. Note that the break comes between the double letters.
- Have students find the word *ducked* on page 18. They discuss the meaning.

## Fluency

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

## Writing

- Students draw a picture from the story. They find a matching sentence in the story and write it. They read their sentence to a partner and share their picture.
- Students write a new paragraph describing other things Daisy Dog could hide or play with. They include some of the interesting words from the story.
- Students make a time line noting the events in the story from Daisy Dog's point of view. They illustrate and label the time line, then use it to re-tell the story to the class pretending they are Daisy Dog.
- Students make a web with Daisy Dog in the middle. They surround it with words that describe what Daisy Dog did in the story.

## Home/School Link

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

# Frank's Big Food Trip

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** looking, asked, just, food, something, different, gave, could

**Content Words:** hungry, milk, dessert, bowl, biscuits, full, yogurt, fish, mince, strolled

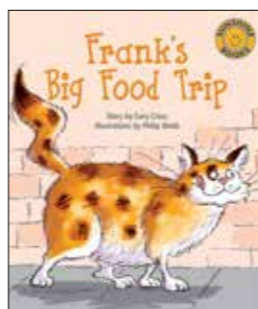
### Phonics

**Letters and Sounds:** Recognise and produce words that have /ar/, e.g. far

**Words to Blend and Segment:** darling, farmer, far, starting, hardly

### Fluency

Choose a page to choral read with students, e.g. page 14. Model emphasising the repetitive parts and using intonation.



Frank is feeling hungry. But he doesn't feel like eating cat biscuits so he visits his friends to find something more tasty to eat.

## Before Reading

- Together look at the cover picture. Discuss what students see. Read the title and the names of the author and illustrator. Have students read any other stories by Gary Cross? Ask what they thought of them.
- Look at the title page illustration. What is the same or different in this picture compared to the cover?
- Ask: Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the title and the cover and title page illustrations to make predictions about the story. What do they think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *hungry, milk, dessert, bowl, biscuits, full, yogurt, fish, mince, strolled* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

- Look at the picture on pages 2–3. What do you see? Locate the tricky words *hungry, bowl, empty, school* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. When does this story take place?
- Look at the illustration on pages 4–5. Ask: What is Frank saying to his owner? Look for the words *matter, eaten, food*, in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together. Notice the speech marks and the different characters. Change your voice for Frank and the different people.
- Review the predictions for the ending made earlier, then turn to page 24 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 these sentences?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: What kind of cat is Frank? How would you describe him? 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. Why didn't Frank eat the biscuits that his family left for him?
- Re-read the story together emphasising the different characters. Be aware of the punctuation marks. On page 10 point to the question mark. What does this mean and how does it affect how you read the sentence?
- Look at the back cover. Discuss the story map. Re-tell the story using the map.
- What do you think the author's purpose was for writing the story?
- Students make a time line to show the places Frank visited. Under each they summarise the main event. They label and illustrate and use their time line to re-tell the story.

## Phonics

- Have students recognise and produce words that have /ar/, e.g. far. Write the words *darling, farmer, far, starting, hardly* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *dar-ling, darling*. Read the words together and talk about the meaning of each. Think of more ar words to add to the list, e.g. *car, bark, dark, marker*.

## Word Study

- Talk about the words *looking, asked, just, food, something, different, gave, could*. Read them together. Ask students to locate the words in the text. Copy and print 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. "*looking hungry*" means showing signs of wanting to eat (page 10).

## Fluency

- Choose a page to choral read with the students. Model emphasising the repetitive parts and using character voices and intonation.

## Writing

- Students write a story about Frank going to different places to find food. They choose a food they think would be his favourite.
- For a class project, brainstorm food that would be good for a cat and food that Frank had in the story. Contribute to a chart showing food that is good for cats, and food that is not suitable for cats, e.g. ice-cream – not good; cat biscuits – good.

## Home/School Link

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

# Jack, the Sniffer Dog

## GOALS

### Comprehension

Discuss possible reasons for the author writing this text.

### Vocabulary

**High-frequency Words:** boat, tree, looking, under, other, park, pulled, find

**Content Words:** island, prow, anchor, behind, burrow, scent, trap, shore, sniffer, hear

### Phonics

**Letters and Sounds:** Identify and understand possessives, e.g. Jack's, dog's, birds', rat's

**Words to Blend and Segment:** Recognise and produce words that have the same vowel sound long a (ai): chain, again, laid, trained, paid, pain, rain

### Fluency

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



Jack is a sniffer dog. He helps to keep native birds and animals safe from predators with his nose.

## Before Reading

- Look at the cover. Ask: What breed of dog is this? (Jack Russell) Has anyone seen one or does anyone you know own one? What are they like?
- Read the title together. Discuss what students see in the pictures on the cover and title page. Ask: What do the pictures show about sniffer dogs? What do you think will happen in the book?
- Talk/walk through the pictures. Notice what Jack is doing on each page and what he has to wear. Discuss what students see on each page. Bring words like *island, prow, anchor, behind, burrow, scent, trap, shore, sniffer, hear* into the conversation. Notice the things Jack does that help keep our environment protected.

## Reading the Text

- Read the cover together. On pages 2–3, ask: What do you see in the picture? Where is Jack standing? Look at the text to get some clues. Look for the arrows.
- Discuss what made Jack excited. Look for tricky words like *anchor, chain, island, howling*. Break the words into chunks or syllables, e.g. *pr-ow* (ow as in loud, now) Then read the text together pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- Discuss the picture on pages 4–5. What do you see? The handler is attaching the muzzle to Jack. Share experiences if anyone has met a dog with a muzzle. Why did they wear one? Read the words together.
- Follow this pattern for each page discussing the pictures and what the tricky words are before reading.
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Discuss the ending and how Jack helped to track the rat.
- Discuss possible reasons for the author writing this text. What have students learnt from this book?
- Look at the back cover. Where is this dog working? What is the sniffer dog looking for?
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## Phonics

- Write the words *chain, again, laid, trained, paid, pain, rain* on the board to chunk and say them as a group. Students think of more words with ai (long a). They say them, and discuss their meaning and use them in a sentence. Remind them that there are other spellings for the long a sound: ay as in way, may; a\_e as in came, same.
- Students identify possessives in the text, *Jack's, dog's, birds', rat's*. Discuss whether they are singular or plural and the reason the apostrophe can be before or after the s.

## Word Study

- Talk about the words *boat, tree, looking, under, other, park, pulled, find*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read these words in the book. Discuss their meaning in context. Use the cards to play a spelling game. Scramble letters for students to rearrange the letters to spell a word, e.g. toab (boat); etre (tree).
- Students draw a picture of a sniffer dog in the middle of a web. They write the words for what the dogs wear, such as muzzle, lead, harness, branching out from the web.

## Fluency

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

## Writing

- Students write and illustrate a fact from the story, e.g. Rats eat native birds' eggs. (page 22) They share this with a partner.
- As a class, make a poster with a division down the middle. Show native birds and animals that need to be protected on one side and unwanted pests that need to be found or sniffed out by dogs on the other. Students can use pages 22–24 to help them. They can illustrate the poster and display in the school public area.

## Home/School Link

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

# My Farm Diary

## GOALS

### Comprehension

Make connections: Think about a time when something similar has happened to you. Have you ever been on a sleepover?

### Vocabulary

**High-frequency Words:** don't, their, took, know, inside, that's, after, even

**Content Words:** shearers, wool, quad-bike, lamb, prawns, rooster, rained, sleepover

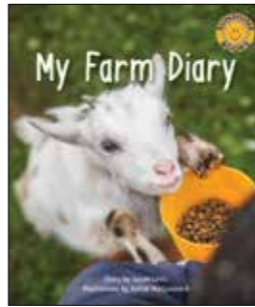
### Phonics

**Letters and Sounds:** Recognise and produce words that have /or/

**Words to Blend and Segment:** for, morning, stories, more, forgot

### Fluency

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



The child keeps a diary about a sleepover on a farm. Nan and Pa have a sheep farm and there are goats and chickens and lots of different things to experience.

## Before Reading

- Look at the outside back cover. These pictures give an idea of what the book might be about. Discuss what students might like to do on a farm.
- Read the title and the names of the author and illustrator. Read the title together. Ask: What could the title mean? What is a diary? A diary is written by someone to talk about their daily activities. It is a personal record of what he/she has been doing. Ask: Do any of you keep a diary?
- Together look at the cover and discuss. Ask: What animal is shown? What is it doing?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *shearers, wool, shorn, quad-bike, lamb, prawns, rooster, rained, sleepover* into the conversation.
- On page 23, have students predict how the diary might end.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Explain that the child is writing a diary of a sleepover at their grandparents' farm. They are using a diary app on their device. They write about their daily activities and load photos too. Have students locate the words *diary, sleepover, middle, nowhere* to confirm. Make sure the words look right, sound right and make sense.
- Read the sentences together. Ask: What does the child call the grandparents? What do you call your grandparents? From whose point of view is the story written?
- On pages 4–5, ask: What is happening here? Look for the words *shearers, sheepdogs, chase, vegetables, cook-up* in the text to confirm. Read the words together.
- Why does the child say "Boo hoo" on Sunday on page 22? On page 23 review the predictions for the ending made earlier, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Do you think the grandchild was happy to be home? What was the last thing they did on the farm? How could you summarise the child's feelings on the last three days of the diary?

## After Reading

Invite students to discuss the text.

- Ask: Do you think it was a good idea to keep a diary of the farm sleepover? Why? What would you have done in a similar situation? Do you think it is based on a true story? What made the child start to get homesick? What day was that?
- Choral read the story together. Take turns reading different days of the diary in groups.
- Students analyse the characters of Nan and Pa. What can you say about each character?
- Students think about a time when something similar has happened to them. Ask: Have you ever been on a sleepover? Can you remember your first ever sleepover? Share your experiences. Did you get homesick?
- Revisit the back cover. Follow the story map to discuss the farm activities.

## Phonics

- Recognise and produce words that have /or/ sound. Write the words *for, shorn, morning, stories, more, forgot, shortbread, lemonade* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-orn, shorn*. Read the words together and talk about the meaning of each. Students think of more words to add to the list, e.g. *corn, born, torn, store, fort*.
- Talk about the past-tense verbs in the diary. (*came, did, followed, showed, told, took*) Together find more examples.
- Have students find compound words in the story like *homesick, stir-fry, quad-bike*. List them and explain their meaning.

## Word Study

- Talk about the words *don't, their, took, know, inside, that's, after, even*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in context, e.g. *don't* is short for do not. Students scan the text for other contractions to expand and discuss their meaning.
- Have students build a list of words with the suffix *-wards* as in *afterwards* on page 11.
- Students draw a picture from the diary. They find the words, they write them and then read their sentence to a partner.

## Fluency

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

## Writing

- Students make a story map of the activities the grandchild did on the farm. They label and illustrate their story map and share with the group.
- They write a story about the hens and what their names mean. They can illustrate with drawings or use a picture from the internet.
- They write their own diary about what they did in the weekend. They can illustrate it.

## Home/School Link

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

# The Gibbon Family

## GOALS

### Comprehension

Re-tell the text using the photos on each page. Ask a question, e.g. "Is a gibbon an ape or a monkey? How do you know? What can be learnt from this text?"

### Vocabulary

**High-frequency Words:** after, eat, two, tree, through, way, feet, morning

**Content Words:** tail, ape, arm, gibbon, gorilla, monkey, clever, rainforest, save, move

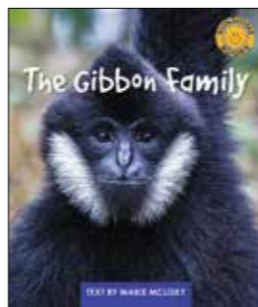
### Phonics

**Letters and Sounds:** Recognise and produce words that have the vowel sound ee (long e)

**Words to Blend and Segment:** tree, feet, keeping, seen, keen, see, been

### Fluency

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



Gibbons belong to the ape family and they are the cleverest ape. Find out what they can do.

## Before Reading

- Read the title together. Ask: Who wrote the text? Discuss what students see on the cover and title page. What do the photos show about gibbons? What do students think this book might be about? How do they know that this book is non-fiction?
- 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 differences between different apes and monkeys. Discuss what students see on each page. Bring words like *tail, ape, arm, gibbon, gorilla, monkey, clever, rainforest, save, move* into the conversation.

## Reading the Text

- Read the cover and the contents page together.
- Turn to pages 2–3. Ask: What do you see in the photos? Look for tricky words like *ape, monkey, largest, smallest*. Break the words into chunks or syllables, e.g. *mon-key*. Discuss the meaning and then read the text together, pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- On pages 4–5, discuss the pictures. What do students see? Find the words *clever* and *tails*. Ask: What is the difference between a monkey and an ape? Read the words together.
- Follow this pattern, discussing the pictures and any tricky words before reading each page.
- Look at the index and find the page with information about chimps. Students ask a partner questions about the index, e.g. Which page has information about gorillas?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Ask: How do gibbons keep safe? Discuss what people can do to help save gibbons.
- Re-tell the text using the photos on each page. Ask: Is a gibbon an ape or a monkey? How do you know? What can be learnt from this story?
- Discuss and 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 describe the text.
- Have students discuss 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 students think the author's purpose was for writing the book? What have they learnt from this text?
- Look at the back cover. Discuss what the four apes are and the differences between them.

## Phonics

- Recognise and produce words that have the vowel sound ee (long e). Write the words *tree, feet, keeping, seen, keen, see, been* on the board to chunk and say them as a group, e.g. *tr-ee*. Students brainstorm more words with ee. (*bee, free, creep, steep*) They say them, discuss their meaning and use them in a sentence.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *rain-for-est, kil-om-et-res*. Together look for one-syllable words in the book to clap, e.g. *apes, live*. Have students clap two-syllable words, e.g. *bal-ance, gib-bon*.

