

I Like the Smell

GOALS

Comprehension

Making connections: Ask students if there is any special smell that they like.

Vocabulary

High-frequency Words: on, in, I, the, of, and, like, or, when, it, do, not, old

Content Words: smell, flowers, cookies, onions, barbecue, fresh-baked, bread, coffee, beans, leather, fresh-washed, jeans, pine trees, racing cars, candle, smoke, fresh-cut, grass, forests, summer, rains, wet, socks, rubbish, bins, drains, too, don't

Phonemic Awareness

Identify and make rhyming words.

Phonics

Letters and Sounds: i-e

Words to Blend and Segment: like, bike, hike, bite, ride

Fluency

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



See if you like any of these smells in nature and all around you, too.

Before Reading

- Ask students if there is any special smell they like. They look at the cover and describe what they see. Ask: What is the girl doing? Predict what the title might be. Read the title together.
- Have students use the cover photograph and title to predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is different here compared to the cover page. Ask: Is there something with a smell in the picture? Would it be a smell you would like or not?
- Talk/walk through the pictures. Discuss what is happening on each page.

Reading the Text

- Read the cover and title page together. On page 2 discuss what is in the picture, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what the different smells are before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Did students like it? Ask: Would you like to smell wet socks or rubbish bins or drains? Is there anything you don't like the smell of?
- Discuss the word *fresh* and its meaning. Find it in the text. (page 6, *fresh-baked bread*; page 9, *fresh-washed jeans*; page 13, *fresh-cut grass*) Ask: How does the meaning change when *fresh* is combined with another word? Does being *fresh* make a smell different – nicer or stronger? What else in the text could be *fresh*? (*flowers, coffee beans*) If something is old, does it sometimes not smell very nice?

Phonemic Awareness

- Ask students to listen for rhyming words as you read the text to them four pages at a time, e.g. *too/barbecue, beans/jeans, drains/rains*.
- Students think of more words that rhyme, e.g. when, then, ten, pen; old, told, bold, fold.

Phonics

- Discuss how the letters i_e in a word make the letter *i* sound like its name – the long *i* sound where the *e* is silent.
- Write the words *like, bike, hike, bite, ride* on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /i/ /k/.
- Use alphabet letter cards or magnetic letters to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *or, when, old, of, not, do*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, have students draw a picture of one of the pages. Then write the matching sentence from the text, e.g. *I like the smell of flowers*.

Fluency

- Model choral reading with students pointing to the words as they are read. They practise reading to a partner as a follow-up.

Writing

- Have students write a new text about smells they like, e.g. *I like the smell of _____*. They write the text and illustrate it.
- Make a two-column chart showing smells students like and dislike in the columns. They draw pictures beside the words to illustrate their smells.

Home/School Link

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

I Look

GOALS

Comprehension

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

Vocabulary

High-frequency Words: I, at, a, me, look

Content Words: cat, dog, bird, frog, flower, tree, pond

Phonemic Awareness

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

Phonics

Letters and Sounds: a

Words to Blend and Segment: at, an, as, cat, sat

Fluency

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



A boy recounts what he sees around him.

Before Reading

- Have students look at the cover and describe what they see. Predict what the title might be. Read the title together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Have students notice that these illustrations are photographs. Explain that this is a nonfiction book and the pictures are providing information.
- Talk/walk through the pictures. Discuss what is being looked at on each page, then find the word that matches the picture on page 2. Make sure students know the meaning of *first letter* and *begins with*. Look for the word that begins with the /c/ sound. Point to *cat*. Ask: How did you figure that out? Yes, you can figure out new words using the first letter sound of a word and looking at the picture. Continue on in this way to page 15. Before turning to page 16, ask students what they think might happen.

Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss what the boy is looking at then read the words together. (Students point to the words as they are read.) Check that they make sense (match the picture), look right and sound right.
- Follow this pattern for each page. Notice the punctuation. Remind students to stop at fullstops.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Where else can you look at yourself?