## Word Study

- Talk about the words *after, eat, two, tree, through, way, feet, morning*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Students choose one chapter to re-read and make a quiz about it, e.g. Movement, pages 14–16. Question 1: What do gibbons use for balance? Students ask a partner the quiz questions.

## Fluency

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

## Writing

- Students write and illustrate a fact from the story, such as how fruit is 70% of a gibbon's diet. They share their fact with a partner.
- Students research and brainstorm ways to help save gibbons. They collaborate to make a wall chart to display their findings.
- Students draw a picture of a gibbon in the middle of a web. They write different words for gibbon characteristics branching out from the web and illustrate where possible.

## Home/School Link

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

# The Thing About Cats

## GOALS

### Comprehension

Connect to prior knowledge: Has anyone owned a cat or visited someone with a cat? What's one thing you can say about cats?

### Vocabulary

**High-frequency Words:** they, home, well, called, better, round, more, good

**Content Words:** skill, tail, jump, balance, stalk, blink, paws, walk, smell, feel

### Phonics

**Letters and Sounds:** Recognise and produce words that have the same voiced /th/ sound, e.g. they

**Words to Blend and Segment:** the, they, their, these, this, them, that, than

### Fluency

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



Cats are mysterious, talented animals. They have ways of doing things that show how clever they are.

## Before Reading

- Ask: Has anyone owned a cat or visited someone with a cat? What's one thing you can say about cats?
- Read the title and the name of the author. Read them together. Ask: Have you read any other books by Bronwyn Tainui? Share your experiences.
- Discuss what students see in the pictures on the cover and title page. Ask: Do you know what breed these cats are? What do you think will happen in the text? How do you know that this book is non-fiction?
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *skill, tail, jump, balance, stalk, blink, paws, walk, smell, feel* into the conversation. Notice the amazing things cats can do. Ask: Which cat do you like best?

## 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 special about a cat's eyes? Look at the text for clues. Look for tricky words like *eyes, brightly, skills*. Break the words into chunks or syllables, e.g. *br-ight-ly, brightly*. Read the text together, pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- Discuss the picture on pages 4–5. Find the words *centre, slits, pupils*. Discuss their meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Look at the index and find the page with information about stalking. Students ask a partner questions about the index, e.g. What page is smell on?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Why are cats' eyes so special? What does it mean if the tail is flicking? How fast can a cat run? Discuss the ending and the meaning of a *kitty kiss*.
- Re-tell the text using the pictures on each page as a guide. Discuss the special skills cats have.
- Look at the design on the page numbers. Ask: What effect do you think the designer was hoping for? How does this effect add to the design of the book?
- What do students think the author's purpose was for writing the book? What have they learnt from this book?

## Phonics

- Recognise and produce words that have the same voiced /th/ sound - *they*. Students listen for the /th/ sound as you read the words, *the, they, their, these, this, them, that, than*.
- Write the words *the, they, their, these, this, them, that, than* on the board. Together chunk and say them as a group, e.g. *th-ey*. Students use them in a sentence. (NB: Some /th/ sounds are voiceless like *thick, thin*.)
- Students identify syllables in words and clap as you say them, e.g. *some-times, mys-ter-i-ous, kil-om-et-re, cats, twist, qui-et-ly*. Together look for one-syllable words in the book to clap, e.g. *cats, move*. Have students clap two-syllable words, e.g. *run-ners, fas-ter*.

## Word Study

- Talk about the words *they, home, well, called, better, round, more, good*. Copy and print the flash cards from the inside front cover of the book. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game with the flash cards.
- Students draw a picture of one of the features in the book. They write the matching sentence from the text, e.g. Cats walk on soft padded paws (page 8).

## Fluency

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

## Writing

- Students write and illustrate a fact from the story, e.g. Cats like to hunt. They share their story with a partner.
- Students write a poem or story about their favourite cat and the reasons why.
- Students make a poster showing the skills of cats. They label and illustrate it and share with the class. On their poster, they could draw a diagram of a cat and label the cat's features with arrows, e.g. whiskers, padded paws, tails.

## Home/School Link

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

# Why Cats Eat Rats

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** cat, dragon, jumped, horse, rabbit, fast, animals, water

**Content Words:** tiger, ox, monkey, rat, snake, sheep, rooster, swimming, happy, angry

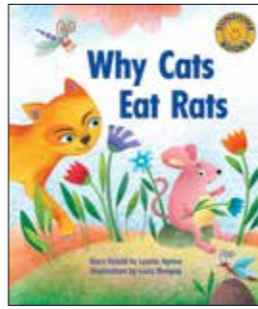
### Phonics

**Letters and Sounds:** Identify and produce words that start with th as in thin (voiceless)

**Words to Blend and Segment:** think, thirteen, thought, through, thin, thick, three

### Fluency

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



This is a traditional tale about why the Jade Emperor did not name a year in the calendar after cats.

## Before Reading

- Read the title and the names of the author and illustrator. Read the title together. Ask: How does the sound of the title set the scene for the story? The words cats and rats rhyme. This is called assonance. It is a skills writers use to enhance their writing.
- Ask: Leonie Agnew retold this story. What does that mean? Tell students that this is a traditional tale. It has been reimagined by the author from an old story.
- Together look at the cover picture. Discuss what students see. Ask: What are the cat and rat doing? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the cover and title page illustrations 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 *tiger, ox, monkey, rat, snake, sheep rooster, swimming, happy, angry* into the conversation.
- On page 23, 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 do you see happening? Locate the tricky words *Jade, emperor, calendar, decided, kingdom* to confirm. Discuss their meaning. Make sure the words look right, sound right and make sense.
- Read the sentences together. Ask: What animals do you see on the circular calendar? Can you name them? There are 12 animals on the calendar.
- On pages 4–5, have students discuss the 13 animals they see in the illustration. Look for the tricky words *thirteen, rooster, rabbit* to confirm. Read the sentences together.
- Follow this pattern up to page 23. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Ask: Who did you think would win the swimming race? Why was the race unfair? 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?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: Which animal missed out on being on the calendar? Why did rat come first? Why was Ox unhappy? Do you think Ox is smarter than rat? Why? Why was Cat angry? What message can we learn from this story? Why do you think the author chose this traditional story?
- What type of genre is this story? Do you think it could be based on facts?
- Reread the story together making sure students are aware of the punctuation marks and changing voices for the characters.
- Students look at the back cover and discuss when they were born and which animal they are.
- Reread page 10 focusing on the punctuation. Demonstrate how reading without punctuation marks sounds and then repeat acknowledging the difference when you use them. Have students notice how the meaning becomes clearer when punctuation marks are observed.

### Phonics:

- Identify and produce words that start with th as in *thin /th/(voiceless)*.
- Write the words *think, thirteen, thought, through, thin, thick, three* on the board to practise blending and segmenting the onsets and rimes together as a group. e.g. th-ink, think. Read them together and talk about the meaning of each. Think of more th words to add to the list.

### Word Study

- Talk about the words *cat, dragon, jumped, horse, rabbit, fast, animals, water*. Read them together. Ask students to locate the words in the text. Discuss the meaning or use of each word in the book, e.g. on page 12 *jumped* is the past tense of jump.
- Discuss the past tense verbs *crept, forgave, frowned*. Ask: What are the base verbs? Build a list of other past tense verbs from the story.
- Look for present tense verbs ending with -ing, e.g. *swimming, pulling, fighting*. Brainstorm a list and read them together. Note that swim has an extra m before -ing.
- Ask students to retell the story in their own words. They record the retelling for further discussion and reflection.

### Fluency

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

### Writing

- Have students make a web about one of the animals. They draw the animal and list their characteristics.
- Ask: Do you have a cat or know someone with a cat? Write about what the cat likes or dislikes, e.g. Does it like rats? Does it like going in water? Students illustrate and share.
- Ask if students know the saying, “strong as an ox”. Where do they think it originated? Brainstorm other sayings and research where they came from. Students record and share.

### Home/School Link

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

# Art Is Us

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** us, lived, use/d, these, been, inside, would, called

**Content Words:** learn, important, art, decorate, past, paintings, cave, information, handwriting, stories

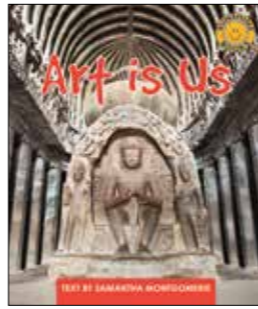
### Phonics

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

**Words to Blend and Segment:** picture, figure, mixture, furniture, fracture, manure

### Fluency

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



People all over the world use art to show what is important in their lives and cultures.

## Before Reading

- Read the title and the author's name. Then read them together. Ask: What could the title mean? What do you know about art? Discuss what students see in the pictures on the cover and title page.
- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Read 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 places art occurs. Discuss what makes the art on each page. Bring words like *learn, important, art, decorate, past, paintings, cave, information, handwriting, stories* into the conversation.
- Before turning to page 24, ask students how they think the book might end.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What kind of art do you see? Look for tricky words like *important, decorate, learn*. Discuss their meaning. Break the words into chunks or syllables, e.g. *im-por-tant, important*. Then 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 *past, paintings, cave* in the text. Talk about the meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures about art before reading each page.
- Look at the index and find pages where there is more information about tombs. Students ask a partner questions about the index, e.g. What page has information about hunting?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Check on the accuracy of students' predictions made at the beginning. Re-tell the text using the pictures on each page as a guide.
- Look at the back cover. Talk about the masks from Africa.
- Discuss and model how to summarise the text. Together, work through the text chapter by chapter, summarising each. Then look for a main thread or theme that might summarise the whole text.

## Phonics

- Write the words *picture, figure, mixture, furniture, fracture, manure* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *fig-ure, figure*.

## Word Study

- Talk about the words *us, lived, use/d, these, been, inside, would, called*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Students identify syllables in words and clap as you say them, e.g. *ab-or-ig-in-al, tribe, ter-ra-cot-ta, sym-bol*. Together find one-syllable words in the book to clap, e.g. *made, large*. Have students clap two-syllable words, e.g. *af-ter, in-side*.

## Fluency

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

## Writing

- Students make a web showing why art is useful to us, e.g. it tells us about the past. They label and illustrate their web. They can share it with the class.
- Students make an artwork about something that is special to them. They write some sentences to say what is special about it and what story it tells.
- Students create an approximate time line of the art in the text. They identify the country where the art originated, if known. They illustrate with a thumbnail of the art.
- Students research and write a story about ancient art, using inspiration from the text, e.g. totem poles, rock art, cave painting.
- Students research how calligraphy is a visual form of writing. They write sentences about it and give some examples.

## Home/School Link

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



# Dragon Dance

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** magic, river, red, dragon, head, animal, night, want

**Content Words:** snake, festival, lanterns, front, behind, middle, luck, dance, brave, strong

### Phonics

**Letters and Sounds:** Recognise and produce words that have the vowel sound /i\_e/ (long i) as in like.

**Words to Blend and Segment:** like, life, wise, bike, nice, price, knife

### Fluency

Choral read parts of the story with students pointing to the words as they are read. (Model emphasising interesting words like twirl, swirl, twist, swish.)



Chan loves to dance and she especially wants to do the dragon dance at Chinese New Year.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the alliteration in the title. Explain to students that alliteration is a skill authors use to enhance their writing.
- 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 dragon dance? Have they read any other stories by Samantha Montgomerie? Did they like reading them?
- Together look at the cover. Ask: What is the girl doing? Can you see a dragon? Is this a fiction or 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? Is it the same dragon? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *snake, festival, lanterns, front, behind, middle, luck, dance, brave, strong* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the girl doing? Is this the same girl as the one on the cover? What do you see happening? Locate the tricky words *swish, swirl, twist, twirl, festival, lanterns* to confirm. Discuss their meaning. Remind students to make sure the words look right, sound right and make sense.
- Read the sentences together. Notice the alliteration of sw and tw, e.g. *twist/twirl; swish/swirl*. How do these words sound? Can you picture dancing by swishing and swirling?
- On pages 4–5, ask: What is happening now? Look for the tricky words *colourful, jiggled, noticed*. Read the words together. Notice and emphasise the alliterative words again.
- Follow this pattern for each page up to page 23. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## After Reading

Invite students to discuss the text.

- Ask: Why did Chang want to be the dragon's head? How did Dad change her mind? On page 12, what does Dad mean when he says “takes a whole team of dancers”?
- What type of genre is this story? Do you think it could be based on true facts?
- Discuss and model how to identify the main idea of the text.
- Re-read the story together making sure students are aware of the punctuation marks and changing voices for the characters.
- Look at the back cover. Discuss how dragons are important to Chinese people. Does this one look similar to the one Chang was part of?
- Re-read page 8, focusing on the punctuation. Demonstrate reading without punctuation and then repeat, acknowledging the difference when you use it. Notice how the meaning becomes clearer when punctuation marks are observed.
- Tell students that authors use similes to describe and compare two things. They use like or as, e.g. *slither like a snake* (page 12), *flow like a river* (page 12). Students find more examples in the story. They write their own example to share.

## Phonics

- Identify and produce words with i\_e (long i). Write the words *like, life, wise, bike, nice, price, knife* on the board to practise blending and segmenting the onsets and rimes, e.g. *l-ike, like*. Read them together and talk about the meaning of each. Students think of more i\_e words.

## Word Study

- Talk about the words *magic, river, red, dragon, head, animal, night, want*. Read them together. Ask students to locate the words in the text. Copy and print 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 page 4 *want* means “would like”.
- Students find words in the story starting with digraph ch, e.g. *choose, Chinese, Chang*. Brainstorm other words with ch.
- Students look in the story for words with the soft c like ice. (*noticed, dancer, dance, danced*) They think of other words to list and say.
- Students write another page for the story. They imagine what happened to the dragon in the sky. They illustrate and share their new endings.

## Fluency

- Choral read parts of the story with students pointing to the words as they are read. Model emphasising interesting words like *twirl, swirl, twist, swish* on page 2.

## Writing

- Organise a class project where students discuss what countries class members come from. They mark these on a world map. They talk about the different cultures and festivals that might be relevant. Have individuals draw and write about these to share and display.

## Home/School Link

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

# Standing Strong

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? (photos) What is the difference? (Non-fiction is true and informs.) Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.

### Vocabulary

**High-frequency Words:** people, better, take, want, wanted, white, many, same

**Content Words:** standing, strong, differently, changed, stood, improve, world, ideas, equal, actions

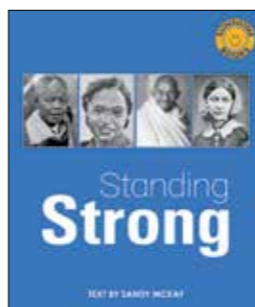
### Phonics

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

**Words to Blend and Segment:** stand/ing, strong, peo/ple, be/cause, coun/try

### 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 looks at people who stood up for the principles of fairness and justice.

## Before Reading

- Ask: What do you see on the cover? What do you understand by the expression *standing strong*? Discuss the different people on the cover. Do you recognise any of these people? Look at the contents page for clues.
- Read the title. Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Students make predictions about the text from the cover and title page photographs.
- Talk/walk through the pictures. Notice the photos of people throughout. Ask: Why do you think most of them are black-and-white photos? Discuss what the people were standing strong for. Bring words like *standing, strong, differently, changed, stood, improve, world, ideas, equal, actions* into the conversation.

## Reading the Text

- Read the cover and the title page together. Ask: What is happening in the photo on the contents page? Read the table of contents.
- On pages 2–3, ask: Who are the photos of? What did they stand strong for? Look for tricky words like *stood, strong, action, dangerous, difficult*. Break the words into chunks or syllables, e.g. *ac-tion, action*. Talk about the meaning of the words. Then read the text together, pointing to the words as you read.
- On pages 4–5, discuss the photos and whether students know anything about Emmeline Pankhurst. Find the words *country, thought, unfair* in the text. Talk about their meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the people are standing strong for. On page 24 ask: Do you recognise anyone on this page?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Ask: Why did Nelson Mandela go to prison?
- Re-tell the text using the pictures on each page as a guide. Discuss the ending. Ask: Is it good to stand strong? Why do we need people like these to stand up for fairness? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Read the back cover. Have a discussion on standing strong for the planet. Link to page 24 and what Greta Thunberg stands strong for.

## Phonics

- Students identify syllables in words and clap as they are spoken. They find words with one, two, three and four syllables in the text to say and clap, e.g. *black, pris-on, Man-del-a, com-for-ta-ble*. Organise the words into a four-column table.

## Word Study

- Talk about the words *people, better, take, want, wanted, white, many, same*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book and discuss their meaning in context. Write the meaning on a sentence strip so students can play a game to match the words with their meanings.
- Brainstorm words that end in -le where the e is silent, e.g. *people, comfortable, example, terrible, able*. Together discuss their meaning. Find *able* on page 18 and discuss how it is used in the text.
- Talk about the r controlled vowel sound. This is where the vowel changes when followed by the letter r. Students locate words with the ar vowel sound in the text, e.g. *hard, parks, marched*.

## Fluency

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

## Writing

- Students write a new chapter using the pattern of the text, e.g. People stand strong because... They illustrate their writing and share with a partner.
- They draw a picture of someone standing strong from the book. They write the matching sentence from the text.
- They choose one person from the book. They read about them and write a quiz where the answers are in the text. For example, Mahatma Gandhi, Question 1: What year was he born? They have fun with a partner answering and asking quiz questions.

## Home/School Link

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

# Different But the Same

## GOALS

### Comprehension

Discuss possible reasons for the author writing this text, i.e. showing how we all have similarities as well as differences.

### Vocabulary

**High-frequency Words:** way, our, well, small, green, more, long, eyes

**Content Words:** brown, different, same, curly, wavy, respect, skin, freckles, colour, feelings

### Phonics

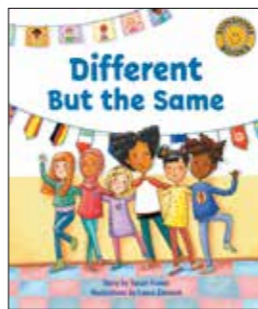
**Letters and Sounds:** Identify and produce rhyming words, e.g. inside/pride; me/be; day/away

**Words to Blend and Segment:** -ear; hear, wear, hearing, wears, bear, pear, footwear

### Fluency

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

Ask: What can be learnt from this story?



The children in the classroom are different in lots of ways. But they all have the same feelings deep inside.

## Before Reading

- Read the title and the names of the author and illustrator. Notice the opposites in the title. (*different/same*) Ask: What do they mean? How does the sound of the title set the scene for the story? What could the title mean? Have you read any other stories by Susan Frame? Did you enjoy them? Together look at the cover picture. Discuss what you see. Ask: Is this a fiction or 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 is the girl doing? What do you think might happen in the story now?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *brown, different, same, curly, wavy, respect, skin, freckles, colour, feelings* into the conversation. Stop at page 23 and have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together.
- Look at the picture on pages 2–3. Ask: What are the girls doing? What do you see in the classroom?
- Locate the tricky words *different, instance, straight* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Notice the rhyming words.
- Turn to pages 4–5. What is happening in the classroom now? Look for the tricky words: *brown, curly, wavy*, in the text to confirm. Read the words together. Notice the rhythm and the rhyming words.
- Follow this reading pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together noting the punctuation, rhythm and rhyme.
- 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 on page 24. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Who is telling the story? What does respect mean? Prompt if needed.
- Ask: What type of genre is this story? Do you think it could be based on true facts?
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
- Re-read the story together paying attention to punctuation marks, rhythm and rhyme.
- Look at the back cover. Discuss how these two boys are different or the same. Discuss how students are different from or the same as their friends.
- Re-read page 14 focusing on the punctuation. Focus on the purpose of the capital letters, full stops 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.
- Discuss the possible reason for the author writing this text, e.g. showing how we all have similarities as well as differences. What can students learn from this story?

## Phonics

- Write the words *hear, wear, hearing, wears, bear, pear, footwear* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *h-ear, hear*. Read them together and talk about the meaning of each. Think of more -ear words to add to the list, e.g. *wearing, pears, bears, ears*

## Word Study

- Talk about the words *way, our, well, small, green, more, long, eyes*. Read them together. Ask students to locate the words in the text. Copy and print 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 page 22 “*the way we dress*” means how we look or the style of dress.

## Fluency

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

## Writing

- Students draw a picture to illustrate a sentence from the story. They write the sentence under it and then read their sentence to a partner, e.g. Simon and Delilah both wear glasses (page 17).

## Home/School Link

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

# Learning Experience

## GOALS

### Comprehension

Discuss strategies for reading a play: Which words set the scene or explain actions? Which parts do characters read? Which parts does a narrator read? Predict what the play might be about.

### Vocabulary

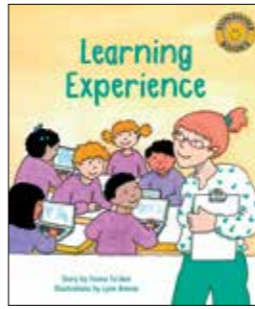
**High-frequency Words:** we're, two, well, take, much, thing/s, bad, I've  
**Content Words:** game, yesterday, ready, learn/ing, class, office, test, group, solve, problem/s

### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. learn-ing, ex-per-i-ence, un-us-u-al, did-n't, fin-ish-ing  
**Words to Blend and Segment:** ow (long o): own, show, know, window, low, mow

### Fluency

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



In this play, the children are in class waiting for their teacher. She is late so they practise being self-managers of their own learning.

## Before Reading

- Read the title and the names of the author and illustrator to students. Read the title together. Ask: What could the title mean? Have they read any other stories by Feana Tu'akoi. Share their experiences.
- Look at the cover. Ask: What do you see? What is the setting? Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page. Ask: What do you see? These are the characters in the play. This is a drama. The characters are from the class on the cover. Read their names together.
- Discuss strategies for reading a play. Ask: Which words set the scene or explain actions? Which parts do characters read? Which parts does a narrator read? Predict what the play might be about.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *game, yesterday, ready, learn/ing, class, lessons, test, group, solve, problem/s* into the conversation. On page 21, 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 can you say about the class? Locate tricky words like *heard, finishing, hurry* to confirm. Break them into chunks or syllables, e.g. *fin-ish-ing*. Students should make sure the words look right, sound right and make sense. Read the sentences together for the reader/narrator and each character.
- On pages 4–5, ask: What is happening in the picture? Look for the words *yesterday, self-managers, ready, learning, usually* in the text to confirm. Discuss their meaning. Give examples of being *self-managers*. Read the words together.
- Review predictions for the ending made earlier, then turn to page 22 to reveal the ending.
- Have students discuss what they see in the illustration. Read the reader's text together. Ask: Did you like the ending? Why? On page 24, why are the children laughing?

## After Reading

Invite students to discuss the text.

- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. Ask: What did the children do that would make Ms Crook feel proud? Review what the title "Learning Experiences" means now that you have read the play. Is it different to what you thought when looking at the cover at the beginning of the lesson?

## Phonics

- Have students identify syllables in words and clap as you read them, e.g. *learn-ing, ex-per-i-ence, un-us-u-al, did-n't, fin-ish-ing*.
- Write the words *own, show, know, window, low, mow* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-ow, show*. Read the words together and talk about the meaning of each. Students think of more ow words to add to the list, e.g. *throw, tow, crow, blow*.

## Word Study

- Talk about the words *we're, two, well, take, much, thing/s, bad, I've*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Have students discuss the meaning or use of each word in the book.
- Students find the word *thought* on page 12. Together build a list of words with the letter cluster -ought, e.g. *bought, brought, ought*. Compare these words with *caught* on page 14. Students make a list of words with the letter cluster -aught.

## Fluency

- Have students read the play as a Readers' Theatre together before taking character parts in groups. They act out the play in groups of eight. One student reads the directions.

## Writing

- Students write a recount of times when they have been responsible, a self-manager or have solved problems. Remind them to edit their writing. They illustrate and share.
- 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.
- Brainstorm how the drama might continue. What happens next? Students write a new ending to the play. They say what happens after Ms Crook comes back. What learning will they do?
- Look at the back cover and talk about the differences between classrooms now and in the past.
- Have someone come to school to talk about school in the 1950s or visit a local museum that has memorabilia from that era. Students write a report about the visit. They illustrate and display their findings.

## Home/School Link

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

# Mr Bright, Turn Off the Lights!

## GOALS

### Comprehension

Re-tell the text using the pictures on each page. Discuss what the different characters said about Mr Bright's lights and how it made them and him feel. What can be learnt from this story?

### Vocabulary

**High-frequency Words:** along, under, night, sleep, off, please, couldn't, because

**Content Words:** light, turn, complain, Mayor, flick, bright, dark, lighthouse, perfect, storm

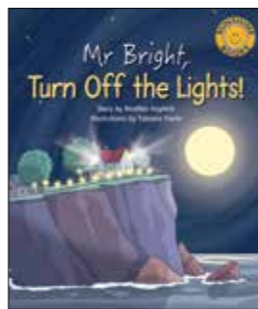
### Phonics

**Letters and Sounds:** Recognise and produce words that have the vowel sound /igh/ (long i) as in light.

**Words to Blend and Segment:** bright, light, night, lighthouse, right, tight, sight, fight

### Fluency

Model reading part of the text, noting the punctuation, interesting words and change of characters, e.g. page 20. Make your voice sound different for the different characters. Students repeat.



Mr Bright loves lights but they are keeping his neighbours awake. How can everyone be happy?

## Before Reading

- Read the title and the names of the author and illustrator. Notice the rhyme in the title. Read the title together. Ask: What could the title mean? Why would Mr Bright need to turn off the lights? How does the sound of the title set the scene for the story?
- Look at the cover. Ask: Could this be Mr Bright's house? Is this a fiction or 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. Ask: Who is this? What is he doing? What might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *light, turn, complain, Mayor, flick, bright, dark, lighthouse, perfect, storm* into the conversation. On page 23 have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together.
- Turn to pages 2–3. Ask: What is happening in the illustration? Locate the words *switched, cliff-top, cottage, flick, mirror* to confirm. Make sure the words look right, sound right and make sense. Discuss their meaning. Read the sentences together.
- Turn to pages 4–5. Ask: What do you see? Look for the words *twinkled, dangled, letterbox, runway* in the text to confirm. Read the words together. (Note the compound words and discuss their meaning.)
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. Why did the characters say Mr Bright would be perfect? What did they mean?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: Why did the mayor write a grumpy letter? What is a grumpy letter? Do you think it was a good idea for Mr Bright to become a lighthouse keeper? Why? Which parts of the story were repetitive? How did they add to the story? Read them again.
- Re-tell the text using the pictures on each page. Discuss what the different characters said about Mr Bright's lights and how it made them and him feel. What can be learnt from this story? Record the re-telling for further reflection and discussion.
- Discuss and model how to identify the main idea of the story.
- Look at the back cover to discuss what students see. Discuss whether Mr Bright could be a lighthouse keeper today.
- Discuss the possible reasons for the author writing this text.

## Phonics

- Write the words *bright, light, night, lighthouse, right, tight, sight, fight* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *br-ight, bright*. Read them together and talk about the meaning of each. Students think of more -ight words to add to the list, e.g. *might*.
- Build a list of words with the suffix -age, e.g. *cottage, sausage*. Read them together.