Phonemic Awareness

- Recognise and produce words that have the same sound: /a/ e.g. *at, as, am*
- Students listen to and hear as you say the words. Emphasise the /a/ sound as the word is spoken. Think of more words starting with /a/ e.g. *apple, ant, act, ash*

Phonics

- Discuss the name and sound of the letter a. Write cvc words *at, cat, mat, pat* and *sat* on the board to practise blending and segmenting the sounds together as a group. e.g. /s/ /a/ /t/ *sat*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *I, at, a, look, me*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of something from the book and write the matching sentence from the text. e.g. *I look at a frog.*

Fluency

- Students practise reading the book on their own and then orally. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

Writing

- Students write a new story using the same pattern. Model on the board for them. *I look at a ____.* e.g. *I look at a cow.* They write their text and illustrate it.

Home/School Link

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

Made Out of Sand

GOALS

Comprehension

Making predictions: Help students to use the title and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. Were your predictions correct? What have you made out of sand?

Vocabulary

High-frequency Words: can, of, a, make, out, you, made

Content Words: cat, sand, horse, star, car, train, plane, castle

Phonemic Awareness

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

Phonics

Letters and Sounds: o

Words to Blend and Segment: hot, hop, top, not, got

Fluency

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



Look at all the sandcastles people have made.

Before Reading

- Ask: Have you ever played in sand or made sandcastles? What have you made out of sand? Students look at the cover and describe what they see and predict what the title might be. Listen to the title and read it together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the shape that is made out of sand. Make predictions about the text.
- Talk/walk through the pictures. Discuss the different sand creation on each page. Before turning to page 16, ask: What sand castle do you think might be on the last page?

Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss the sand creation then read the words together: *You can make a cat out of sand.* Students point to the words as they are read.
- Follow this pattern for each page. Were their predictions correct about the text and the ending?

After reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Who do you think could make this amazing castle?
- Students find the rhyming words in the text: *car/star; train/plane.* Reread the text together.

Phonemic Awareness

- Recognise and produce words that have the same medial sound: /o/ Check that students know how to listen for the middle sound /h/ /o/ /t/. Say the words *hot, hop, top, not, got,* slowly emphasising the /o/ sound in the middle of each. Students copy the model.
- Students listen for the /o/ sound in other words said slowly and indicate when they hear the /o/ sound, e.g. *cot, rat, rot, cat, pot, pet, sat.*

Phonics

- Discuss the name and sound of the letter o. Write cvc words *hot, not, got, hop* and *top* on the board to practise blending and segmenting the sounds together as a group. e.g. /h/ /o/ /t/, *hot.*
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *can, of, make, a, out, you* and *made.* Print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book.
- Provide cut-up versions of the sentence, *You can make a car out of sand,* for students to glue onto a sheet and illustrate.

Fluency

- Students practise reading the text on their own and then orally to the teacher. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

Writing

- Have students write a new text using the same pattern: *You can make a _____ out of sand.* They think of other things they could make out of sand, e.g. *banana, truck, shark, apple, carrot, boat.* Students write their text and illustrate it.

Home/School Link

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

Springtime

GOALS

Comprehension

Making connections: Ask students if they know what happens in spring?

Vocabulary

High-frequency Words: is, in, the, get, and, are, from, their, up, more, there, to, on, one, will, be, they, for, come, out, look, of, it

Content Words: spring, days, warmer, longer, snow, melts, baby, animals, lambs, born, run, jump, horses, bears, wake, winter, sleep, rain, feed, plants, trees, leaves, blossoms, fruit, day, start, flower, colour, food, bees, butterflies, hives, pollen, after, summer, find, these, bring

Phonemic Awareness

Recognise and produce words with the same sound: /ng/

Phonics

Letters and Sounds: ng

Words to Blend and Segment: ring, sing, king, wing, long

Fluency

Students practise rereading the text orally with a partner and sharing information.



Springtime is a time of renewal. See some of the changes in the spring.