## Word Study

- Talk about the words *along, under, night, sleep, off, please, couldn't, because*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game. Discuss the meaning or use of each word in the book.
- Notice the bold print on pages 11 and 16. Ask: Why are the words printed in this way? How would we read these words?
- Students identify and build up a list of compound words from the story, e.g. *lighthouse, supermarket, ponytail*. They say what the two words mean individually and when combined.
- Find the word *complain* in the text. Ask: What other words can be made from *complain*? What does complain mean?

## Fluency

- Model reading part of the text, noting the punctuation, interesting words and change of characters. Make your voice sound different for the different characters. Students repeat.

## Writing

- Students make another page for the story telling what Mr Bright does in his lighthouse.
- Students write an advertisement for a job of their choice. They can use page 23 as a model.
- Students write a grumpy letter to the mayor complaining about something they aren't happy with. They can use page 12 to help them.

## Home/School Link

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

# Nervous Nellie

## GOALS

### Comprehension

Discuss possible reasons for the author writing this text.

### Vocabulary

**High-frequency Words:** told, great, looked, find, school, think, still, away

**Content Words:** assembly, breath, nervous, nerves, bounced, flicking, freak, relax, confident, frightened

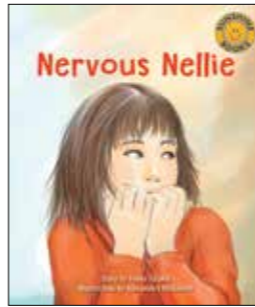
### Phonics

**Letters and Sounds:** Recognise and produce words that have /er/ as in nerves

**Words to Blend and Segment:** nerves, nervous, never, writer, better

### Fluency

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



Nellie has to introduce an important visitor at school assembly. She is surprised to find that the visitor is just as nervous about it as she is.

## Before Reading

- Read the title and the names of the author and illustrator. Read the title together. Ask: What do you notice? Tell them that alliteration is a technique used to make writing sound good. What could the title mean?
- Look at the cover picture. Ask: How is Nellie feeling?
- Look at the title page. Ask: What is the same or different in this picture compared to the cover?
- Help students to use the title and cover illustrations to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *assembly, breath, nervous, nerves, bounced, flicking, freak, relax, confident, frightened* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Turn to pages 2–3. Ask: What is Nellie doing? Locate the words *hopeless, never, nerves* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- Turn to pages 4–5. Ask: What is Nellie thinking about? Why is she nervous about assembly? Look for the words *assembly, speaking, important*. Read the words together and read the page.
- Follow this pattern for each page up to page 23, 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.
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: How did Nellie cope with being scared of talking at assembly? What would you have done in a similar situation? What type of genre is this story? Do you think it could be based on a true story?
- Ask: What do you think was the author's purpose for writing the story? Did you learn anything from the text?
- Analyse the characters of Nellie and Jason. Ask: What can you say about each? What is the same or different about them?
- Re-read the story together being aware of the punctuation marks. Change your voice for the characters and emphasise the descriptive words, e.g. *freaked out, cracked up*.
- Look at the back cover to re-tell the story using the pictures.
- Re-read page 22 focusing on the capital letters, full stops, 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 *nerves, nervous, never, writer, better* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *n-er-v-ous, nervous*. Read them together and talk about the meaning of each. Students think of more -er words to add.

## Word Study

- Talk about the words *told, great, looked, find, school, think, still, away*. Read them together. Ask students to locate the words in the text. Copy and print 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.
- Read the words *breathe* and *bluff* (page 6). Ask: What do they mean? Tell students this is another example of alliteration. The author is helping to create a mind picture as they read.
- On the board, list the things that Nellie tries out to overcome her nerves. Ask: Which ones do you think will work?

## Fluency

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

## Writing

- Students make a time line showing the things Nellie tried. They illustrate and label it.
- Students use the flash cards. They make clues for the words and make a crossword for a partner to solve.
- Students make a setting, characters, problem, solution summary of the story. They label and illustrate the main points and use this to re-tell the story to the class.

## Home/School Link

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

# Shooting for the Stars

## GOALS

### Comprehension

Re-tell the text using the pictures on each page. Discuss what the different characters said about choosing Mia to be the spaceship pilot and how it made her feel.

What can be learnt from this story?

### Vocabulary

**High-frequency Words:** end, best, ever, said, out, before, need, their

**Content Words:** show, space, aliens, spaceship, stars, shooting, pilot, dance, planet

### Phonics

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

**Words to Blend and Segment:** sh: show, she, shooting, showed, spaceship, rushed

### Fluency

Model fluent reading of a section of the text using intonation for students to repeat. On pages 8 and 22, notice how you say the alliterative words (*twisted* and *twirled*)



Martina wants her end of year show to be the best one ever. She also wants to make sure that Mia, who uses a wheelchair, can join in.

## Before Reading

- Look at the cover together. Ask: What is happening? What do you notice about the girl? What do you notice about her wheelchair? Explain that Mia is on the stage performing in a show. Even her wheelchair has a costume.
- Read the title and the names of the author and illustrator. Ask if students have read any other stories by Samantha Montgomerie. Ask if they liked reading them.
- Look at the title page illustration. Ask: What is the same or different about this picture compared to the cover? How does Mia look? Help students to use the title and cover and title page illustrations to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening with the class and Mia on each page. Bring words like *show, space, aliens, lasers, spaceship, stars, shooting, pilot, dance, planet* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues.
- Turn to pages 2–3. Ask: What are the class doing? Find the words *Martina, planning, excited*. Discuss their meaning. Who is Martina? What is she thinking about? Read the page together.
- Turn to pages 4–5. Ask: What do you see? What do you think she is talking about? Find the words *space, loved, aliens, flashing* and *world* in the text to confirm this. Discuss their meaning. Read the sentences together. Follow this pattern for each page up to page 23, 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.
- Discuss what is happening in the illustration. Read the text together. Ask: How would you read the last two sentences? How are the girls feeling? Why did Martina say “It was out of this world”? What does that mean? Who else said those words? (Miss Lee on page 4.)
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: How would you describe Mia? How would you describe Martina and Miss Lee?
- Re-tell the text using the pictures on each page. Discuss what the different characters said about choosing Mia to be the spaceship pilot and how it made her feel. Ask: What have you learnt from this story?
- Look at the back cover. Talk about how Mia is feeling on these pages from the story. Why is she feeling this way?

## Phonics

- Write the words *show, she, shooting, showed, spaceship, rushed* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-ow, show*.
- Brainstorm other words with sh as in *show* to write on the board. Read them together, e.g. *shout, share, shop*.
- Look for words with oo in them, e.g. *shooting, looking*. Notice there are two different sounds for oo. Build two separate lists for the two sounds. Use words like *moon, stood, looped, took, looking, soon*. Read the lists as a class.

## Word Study

- Talk about the words *end, best, ever, said, out, before, need, their*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book. Make sentence strip definitions to match to the words. Convert these into a crossword puzzle for others to do.
- Look at the words *best* on page 2 and *worst* on page 8. Ask: What do they mean? Explain that they are superlatives for the adjectives *good* and *bad*. What is the superlative for *great*? Do the same for other adjectives, e.g. *small, big, long, dark, tall*. Add the comparatives. Build a three-column chart for the adjective, comparative and superlative.

## Fluency

- Model fluent reading of a section of the text using intonation for students to repeat. On pages 8 and 22, notice how you say the alliterative words (*twisted* and *twirled*).

## Writing

- Students make a time line noting the events in the story from Mia’s point of view. They illustrate and label it, then use it to re-tell the story to the class pretending they are Mia.
- Students draw a picture from the story. They find a matching sentence, write it and read it to a partner, e.g. It felt like the worst show ever for Mia (page 8).
- They write instructions for converting Mia’s wheelchair into a spaceship. They include some of the words: first, next, then, last. They can use page 18 to help.
- In groups students write a script for the play. They list the cast and the scenery. They write parts for the characters to say and act it out to another group.

## Home/School Link

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

# Why Poppy Needs Another Holiday

## GOALS

### Comprehension

Analyse the characters of the aunts and Poppy. Ask: What can you say about each character?

### Vocabulary

**High-frequency Words:** why, say/s, other, first, never, keep, didn't, another

**Content Words:** holiday, aunt/s, Mercedes, Ferrari, carrot, museum, swimming, baking, flowers, busy

### Phonics

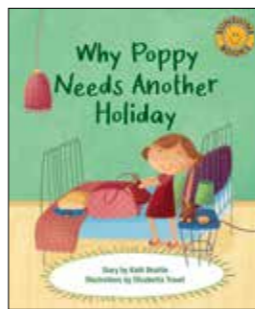
**Letters and Sounds:** Recognise and produce words that have the long a sound (a\_e)

**Words to Blend and Segment:** make, bake, cake, race, wave, lemonade

### Fluency

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

Make your voice sound different for the different people. Students repeat.



Poppy's aunts like doing lots of different things. Poppy needs to find a way to enjoy her holiday without getting tired out.

## Before Reading

- Look at the back cover. Discuss what students like to do on holiday. Read the title and the names of the author and illustrator. Read the title together. Ask: What could the title mean? Why might Poppy need another holiday?
- Together look at the cover. Discuss what they see. Ask: Who is this? What is she doing? Is this a fiction or non-fiction book? How do you know? What is the difference?
- 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 *holiday, aunts, Mercedes, Ferrari, carrot, museum, swimming, baking, flowers, busy* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Look at pages 2–3. Ask: What is Poppy doing in the pictures? (Asking her Mum if she can stay with her aunts in the holidays. Poppy calling her aunts who say yes.) Locate the words *holiday, aunts, Mercedes, Ferrari* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Ask: Why are the aunts named after famous cars?
- Turn to pages 4–5. Ask: What is happening here? Look for the words *museum, gingerbread, ourselves* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 23, 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. What was the last thing the aunts did with Poppy? What made Poppy so exhausted?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: Do you think it was a good idea for Poppy to have a holiday with her aunts? What would you have done in a similar situation? Why did Poppy pick flowers for her aunts? What type of genre is this story? Do you think it is based on a true story?
- Re-read the story together. Be aware of the punctuation marks. Change your voice for the characters and make your voice sound excited.
- Analyse the characters of the aunts and Poppy. What can students say about each character?

## Phonics

- Write the words *make, bake, cake, race, wave, lemonade* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *m-ake, make*. Read the words together and talk about the meaning of each. Think of more a-e words to add to the list, e.g. *rake, lace, take*.
- Notice the word *so* in bold print on page 20. Ask: Why is it bold? Read the sentence together emphasising *so*. Then read it again without the emphasis to hear the difference.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *lem-on-ade, hol-i-day*. Together look for one-syllable words in the book to clap, e.g. *aunt, cake*. Have students find and clap two-syllable words, e.g. *Pop-py, swim-ming*.

## Word Study

- Talk about the words *why, say/s, other, first, never, keep, didn't, another*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in context.
- Students draw a picture from the story. They find a matching sentence in the story and write it and read their sentence to a partner.

## Fluency

- Model reading part of the text, noting the punctuation and change of characters. Make your voice sound different for the different characters. Students repeat after you.

## Writing

- Students make a story map of all the places Poppy went on the holiday. They label and illustrate their story map and share with the group.
- Students write a story about where they would like to go for a holiday and why. They illustrate and share.
- Students re-read page 24. They write a story about where Poppy might go for her next holiday.

## Home/School Link

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



# A Robot Sandwich

## GOALS

### Comprehension

Discuss the possible reason for the author writing this text, e.g. learning to write clear instructions.

### Vocabulary

**High-frequency Words:** everyone, which, asked, work, did, all, what, they

**Content Words:** sandwich, teacher, robot, instructions, recipe, describe, followed, slice/s, bread, spread

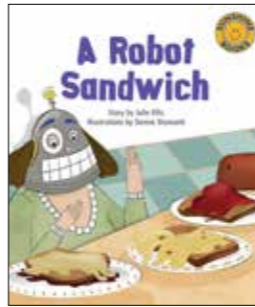
### Phonics

**Letters and Sounds:** Recognise and produce words that have the soft c sound as in ice. /s/

**Words to Blend and Segment:** slice, recipe, ice, mice, twice, price

### Fluency

Choose a page to choral read with the students, e.g. page 15, model emphasising the repetitive parts and using intonation.



The children write instructions to tell a robot how to make a sandwich. It is not as easy as they expected!

## Before Reading

- Read the title and the names of the author and illustrator together. Ask: How does the sound of the title set the scene for the story? What could the title mean? Have you ever heard of a robot sandwich?
- Together look at the cover picture. Ask: What is the robot doing in the picture? Is this a real robot? 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 would the robot mask be for?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *sandwich, teacher, robot, instructions, recipe, describe, followed, slice/s, bread, spread* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Turn to page 2. Ask: What do you see? Locate the tricky words *slices, bread, sandwich* to confirm. Make sure the words look right, sound right and make sense. Read the sentence together. Read the rest of the page together in the same way.
- On page 3, ask: What is the teacher doing? Find the words *teacher* and *instructions* to confirm and blend them, e.g. *teach-er; in-struct-ions*.
- Turn to page 4. Ask: What do you see in the picture? Look for tricky words *spread, vegemite ingredients* in the text to confirm. Read the words together.
- On page 5, notice that the illustration shows adverbs to help with writing instructions. Ask: What are adverbs? Read the adverbs in the story. They are all to do with time and the order of the instructions to be written for the robot.

- Read the rest of the pages together, looking at the picture and then finding the tricky words.
- Review the predictions for the ending made earlier, then turn to page 24 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?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: Do you think the children found the robot teacher useful? What would you have done in a similar situation? Why do you think the robot did the wrong things to start with? How do you think robots will be used in the future?
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea. Ask: Why do you think the author wrote this text?
- Look at the back cover. Discuss the different sandwich fillings and which ones students prefer. Together, write clear instructions for a robot to make a favourite sandwich. The instructions could be illustrated with diagrams and arrows.
- Re-read page 9, focusing on the punctuation. Focus on the purpose of the capital letters, full stops, comma, speech marks, question mark and exclamation mark. Demonstrate reading without punctuation marks and then repeat, acknowledging how the meaning becomes clearer when punctuation marks are observed.

## Phonics

- Write the words *slice, recipe, ice, mice, twice, price* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sl-ice, slice*. Read the words together and talk about the meaning of each. Students think of more soft c words to add to the list, e.g. *place, nice, once, rice*.

## Word Study

- Talk about the words *everyone, which, asked, work, did, all, what, they*. Read them together. Ask students to locate the words in the text. Discuss the meaning or use of each word.

## Fluency

- Choral read a page with students. Model emphasising repetitive parts and using intonation.

## Writing

- Students write about what they would do if they had a robot. What instructions would they give it? How would they make them clear so the robot understood?
- Students use recycled cartons etc, to make their own robot. They paint it and name it.
- Students make sandwiches in class. They write instructions about what to do in order as they complete each step. They enjoy eating their sandwich. They could swop sandwich making instructions with a partner to see if their instructions were clear enough.

## Home/School Link

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

# Gluten-Free Benji

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** school, didn't, eat, everyone, still, couldn't, best, hard

**Content Words:** gluten, free, cheese, fruit, rice, vegetables, symbols, sure, noodles, eggs

### Phonics

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

**Words to Blend and Segment:** ng - eating, being, thing, anything, shopping, something, baking, long

### Fluency

Model fluent reading of a section of the text for students to repeat. Use intonation to make it sound as though Benji is talking.



Benji and some of his family will feel sick if they eat food with gluten in it. They need to follow a gluten-free diet. Here's how!

## Before Reading

- Help students to use the title of the book, the cover and title page photographs to make predictions about the text.
- Ask: What do you know about gluten? Is it something in food we eat? Discuss what they see in the picture on the title page.
- Talk/walk through the pictures. Notice Benji's family and the special food they buy or make to eat. Discuss what students see on each page. Bring words like *gluten, free, cheese, fruit, rice, vegetables, symbols, sure, noodles, eggs* into the conversation.
- Ask: How do you know that this book is non-fiction?

## Reading the Text

- Read the cover and the title page together.
- Turn to pages 2–3. Ask: What do you see in the photo? How many children are in Benji's family? Look for tricky words like *special, gluten, sore*. Break the words into chunks or syllables, e.g. *spe-cial, special*. Read the text together, pointing to the words as you read, making sure they make sense, sound right and look right.
- On pages 4–5, discuss the picture. Ask: What do you see? Why do Benji and his family need gluten-free food? Find the tricky words *free, safe, labels*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what Benji and his family are doing, the gluten-free food and the tricky words before reading each page.
- Students look at the index and find the page with information about pancakes. They ask a partner questions about the index, e.g. Which page has information about pizza?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Ask: What does gluten-free mean? What have you learnt from this book?
- Discuss the possible reasons for the author writing this text, e.g. passion for gluten-free; to share information; to stimulate interest; to recount her own family's experience.
- Re-tell the text using the pictures on each page as a guide. Discuss the things gluten-free Benji has to do.
- Read and discuss the questions on the back cover together. What does this mean for people that need to be gluten-free?

## Phonics

- Students identify syllables in words, especially with double consonants, and clap as they are spoken, e.g. *glu-ten; noo-dles; buck-wheat; ba-na-nas, shop-ping, yum-my, cof-fee, muf-fins, din-ner, piz-za, but-ter, cur-ry*.
- Write the words *eating, being, thing, anything, shopping, something, baking, long* on the board to blend and segment and say them as a group, e.g. *eat-ing, eating*. Students think of more words that have -ng, e.g. *sing, running, cooking*.
- Have students find words in the text with the long u sound like *use* or the short u sound like *yummy*. They make these words into two lists to read depending on the short or long u sound, e.g. *curry, gluten, butter, crumbs, up, fussy, capsicum, cucumber, lunch, yum, buckwheat*.

## Word Study

- Talk about the words *school, didn't, eat, everyone, still, couldn't, best, hard*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Have students look for contractions in the story, e.g. *didn't, couldn't, can't, doesn't*. List the two words and then the contraction on the board along with the meaning. Add any other contractions students suggest to the list, e.g. *won't, it's, don't*. They read the words.

## Fluency

- Model fluent reading of a section of the text for students to repeat. Use intonation to make it sound as though Benji is talking.

## Writing

- Students research a class project about which food can be gluten-free. They label and illustrate the food to make a booklet. They can clip photos from the internet for their project.
- They make the gf muffin recipe in class or at home. They write about the experience, the taste, what it looked like. They supply a photo or illustration to share.
- They design a poster showing the importance of gluten-free food. They label and illustrate it and share with the class.

## Home/School Link

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

# Ready, Steady, Cook!

## GOALS

### Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference? (Non-fiction is true and informs. It may have photographs.) Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.

### Vocabulary

**High-frequency Words:** need, food, some, can't, people, different, same, thing/s

**Content Words:** energy, cooking, heat, eat, raw, recipe, bread, always, baking, bubbles

### Phonics

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

long o (/oa/)

**Words to Blend and Segment:** soak, roast, boat, float, coat, goat

### Fluency

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



Cooking is a fun activity. It is important to understand the qualities of foods so they can be cooked properly.

## Before Reading

- Find out students' prior knowledge of food and the different ways of cooking food, including the ways different cultures prepare food. Ask: What do you know about cooking?
- Read the title together and the author's name. Ask: Have you read any other books by Heather Haylock? Share your experiences.
- Ask: What do you notice about the title? (Two words rhyme, *Ready* and *Steady*. This is an effect authors and poets use to make their writing more interesting.) What does *ready* mean? What does *steady* mean? What does the title mean?
- Discuss what students see in the pictures on the cover and title page. What is being cooked?
- Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Make predictions about the text from the cover and title page photographs. Read 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 places cooking occurs. Discuss what food is being cooked on each page. Bring words like *energy*, *cooking*, *heat*, *eat*, *raw*, *recipe*, *bread*, *always*, *baking*, *bubbles* into the conversation.

## Reading the Text

- Read the cover and the contents page together. On pages 2–3, ask: What kind of food do you see? Look for tricky words like *energy*, *brain*, *raw*, *cooking*. Break the words into chunks or syllables, *en-er-gy*. Read the heading and text together, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Find the words *cooked*, *safe*, *easily* in the text. Talk about the meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures about cooking and food before reading the text.
- Look at the glossary on page 22 and find the meaning for vitamins. Students ask a partner questions about the glossary. What word means the way to be active? (energy)
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- What do students think the author's purpose was for writing the book. What have they learnt from this book? Ask: What is your favourite recipe to cook? What ingredients would you need?
- Check on the accuracy of students' predictions made at the beginning. Invite students to discuss the information.
- Look at the back cover. Talk about which ingredients would be in the food in the photo.
- Look at the design on the page numbers. Ask: What is it? How does this add to the book?

## Phonics

- Recognise and produce words that have the same vowel sound: /oa/ long o. Students listen carefully as you read words with the /oa/ sound, e.g. *oak*, *roast*, *boat*, *float*, *coat*, *goat*. Students repeat these words emphasising the /oa/ sound.
- Write words *soak*, *roast*, *boat*, *float*, *coat*, *goat* on the board to practise blending and segmenting the onsets and rimes together as a group, *s-oak*, *soak*. Brainstorm more words with -oa to add to the list, *moat*, *boast*, *roasting*, *soaked*. Notice that words like *note*, *vote*, have the same long o vowel sound with a different spelling.

## Word Study

- Talk about the words *need*, *food*, *some*, *can't*, *people*, *different*, *same*, *thing/s*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read them in the book. Discuss their meaning in context.
- Students draw a picture of cooking from the book. They write the matching sentence from the text. They share it with a partner.
- Students play a spelling or memory game with the flash cards.

## Fluency

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

## Writing

- Students make a chart showing the different ways to cook. They can name a dish they know using the method. They label, illustrate and share.
- Students use some of the special cooking words to make a crossword with a partner. They write clues about the meaning, e.g. What is the opposite of cooked? (raw) Others can try to finish the crossword.

## Home/School Link

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

# Playing with Surveys

## GOALS

### Comprehension

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

### Vocabulary

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

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

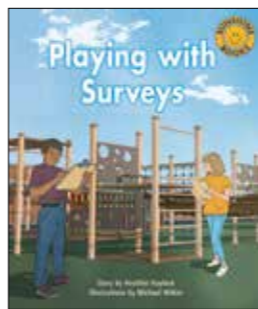
### Phonics

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

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

### Fluency

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



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

## Before Reading

- Look at the back cover. These pictures give an idea of what students will read about in the book. Discuss what playground equipment students like best.
- Read the title and the names of the author and illustrator. Ask: What could the title mean? What is a survey? Have they read any other stories written by Heather Haylock? Ask them to share their experiences.
- Together look at the cover picture. Ask: Where are the people? What are they doing? Explain that surveys are a way of finding out information.
- Help students to use the title, and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *survey*, *playground*, *internet*, *question*, *information*, *popular*, *equipment* and *graph* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Turn to pages 2–3. Ask: What do you see? Explain that after getting information, the information must be recorded in some way, e.g. on a tally chart. Locate the words *survey*, *information*, *decision*, *observation* and *interviewing* to confirm. Discuss their meaning. Make sure the words look right, sound right and make sense. Read the sentences together.
- Turn to pages 4–5. Ask: What do you see? Look for the words *bullying*, *question* and *decide* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Do you think the students will be happy with the new playground?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: Do you think it was a good idea to have a survey about the playground? Why? What would you have done in a similar situation?
- Look at page 22. Which piece of equipment was the most popular and which was the least popular in the lunch hour? On page 23, which piece of equipment on the poster was the most popular? Least popular? Do you think this story is based on a true story?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. Discuss the order of instructions for a survey.
- Revisit the back cover. Do you still feel the same about which equipment you like best?

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

## Home/School Link

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

# Good Habits

## GOALS

### Comprehension

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

### Vocabulary

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

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

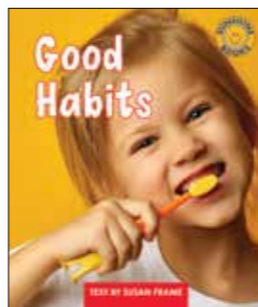
### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

Invite students to discuss the text.

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

## Phonics

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

## Word Study

- Talk about the words *each, there, good, must, play, same, every, because*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Play a spelling or memory game with the cards, e.g. use alphabet letter tiles or cards to make the words.

## Fluency

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

## Writing

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

## Home/School Link

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

# Hairy Facts

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

Invite students to discuss the text.

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

## Home/School Link

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

# Our Amazing Skin

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

Invite students to discuss the text.

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

## Home/School Link

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

# Fins Are Fantastic

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** place, live, help, many, stop, over, think, long

**Content Words:** ocean, fins, shark, whale, fantastic, wide, deep, turn, dolphin, move

### Phonics

**Letters and Sounds:** Identify and produce words with long u (u\_e)

**Words to Blend and Segment:** use, fluke, ute, cute, flute

### Fluency

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



Many ocean animals have fins. There are large ones and small ones on different parts of their bodies. This book tells us what they are for.

## Before Reading

- Read the title and the author's name together. Ask: What do you know about fins? What are fins? Discuss what students see in the pictures on the cover and title page. What are the animals on the title page? Ask: Have you ever seen a dolphin? Where can you see them?
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Read the title and the table of contents to give an idea of what is going to be in the text. Help students use the title of the book and the contents page to make predictions about the text.
- Talk/walk through the pictures. Notice the different kinds of fins. Discuss what you see on each page. Bring words like *ocean, fins, shark, whale, fantastic, wide, deep, turn, dolphin, move* into the conversation.

## Reading the Text

- Read the cover and the contents page together. On pages 2–3, ask: What is the ocean? Look for tricky words like *many, place, forwards*. Break the words into chunks or syllables, e.g. *man-y*. Then read the text together pointing to the words as they read.
- Look at pages 4–5 to discuss the picture and the captions. Read the heading. Find the words *different, animals, body* in the text. Talk about the meaning. Read the words together.
- Follow this pattern for each page discussing the pictures about the animals and their fins before reading each page.
- On page 24, look at the index and find the page with information about orca. Students ask a partner questions about the index, e.g. What page are pelvic fins on?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Check on the accuracy of students' predictions. Invite them to discuss the information.
- Discuss and model how to identify the main idea of the text. What do students think the author's purpose was for writing the book? What have they learnt from this book? How would fins help people to swim in the ocean?

## Phonics

- Write the words *cute, flute* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *c-ute*. Brainstorm more words with u\_e to add to the list, e.g. *fuse, tube*.

## Word Study

- Talk about the words *place, live, help, many, stop, over, think, long*. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Copy and print sets of the flash cards on the inside front cover. Play a spelling or memory game with the cards, e.g. make a crossword puzzle together. Brainstorm the clues or meanings.
- Students draw a picture from the book. They write the matching sentence from the text.
- Locate the words that end with *-ce*. (*slice, race, place*) Note that this is a soft c which sounds like /s/. Students think of more words ending with *-ce*. (*spice, mice, ice*) Read the words and make a *-ce* web.

## Fluency

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

## Writing

- Students make a web showing uses for different types of fins. They label and illustrate their fins. Share with the class.
- Have students draw and label an animal with fins. They can use pages 4–5 as a guide. They illustrate and share.
- Fins are fantastic. Students write a poem or story saying why fins are fantastic.

## Home/School Link

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



# Leaf Life

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** where, air, sun, plants, around, grow, before, even

**Content Words:** leaf, life, leaves, drinks, medicine, dried, clothing, ground, change, colour

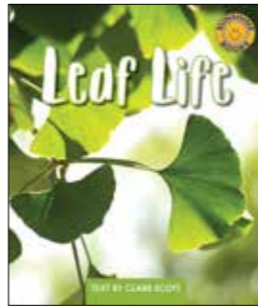
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same soft g sound /j/

**Words to Blend and Segment:** large, orange, change, vegetables, oxygen, hedges, giraffe

### Fluency

Practise re-reading parts of the text with a partner (orally) – sharing information.



We might see leaves every day but do we know just how useful they are?

## Before Reading

- Ask: What do you know about leaves? Where can you find leaves? Have you ever played with leaves or walked through leaves?
- Read the title and the name of the author together. Ask: What do you notice about the title? Why do authors use alliteration?
- What could *Leaf Life* mean? Discuss what students see in the pictures on the cover and title page. Notice the different shades of green. Ask: When would you find leaves of different colours?
- Is this book fiction or non-fiction? How do you know?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Help students use the title and contents page to make predictions about the text.
- Talk/walk through the pictures. Notice the different kinds of leaves on each page. Bring words like *leaf, life, leaves, drinks, medicine, dried, clothing, ground, change, colour* into the conversation.

## Reading the Text

- On pages 2–3, ask: What can you find out about leaves? What is happening in the picture? Look for tricky words like *fresh, clean, air, leaves*. Break the words into chunks or syllables, e.g. *fr-e-sh, fresh*. Read the heading and the text together, pointing to words as they are read.
- On pages 4–5, discuss the picture. Find the words *light, water, breathe* in the text. Talk about their meaning. Read the words together. Follow this pattern for each page, discussing the pictures about leaves before reading each page.
- Look at the index and find the page with information about deciduous trees. Students ask a partner questions about the index, e.g. What page is cacti on?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Look at the design on the page numbers. What is it? How does this feature add to the book?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. What do they think the author's purpose was for writing the book? What have they learnt from this book?

## Phonics

- Recognise and produce words that have the same soft g sound /j/. Write words *large, orange, change, vegetables, oxygen, hedges, giraffe* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *l-ar-ge, large*. Brainstorm more words with soft g /j/ to add to the list, e.g. *barge, judge, gym*.

## Word Study

- Talk about the words *where, air, sun, plants, around, grow, before, even*. Copy and print two sets of the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students can play a memory game with the cards.
- Students draw a picture relating to the book. They write the matching sentence from the text.
- Students scan the book to find words with ow as in *grow (grown, growing)*. They think of more words with ow. (*grows, below, know, own*) They read the words and make an -ow web.

## Fluency

- Students practise re-reading parts of the text with a partner (orally).

## Writing

- Students make a two-column chart with a leaf in one column and its uses or behaviour in the other, e.g. Venus Fly Trap/catches insects; palm leaves/clothing, roofs.
- Students use the information on pages 6–7 to research and write sentences about how leaves provide shelter or decoration. They illustrate their writing.
- Students write a poem or story saying why leaves are amazing.
- Students refer to page 22 and then create an art piece about or using leaves. This could be photographed or videoed and shared on the school website with comments from students.

## Home/School Link

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

# Let's Go to the Sahara

## GOALS

### Comprehension

Ask: Is this book fiction or non-fiction? How do you know? (photos)  
What is the difference? (Non-fiction is true and informs) Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.

### Vocabulary

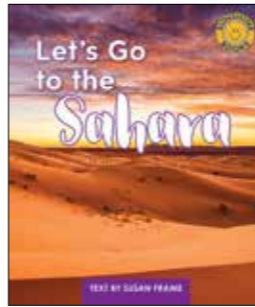
**High-frequency Words:** any, than, place, hot, very, sleep, plants, water  
**Content Words:** world, desert, Arctic, Antarctic, sandy, freezing, sunhat, daytime, burrows, camel

### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. Arc-tic, An-tarc-tic, des-ert  
**Words to Blend and Segment:** Identify and make superlatives ending in -est; eg, biggest, hottest

### 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.



The Sahara desert is the world's hottest desert but people and animals live there.

## Before Reading

- Read the title together. Ask: Who wrote the text? Have you read any other books by Susan Frame? Share experiences.
- Discuss what students see in the pictures on the cover and title page. What do the photos show about the Sahara desert?
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Students make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to give an idea of what is going to appear in the text.
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *world, desert, Arctic, Antarctic, sandy, freezing, sunhat, daytime, burrows, camel* into the conversation. Notice interesting things about the desert such as whether you would need warm or light clothing.

## Reading the Text

- Read the cover and the contents page together.
- Turn to pages 2–3, ask: What do you see in the photo? What makes a desert? Look at the text to get some clues. Look for tricky words like *desert, sandy, dunes*. Break the words into chunks or syllables, e.g. *des-ert*. Then read the text together pointing to the words as they are read. Include the captions. Make sure the words make sense, look right and sound right.
- On pages 4–5, ask: What do you see? Deserts can be icy. Look for the words *Arctic, Antarctic, hardly*. Chunk the words and read them. Discuss their meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Look at the index and find the page with information about an oasis. Students ask a partner questions about the index, e.g. On what pages will you find information on date palms?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Ask: What kind of clothes do people wear in the desert? How do animals survive in the desert? Discuss nomads and how they live in the desert. What is different about the way they live?
- Re-tell the text using the pictures as a guide. Discuss the special features of deserts.
- Model how to summarise the text. Work through the text chapter by chapter summarising each. Then look for a main thread or theme that can cover the whole text.
- Have students look at the design on the page numbers. What effect do you think the designer was hoping for? How does this effect add to the design of the book?
- What do students think the author's purpose was for writing the book? What have they learnt from this book?
- Look at the back cover. Discuss whether you would like to visit a desert. Ask: Does it look like fun to ride a camel? How would it be different to riding a horse?

## Phonics

- Identify syllables in words and clap as they are spoken, e.g. *Arc-tic, An-tarc-tic, des-ert*.

## Word Study

- Write the words *biggest, hottest* on the board to chunk and say them as a group, e.g. *big-gest*. Brainstorm more words with -est, e.g. *lightest, brightest, longest, shortest, coldest, smallest*. Students say the words, and discuss their meaning and use them in a sentence.
- Talk about the words *any, than, place, hot, very, sleep, plants, water*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words. Discuss their meaning in context. Play a spelling game, such as hangman, with them.
- Ask students to find all the words that are contractions, e.g. *isn't, doesn't, don't*, and expand them. Discuss the meaning and use of contractions. They read the words together with a partner. Brainstorm other contractions students know, e.g. *didn't, can't*.

## Fluency

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

## Writing

- Students draw a picture of a desert in the middle of a web. They write different words relating to deserts branching out from the web, e.g. nomads, caravan, camels.
- Students write and illustrate a fact from the story, e.g. On page 17, people eat the dates that grow on this tree. They share with a partner.
- Students make a chart about plants that live in the desert. They label and illustrate it and share with the class.

## Home/School Link

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

# Saving for a Rainy Day

## GOALS

### Comprehension

Make connections: Think about a time when something similar has happened to you. Have you ever saved or collected something to keep for a later time?

### Vocabulary

**High-frequency Words:** much, bear, keep, any, only, most, mother, animals

**Content Words:** saving, rainy, father, extra, store, collect, honey, nectar, summer, winter

### Phonics

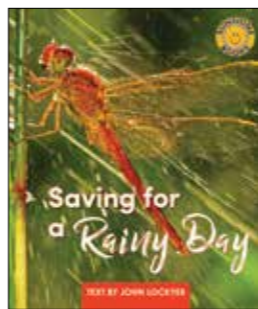
**Letters and Sounds:** Recognise and produce words that have the same vowel sound -ur

**Words to Blend and Segment:** turns, burn, return, curls, purrs, burst

### Fluency

Pick a page that most students can read easily. Ask them to re-read it with pace and expression.

Model how to do this if necessary. Students repeat.



All sorts of creatures need to be sure they have enough to eat in case there is a problem. Here is how they do it.

## Before Reading

- Read the title and the name of the author. Ask students what they think the title means. What do they know about saving? Discuss what they see on the cover and the title page.
- Talk about the meaning of saving. Ask: What do you think the reference to a rainy day might mean? Read the title and the name of the author together. Ask: What do you think this book will be about?
- Look at the pictures on the title page. Ask: What animals do you see? What could they be saving? And what for?
- Talk/walk through the pictures. Notice the various ways of saving. Discuss what students see on each page. Bring words like *saving, rainy, father, extra, store, collect, honey, nectar, summer, winter* into the conversation.
- Have students think about a time when they have saved or collected something to keep for a later time.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photos? What is the girl doing? What is she holding? Look for tricky words like *saving, rainy, extra, especially*. Break the words into chunks or syllables, e.g. *sav-ing, saving*. Talk about the meaning. Then read the text together pointing to the words as they are read, making sure they make sense, sound right and look right.
- On pages 4–5, discuss the picture. What do you see? What is the polar bear doing? Look in the text for clues. Share experiences of saving food. Why does the polar bear need to store food? Find the tricky words *store, summer, winter*. Read the words together.
- Follow this pattern for each page discussing the pictures, what is being saved and the tricky words before reading each page.
- Students look at the index and find the page with information about spiders. They ask a partner questions about the index, e.g. Which page has information about camels?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Ask: What do beavers save? What does a camel store? What does hibernate mean?
- Discuss the ending and what we do to store food. What have students learnt from this book?
- Discuss the possible reasons for the author writing this text, e.g. passion for saving; to share information; to stimulate interest; to encourage being careful with money.
- Re-tell the text using the pictures on each page as a guide. Discuss the things that can be saved and the ways they can be stored.
- What shape are the designs on the page numbers? What effect has the designer had on the book by adding these? Why has this raindrop shape been used?
- Look at the back cover and discuss which things students might save for a rainy day.

## Phonics

- Recognise and produce words that have the same vowel sound -ur. Write the words *turns, burn, return, curls, purrs, burst* on the board to blend and segment and say them as a group, e.g. *t-ur-ns, turns*. Together brainstorm more words that have -ur, e.g. *burning, curled, bursting, burnt*.

## Word Study

- Talk about the words *much, bear, keep, any, only, most, mother, animals*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Make up a crossword together using the meanings as clues, e.g. What is the opposite of least? (most)

## Fluency

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

## Writing

- Students write and illustrate a fact from the text, e.g. Moles collect live earthworms. They share this with a partner.
- They write about something they have saved or collected to keep for a later time. They illustrate and share.
- They make a diagram to show how the Emperor penguin family look after themselves and their chick. They can use arrows to show who goes for food and when.
- They make a web with “Saving” in the middle and animals that save something branching out from the web. They illustrate and label the names of the animals and what they store.
- They design a poster showing the importance of saving. They label and illustrate it and share with the class.

## Home/School Link

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

# Cooper, the Super Juggler

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** people, when, good, going, three, right, how, want

**Content Words:** juggling, juggler, throw, hand, catch, learn, practice, circus, dreams, left

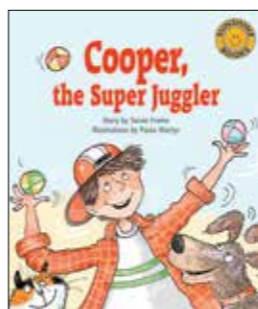
### Phonics

**Letters and Sounds:** Recognise and produce words with the oo sound as in super and Cooper.

**Words to Blend and Segment:** Cooper, super, too, room, soon

### Fluency

Model fluent reading of a section of the text, noting the punctuation and making the different characters sound different. Students repeat.



After reading a book about the circus, Cooper decides to teach himself how to juggle. He follows instructions and practises until finally he can juggle.

## 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 juggler? Have you read any other stories by Susan Frame? Did you like them?
- Together look at the cover. Ask: What do you see? What is the boy doing?
- 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?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *juggling, juggler, throw, hand, catch, learn, practice, circus, dreams, left* into the conversation.
- On page 22 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- Turn to pages 2–3. Ask: What is Cooper doing in the picture? Look at the thought bubble. What is he dreaming of? Locate the words *juggling, juggler, circus* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- Turn to pages 4–5. Ask: What is happening? What is different? Look for the words *sword, brain, teach* to confirm. Read the words together. Draw attention to the silent w in *sword*.
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences? What was the one thing Cooper didn't dream about and why? Did you notice what the cat and dog are dreaming about?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: Do you think it was a good idea for Cooper to learn to juggle? Why? What would you have done in a similar situation? What 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 story.
- Re-read page 14 together, paying attention to the punctuation marks. Change your voice for the characters and make your voice sound interesting.
- Students look at the back cover and discuss the pictures and their order in the story. Discuss what Cooper is doing in each one.
- Ask: What are the possible reasons for the author writing this text?

## Phonics

- Write the words *Cooper, Super, too, room, soon* on the board to practise blending and segmenting the onsets and rimes together, e.g. *r-oo-m, room*. Read them together and talk about the meaning of each. Think of more oo words to add to the list, e.g. *broom, moon*.
- Notice the soft c in *circus* and *bounces*. (It sounds like /s/.) Students think of other words with a soft c. (*once, twice, ice*). Read them together.
- Students identify syllables in words and clap as you say them, e.g. *prac-tise, jugg-ling*. Together find one-syllable words in the book to clap, e.g. *reads, balls*. Have students clap two-syllable words, e.g. *learn-ing, Coop-er*.

## Word Study

- Talk about the words *people, when, good, going, three, right, how, want*. Read them together. Ask students to locate the words in the text. Copy and print 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.
- Look at the word *phew* on page 18. Note the ph is the /f/ sound. Say the words. Ask: What does *phew* mean? Brainstorm other words with ph, e.g. *dolphin, phone*.

## Fluency

- Model fluent reading of a section of the text, noting the punctuation and making the characters sound different. Students repeat.

## Writing

- Students make a programme for Cooper when he joins the circus. It should say what he will juggle and in what order. They can make a poster to go with it, using page 21 as a model.
- Students make an invitation to Cooper's next juggling display in the street. They illustrate and share it with the class.
- Students write instructions for teaching someone to juggle. They can use pages 6–9 for help.

## Home/School Link

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

# Play Ball!

## GOALS

### Comprehension

Making connections: Ask: Have you ever played with a ball? What games have you played? Look at the cover. What game is being played here?

### Vocabulary

**High-frequency Words:** away, how, or, has, been, small, fast, only

**Content Words:** catch, hit, throw, tennis, hockey, baseball, basketball, football, polo, soccer

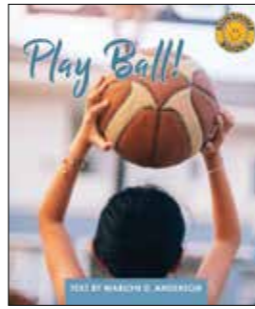
### Phonics

**Letters and Sounds:** Identify and produce compound words, e.g. softball, football, indoor

**Words to Blend and Segment:** Identify and produce words with ch: children, chase, punch, watch, catch, each

### 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.



A ball is used in so many sports.

## Before Reading

- Read the title and the name of the author together.
- Ask: Have you ever played with a ball? What kind of game did you play?
- Look at the cover. What game is being played here? What is the girl doing with the ball?
- On the back cover, discuss which game uses each of the three balls.
- Talk/walk through the pictures. Notice the different places where balls are used. Discuss what ball game is being played on each page. Bring words like *catch, hit, throw, tennis, hockey, baseball, basketball, football, polo, soccer* into the conversation.

## Reading the Text

- Read the cover together.
- Turn to pages 2–3, ask: What game are the people playing? What things are happening with the ball? Look for tricky words like *catch, hit, throw*. Discuss their meaning. Break the words into chunks or sounds, e.g. *thr-ow*. Then read the text together, students point to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *football, soccer, professional, millions* in the text. Talk about the meaning in context. Read the words together. Then read the text.
- Follow this pattern for each page, discussing the pictures and words before reading each page.
- Look at the index and find which pages have information about baseball. Students ask a partner questions about the index, e.g. Which pages have information on squash?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Re-tell the text using the pictures on each page as a guide. Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book? How many different types of ball games can you name?
- Look at the design of the page numbers. Ask: What is it? How does this feature add to the book?

## Phonics

- Have students identify and produce compound words from the text, e.g. *softball, football, indoor*. They write the word and then the two words that make the compound word.
- Identify and produce words with ch. Write the words *children, chase, punch, watch, catch, each* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *ch-ase*. Students brainstorm more words with ch to add to the list, e.g. *check, choose, chick*. Explain that c and h combine to make one sound, the ch- digraph.

## Word Study

- Talk about the words *away, how, or, has, been, small, fast, only*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students can play a spelling or memory game with the cards, e.g. unscramble words such as *wyaa* (away).
- Hav students locate words that end with *ball*. These are compound words with the base word *ball*, e.g. *volleyball, basketball, baseball, softball, football*. Read the words. Write the words. Have students separate them and rejoin them, e.g. *volley + ball = volleyball*. They think of more ball games that include *ball* in the name.

## Fluency

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

## Writing

- Students make a web showing ball games. They illustrate and label it and share with the class.
- Students write a riddle for a partner to guess what game or ball they are describing, e.g. I am small and made of rubber with a felt covering. I am often yellow. What am I? (A tennis ball)
- Have students write a poem saying why balls are incredible.
- Students draw a picture of a ball from the book and then write the matching sentence.
- Students choose a ball from pages 22–23 and write a guide to show how it is made. They may need to research the subject. They show the steps with arrows in a flow diagram and illustrate and share.

## Home/School Link

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

# Extreme Vehicles

## GOALS

### Comprehension

Discuss the possible reason for the author writing this text.

### Vocabulary

**High-frequency Words:** with, that, across, could, snow, air, next, through

**Content Words:** extreme, buggy (ies), wheelchairs, difficult, vehicles, wheel, track, swamp, giant, stuck

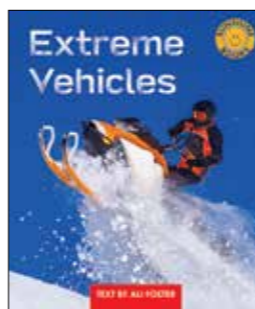
### Phonics

**Letters and Sounds:** Recognise and produce words that have the same y ending (long e)

**Words to Blend and Segment:** sandy, muddy, icy, snowy, knobbly

### Fluency

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



Exciting and fast, these extreme vehicles can go where ordinary cars and trucks cannot.

## Before Reading

- Read the title, then read it together. Discuss what students see on the cover and contents page. What do they think the text will be about? Is this a non-fiction text? How do they know?
- Read the table of contents to get an idea of what extreme vehicles are in the text.
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *extreme, buggy/ies, wheelchairs, difficult, vehicles, wheel, track, swamp, giant, stuck* into the conversation. Notice the difference between the vehicles with tracks and those with wheels.

## Reading the Text

- Read the cover and the title page together.
- Turn to pages 2–3. Ask: What do you see in the picture? Look for tricky words in the text like *extreme, vehicles, difficult, swamp*. Discuss their meaning and break the words into chunks or syllables, e.g. *ex-treme*. Then read the text together, pointing to the words as you read.
- Discuss the pictures on pages 4–5. Locate the tricky words *wheels, stuck, tracks*. Discuss their meaning. Break them into chunks, e.g. *wh-eels*. Read the text together.
- Follow this pattern for each page discussing the pictures, and what the different features and tricky words are before reading each page.
- Look at the index and find the pages where there is information about a skidoo. Students ask a partner questions about the index, e.g. What page will you find information about the Lunar rover on?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Ask: What is the possible reason for the author writing this text? What have you learnt? Where would you see extreme vehicles like this in your everyday life?
- Discuss the ending and how extreme vehicles help us explore our world.
- Re-tell the text using the pictures on each page as a guide. Discuss the features of the extreme vehicles as they appear.
- Look at the back cover. Discuss which extreme vehicle would be most useful in snow.
- Students choose a chapter to re-read and then write quiz questions about it, e.g. Swamp buggy, page 12. Question 1: What kind of tyres do they have? Students ask a partner the questions.

## Phonics

- Recognise and produce words that have the same y ending (long e). Write the words *sandy, muddy, icy, snowy, knobbly* on the board to chunk and say them as a group, e.g. *sand-y*. Brainstorm more words with the y ending (long e), e.g. *country, heavy, carry, buggy*. Remind students that there are other spellings for long e (ee, e\_e).

## Word Study

- Talk about the words *with, that, across, could, snow, air, next, through*. Copy and print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students can play a spelling game with the cards, such as hangman.
- Look at the word *amphibian* on page 14. Break it into syllables, *am-phi-bi-an*. Students clap the syllables as they say them. Ask: What are the two meanings for *amphibian*? They break the following words into syllables and clap as they say them: *pro-pel-ler, air-cush-ion, ve-hi-cle, ex-treme*.
- Have students look for compound words in the text and list them, e.g. *aircushion, wheelchair, airboat, hovercraft, windscreen*. They read the words and then make a chart with the two words and then the compound word along with the meaning. Add any other compound words students know to the chart.

## Fluency

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

## Writing

- Students write and illustrate a fact from the story. They share this with a partner.
- They write a story or poem about their favourite extreme vehicle or what makes a vehicle extreme. They illustrate and share it with the class.
- Plan a class trip to a transport museum or to someone they know who owns an extreme vehicle. Students write a blog afterwards, sharing the experience.

## Home/School Link

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

# In Charge of Trumpet Cleaning

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** cold, hot, key, laughed, lots, may, something, these

**Content Words:** dust, spit, notes, dirty, instruments, trumpet, cleaning, charge, tubes, brushes

### Phonics

**Letters and Sounds:** Identify and produce words with the /ow/ sound, as in cow

**Words to Blend and Segment:** now, down, towel, cow, brown, town

### Fluency

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



Finn's dad cleans musical instruments as a job. Finn wants to learn why and how he does this.

## Before Reading

- Look at the back cover together. Ask students if they know the name of any of these brass instruments. Lead them to recognise the trumpet. Explain that this book is a story about a father, whose job is cleaning musical instruments, teaching his son how to clean a trumpet.
- Show students the cover. Read the title and the names of the author and illustrator on the cover. Read the title together. Ask: What could *in charge* mean? What is happening in the illustration?
- 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 *dust, spit, notes, dirty, instruments, trumpet, cleaning, charge, tubes, brushes* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Have students locate the tricky words *musical, instruments, orchestra, trumpets, bugles* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What are Finn and his dad doing? Read the sentences together. Change your voice for the questions and different characters.
- Read the rest of the pages together in the same way, looking at the picture first, identifying any tricky words and then reading the sentences together.
- On page 22 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?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Ask: Do you think Dad is proud of Finn? How do you think Finn feels about learning how to clean the trumpet? Why did Finn say, “Yuck!” on page 6?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. Why do the instruments need cleaning? What does it improve? What is an assistant? (page 8) What does “not too hot and not too cold” mean on page 16? Dad cleans brass and wind instruments. Is a trumpet a wind or brass instrument? (brass)
- Ask: What type of genre is this story? Do you think it could be based on a true story? Do you think this job will always be needed in the future? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Students read the text on page 18. Have them point to the adverb *carefully*. Tell them that adverbs add to the meaning of verbs, e.g. *carefully push, carefully washed*. Have them find more examples in the text (*lastly, absolutely*) or brainstorm examples.
- Explain that adjectives add to the meaning of a noun, e.g. *soft cloth*. Students look for more examples in the text to read and share. (*dirty, long, bendy, special, dry, shiny*) They tell what the adjective is describing.

## Phonics

- Have students identify and produce words with the /ow/ sound. Write the words *now, down, towel, cow, brown, town* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *c-ow, cow*. Read them together and talk about the meaning of each. Think of more ow words to add to the list. (*brow, fowl, trowel*)
- Have students look for compound words in the text, e.g. *mouthpiece, wire-snake, insides, outside, everything*. They say what the different parts mean separately and together.

## Word Study

- Talk about the words *hot, lots, may, cold, these, something, key, laughed*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game. Discuss the meaning or use of each word in the book. Use the meanings and the words to make a crossword with clues.

## Fluency

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

## Writing

- Students use the text to write instructions for cleaning a trumpet in the correct order. They add illustrations and share.
- Students research the parts of an instrument. They illustrate and label the parts on a diagram of the instrument.
- Visit an orchestra or have someone visit who plays a trumpet or a brass/wind instrument. Students write a report about the visit.

## Home/School Link

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

# Inventions

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** old, when, new, first, another, thought, book, liked

**Content Words:** invention, ideas, chocolate, inventor, strong, easy, customer, cornflakes, register, frisbee

### Phonics

**Letters and Sounds:** Identify and produce words with the vowel sound oi (oy)

**Words to Blend and Segment:** oil, ballpoint, boil, foil, spoil, toil, moist, joining

### Fluency

Model fluent reading of a section of the text using expression to differentiate between old and new for students to repeat.



Inventions make our lives easier and more exciting. Some of them took a long time to evolve; others happened quickly and often by chance.

## Before Reading

- Read the title and the name of the author. Then read them together.
- Discuss what students see in the pictures on the cover and title page. Ask: What do they show about inventions? What is being thrown on the cover? What has the chocolate on the title page got to do with inventions? What do you think this book will be about? How do you know that this book is non-fiction?
- Look at the back cover fact. Ask: What do you see? Why is this invention important? Read the information. How long ago was it invented?
- Read the table of contents to give an idea of what is in the text.
- Talk/walk through the pictures. Notice the different ideas people have had. Discuss what students see on each page. Bring words like *invention, ideas, chocolate, inventor, strong, easy, customer, cornflakes, register, frisbee* into the conversation. Ask: What do you notice about the inventions on the time line on pages 22–23? The inventions begin with old ideas and move up to modern ones like the frisbee.

## Reading the Text

- Read the cover and the contents page together.
- Turn to pages 2–3. Ask: What inventions do you see in the pictures? Which ones are old? Look at the text labels beside each picture to see when they were made. Look for tricky words like *inventions, safer, easier* in the text. Break the words into chunks or syllables, e.g. *in-ven-tions*. Then read the text together pointing to the words as you read.
- On pages 4–5, discuss the pictures. Ask: What do you see? Find the tricky words *inventors, ideas, history, safety, ancient, Egypt*. Read the words together. Then read the text together making sure the tricky words sound right, look right and make sense.
- Elicit the meaning for “They didn’t last.”
- Follow this pattern for each page discussing the pictures and what the different features are before reading each page.
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Ask: What do you think the author’s purpose was for writing the book? What have you learnt from this book?
- Model asking questions about the text to help reinforce the idea of reading with a purpose. Ask: What is an accidental invention? Give examples of how inventions have changed lives.
- Re-tell the text using the pictures on each page as a guide. Discuss the different types of inventions as they appear in the text.
- Look at the design on the page numbers. Ask: How does this effect add to the design of the book? Why do you think a light bulb was chosen?
- Students make a quiz where the answers are in a chapter of the text. For example, Nature, Question 1: What is one invention from nature? They ask a partner the questions.

## Phonics

- Identify and produce words with the vowel sound oi (oy). Write the words *oil, ballpoint, boil, foil, spoil, toil, moist, joining* on the board to chunk and say them as a group, e.g. *sp-oil, spoil*. Brainstorm more words with oi, e.g. *boiling, moisture, spoilt*. Draw attention to how the words with oy (*boy, toy, annoy*) have the same sound.
- Students identify syllables in words and clap as they are spoken, e.g. *in-vent-or*. Together find one-syllable words in the book to clap, e.g. *straw, lock*. Have students clap two-syllable words, e.g. *fris-bee, corn-flakes*.

## Word Study

- Talk about the words *old, when, new, first, another, thought, book, liked*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.

## Fluency

- Model fluent reading of a section of the text using expression to differentiate between old and new for students to repeat.

## Writing

- Students write and illustrate an invention from the story. They share it with a partner.
- They make a flow chart to show how the post-it note was invented. They include arrows, illustrations and labels or captions.
- Brainstorm a problem that might be solved by a new invention. Students write about it and draw their invention.

## Home/School Link

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



# Taking Pictures

## GOALS

### Comprehension

Re-tell the text using the pictures (photos) on each page. Ask questions. What can be learnt from this text?

### Vocabulary

**High-frequency Words:** first, dark, began, ever, found, room, really, through

**Content Words:** cameras, taking, pictures, digital, computer, light, photo, colour, movies, phone

### Phonics

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

**Words to Blend and Segment:** photo, phone, photograph, dolphin, elephant

### 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.



Nowadays we can take a photograph on our phone, but it wasn't always like that. This book explores the history of photography.

## Before Reading

- Read the title together. Ask: Have you ever taken pictures? Discuss what students see on the cover and the title page. What do the photos show about photography? Who wrote this text? Have you read any other books by Erin Howard? Students share their experiences. How do you know that this book is non-fiction?
- Read the table of contents to get an idea of what might be in the text.
- Talk/walk through the pictures. Notice the different types of camera that have been invented over the years. Discuss what students see on each page. Bring words like *cameras, taking, pictures, digital, computer, light, photo, colour, movies, phone* into the conversation. Ask: What was the first camera like? What kind of camera do we mostly use today?

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photo? What kind of photo are the children taking and what are they using to take the photo? Look for tricky words like *camera, pictures, began*. Break the words into chunks or syllables, e.g. *cam-er-a, camera*. Discuss their meaning. Then read the text together.
- On pages 4–5, discuss the picture. Ask: What do you see? Share experiences if anyone has used one of these. Was it easy to use? Look for and discuss tricky words like *obscura* and *pinhole*. Read the text together.
- Follow this pattern for each page, discussing the pictures and the different features before reading each page.
- Look at the index and find the page with information about filters. Students ask a partner questions about the index, e.g. Which page has information about movies?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the text.

- Look at the back cover to see the cameras and to discuss who they might be taking pictures of.
- On pages 18–19, ask: What changes did Kodak make?
- Re-tell the text using the pictures on each page. Ask: What can be learnt from this text?
- Look at the design of the page numbers. How does this effect add to the design of the book?
- Discuss the ending and what filters are for.
- Ask: What was the author's purpose for writing the book?

## Phonics

- Recognise and produce words that have the ph /f/ sound. Write the words *photo, phone, photograph, dolphin, elephant* on the board to chunk and say them as a group, e.g. *pho-to, photo*. Together brainstorm more words with ph, e.g. *alphabet, sphere, nephew*.

## Word Study

- Talk about the words *first, dark, began, ever, found, room, really, through*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book and discuss their meaning in context. Make a crossword puzzle together using these words as answers and their meanings as clues.
- Have students look for compound words in the story, e.g. *pinhole, sunlight, anything, outside*. List the two words and the compound word on the board along with the meaning. Add other compound words students suggest.

## Fluency

- Choose 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 draw one of the cameras from the book. They write the matching sentence from the text.
- Students write and illustrate a fact from the story. They share their fact with a partner.
- Students create a new text called *Moving Pictures*. They write a chapter about what it would have been like to see movies for the first time.
- Students collaborate to make a model of a pinhole camera with a cardboard box. They write step-by-step instructions.
- Students draw a time line showing the developments in camera technology. They can use pages 22–23 for reference. They illustrate, label and share.
- Students make a quiz based on a chapter in the book. For example, Letting in Light, Question 1: Why was a black cloth used? Students ask a partner their questions.

## Home/School Link

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

# Lily and the Lost Stitch

## GOALS

### Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose; e.g. Why was the giant crying? How did Lily get thanked for her kindness?

### Vocabulary

**High-frequency Words:** help, little, around, stopped, where, from, home, every

**Content Words:** littlest, biggest, large, family, lost, stitch, wool, giant, knitting, parcel

### Phonics

**Letters and Sounds:** Recognise and produce words that start with soft g (/j/)

**Words to Blend and Segment:** gi-normous, giant, giraffe, ginger, gem, gently

### Fluency

Model reading a page of the text with pace and expression. Note the punctuation.

Students repeat.



Everyone told Lily she was too little to help. But when she meets a big giant with an even bigger problem, she can help.

## Before Reading

- Read the title and the names of the author and illustrator. Ask: What could the title mean? Together look at the cover picture. Discuss what students see.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Help students to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *littlest, biggest, large, family, lost, stitch, wool, giant, knitting, parcel* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

- On pages 2–3, ask: What can you say about Lily? Locate the tricky words like *littlest, large, family* to confirm that she is the littlest. Break them into chunks or syllables. Make sure the words look right, sound right and make sense. Read the sentence together. How many are in Lily's family?
- Look at pages 4–5. Ask: What is happening in the pictures? Look for the words *help, every, little* 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.
- On pages 22–23, have students predict 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 sentences. What does the last word mean? (It's a mix of giant and enormous – the scarf was huge.)
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. Why was the giant crying? How did Lily get thanked for her kindness?
- On page 8 focus on the purpose of the capital letters, full stops, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat. Notice how the meaning becomes clearer when punctuation marks are observed.
- Re-read the story together. Change your voice for the characters and notice the punctuation.
- Look at the back cover. Discuss the names of the different stitches that can be used for knitting a scarf. Which one would you like on a scarf?

## Phonics

- Write the words *gi-normous, giant, giraffe, ginger, gem, gently* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *gi-nor-mous*. Read them together and talk about the meaning of each. Think of more g /j/ words to add to the list, e.g. *fragile, gentle, gist, germ, gel, cage, stage*.
- Ask: What do you notice about the word *knitting* on page 18. What other words have a silent k? (*know, knew, knit, knot*)
- Students find the word *disappears* on page 4. What is its meaning? (goes out of sight) What is the opposite? (appears – comes into sight). Discuss how *dis* is a prefix meaning the opposite. Students think of other words they know with the *dis-* prefix (*dislike, disagree*).

## Word Study

- Talk about the words *help, little, around, stopped, where, from, home, every*. Read them together. Ask students to locate the words in the text. Copy and print 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. *help* means to assist.
- Ask: What do you notice about the meaning of these words used in the book: *clambered, climbed*? They are synonyms that mean getting yourself up somewhere. Where are these words used in the book? (pages 20 and 21.)
- Locate the word *you've* on page 22. Discuss the contraction, what the apostrophe is for, what letters are missing and the expanded form. Think of more examples of contractions and expand them. How do contractions improve our reading of the story?

## Fluency

- Model reading a page of the text with pace and expression. Students repeat.

## Writing

- Students make a setting, characters, problem, solution summary of the story, using those four headings and illustrate the main points. They use this to re-tell the story to the class.
- Students write a new ending to the story, saying what happens after Lily receives her huge scarf from the giant.

## Home/School Link

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

# Miss Pickles and the Duck

## GOALS

### Comprehension

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

### Vocabulary

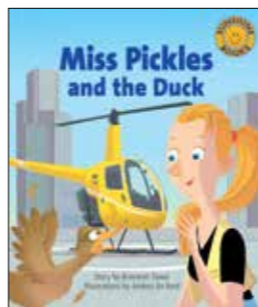
**High-frequency Words:** house, about, back, better, next, were, there, once  
**Content Words:** duck, farm, middle, nowhere, pilot, helicopter, supermarket, ducklings, roof, cage

### Phonics

**Letters and Sounds:** Recognise and produce words that have /oo/ as in good  
**Words to Blend and Segment:** wooden, floor, good, poor, door

### Fluency

Students practise reading parts of the book aloud on their own and then to the teacher.



When Miss Pickles finds a duck living in the middle of the city, she thinks the duck would like it more in the middle of nowhere.

## Before Reading

- Look at the cover. Ask: What is happening? How does the duck look? How does Miss Pickles look?
- Read the names of the author and illustrator. Ask: What do you think of the cover illustration?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different in this picture compared to the cover? Where has Miss Pickles been?
- Talk/walk through the pictures. Discuss what is happening to Miss Pickles or the duck on each page. Bring words like *duck, farm, middle, nowhere, pilot, helicopter, supermarket, ducklings, roof, cage* into the conversation.
- On page 23, 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.
- Look at pages 2–3. Ask: Where does Miss Pickles live? Locate the word *farm* to confirm. Read the sentence. Can you see any other houses nearby? Miss Pickles calls it the middle of nowhere. (Find the words *middle, nowhere*) Read the page together.
- Turn to pages 4–5. Where is Miss Pickles? How did she get there? What do you think her job is? Find the words *pilot* and *helicopter* to confirm. Read the first sentence to check it makes sense. What else do you see in the picture? Is the duck happy? Read the sentences together.
- Follow this pattern for each page up to page 23, 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 last sentence? Do you think the ducks will be happy now? How does Miss Pickles feel?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- What kind of person is Miss Pickles? Why did she take the ducks to her farm?
- Look at the back cover. Re-tell the story using the pictures as a guide. Why did Miss Pickles want the ducks to go into the cage? Did the ducks like being in the cage?

## Phonics

- Write the words *wooden, floor, good, poor, door* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *wood-en*. Brainstorm other words with /oo/ as in *good*, e.g. *look, chook, hood*. Read them together.

## Word Study

- Talk about the words *house, about, back, better, next, were, there, once*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book, e.g. a house is where people live. Make sentence strip definitions to match to the words.

## Fluency

- Students practise reading parts of the book aloud on their own and then to a partner or teacher.

## Writing

- Students write another page for the story. What happened on the next day after Miss Pickles brought the ducks home? They illustrate and share with the class.
- Students make a time line noting the events in the story from the mother duck's point of view. They illustrate and label the time line, then use it to re-tell the story to a partner pretending they are the duck telling the story.
- Students make a web with the duck in the middle. They surround it with words that describe what the duck did in the story.
- Students make a problem/events/solution three-column chart about the story. They illustrate it and share it with a partner.

## Home/School Link

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

# What Does Happiness Look Like?

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** would, who, tell, really, new, was, friends, things

**Content Words:** happiness, reads, clothes, money, beach, ice-creams, football, proud, bike, happy

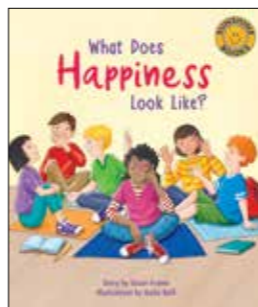
### Phonics

**Letters and Sounds:** Identify and make rhyming words, e.g. McPhee/me; decide/cried

**Words to Blend and Segment:** ea (long e): beach, ice-cream, sea, peaceful, mean, reads

### Fluency

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



The teacher asks her class what happiness is. Some children think it is new things, clothes or money. The narrator concludes for her it is friends and family. This rhyming story explores children's ideas.

## Before Reading

- Read the title and the names of the author and illustrator. Ask: What could the title mean?
- Look at the back cover. Discuss which pictures students think would make them feel happy.
- Look at the cover picture. Discuss what students see. Ask: What is the setting?
- Help students to use the title and cover illustration to make predictions about the story. Discuss the title page illustration.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *happiness, reads, clothes, money, beach, ice-creams, football, proud, bike, happy* into the conversation. On page 23, have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator together. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Turn to pages 2–3. Ask: How would you describe this class? Locate the tricky words like *everybody, question, happiness, explain* to confirm. Break them into chunks or syllables, e.g. *hap-pi-ness, happiness*. Make sure the words look right, sound right and make sense. Read the sentences together. Remind students to change their voice for the questions.
- Turn to pages 4–5. Ask: What is happening in the pictures? Look for the words *thought, really, decide, answer* to confirm. Discuss their meaning. Read the words together.
- Follow this pattern up to page 23, 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. Discuss the illustration. Ask: Did you like the ending? Did it make you think about what happiness really means to you? What changes did you make in your thinking?
- Students read the text independently or with a partner.

## After Reading

Invite students to discuss the story.

- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. What did the children do that would make Ms McPhee feel proud?
- Review what the title means now that you have read the story. Ask: Is it different to what you thought when looking at the back cover at the beginning of the lesson? Who is telling the story?

## Phonics

- Write the words *beach, ice-cream, sea, peaceful, mean, reads* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *b-ea-ch, beach*. Read the words together and talk about the meaning of each. Think of more ea words to add to the list, e.g. *lead, reading, meaning, peace, team*.

## Word Study

- Talk about the words *would, who, tell, really, new, was, friends, things*. Read them together. Ask students to locate the words in the text. Copy and print 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.
- Locate the word *decide* on page 5. Build a list of words with the letter cluster -ide, e.g. *ride, side, slide, inside, outside*.
- Find words with the suffix -ful, e.g. *peaceful, grateful*. Have students build a list and explain the meaning of each word.

## Fluency

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

## Writing

- Have students think about when they feel peaceful, grateful and happy. They write about what happiness looks like for them. They illustrate their writing and share.
- Students make a time line showing the suggestions for happiness made by the children in the class. They label it and illustrate. They use the time line to re-tell the story. They can record the re-telling for further discussion and reflection.

## Home/School Link

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