Before Reading

- Ask students if they know what happens in spring.
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- From the cover photo and title have students predict what the text might be about. Ask: Do you like springtime? Is it your favourite season? What season comes after spring? Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about the picture and how it relates to the cover photograph.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask students how they think the text might end.

Reading the Text

- Read the and the title page together. On page 3 discuss what students see in the picture. Why is there snow? What season comes after spring?
- Look for the word *snow*. How will it begin? (sn) What do you think happens to *snow* in spring? (It melts.) Why does it melt? (warmer weather). Read the words together.
- Read the text, discussing the different things to notice about the change from winter to spring in the pictures.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss page 16 and the ending. How does it differ from students' predictions?
- Look at the punctuation (exclamation mark). Ask: What does this tell you about how to read this sentence? (with emphasis, happiness)

Phonemic Awareness

- Recognise and produce words with the same sound: /ng/ Students listen to and repeat the words slowly, *ring, sing, king, wing, long*. Emphasise the /ng/ sound as the words are stretched.
- Together think of and say more words that end in /ng/, e.g. spring, bring, thing, ding, dong.

Phonics

- Write on the board the words *ring, sing, king, wing, long* to practise blending and segmenting the sounds together as a group, e.g. /r/ /i/ /ng/, *ring*. Have students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *be, will, their, get, from, there*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of something they learned about spring from the text. They write the matching sentence from the text, e.g. *There are _____ on the _____.*

Fluency

- Students practise rereading the text orally with a partner and sharing information.

Writing

- Have students make a Before and After chart. They record their prior knowledge in the Before column and what they learned about spring in an After column. These can be used to summarise the text.
- Students write a story about another season. They write what changes there would be and illustrate their text.

Home/School Link

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

How Seeds Spread

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

Phonics

Letters and Sounds: long u, new

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

Fluency

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



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

Before Reading

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

Reading the Text

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

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

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how each seed is spread.
- On page 16 answer the question. Ask students to discuss what seeds are in the pictures and how they are spread. Can they find them in the main text?
- What do students think the author’s purpose was for writing the book. What have they learnt from this book?

Phonemic Awareness

- Recognise and produce words that have the same long vowel sound: /u/ Students listen to words you read and identify the long /u/ sound in them, e.g. new, you, cute, huge, blue. Students repeat these words and think of more words that have the same vowel sound, e.g. few, view, food, fruit, shoot. Remind them that the long /u/ vowel sounds like the letter name.

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Rain Music

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

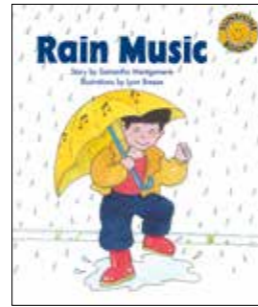
Phonics

Letters and Sounds: long a

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

- Talk about the words *as, too, open, make, out, with, put, my*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of memory (matching the words).
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *The rain makes a beat. Listen as it splish-splash-splashes in the puddles.*

Fluency

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

Writing

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

Home/School Link

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

Wind Dance

GOALS

Comprehension

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

Vocabulary

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

Phonemic Awareness

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

Phonics

Letters and Sounds: /ow/ how

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

Fluency

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



The wind blows trees and people and clothes and hair.

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

A Trickle of Water

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

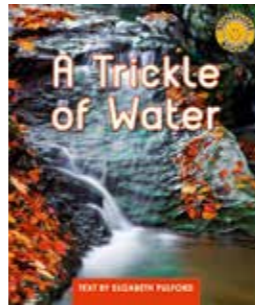
Phonics

Letters and Sounds: /tr/

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

Fluency

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



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

Before Reading

- Ask: What do you know about our water? How do we use water? Where does it come from?
- Read the title to students and then read it together. Look at the cover photo. Does it look like a trickle of water? What does *trickle* mean? Why has the publisher put this photo on the cover?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Look at the title page. This is also the contents page. Nonfiction books often have a table of contents. This gives a summary of what to expect in the text. Read the title and contents page together. Talk about what is happening in the picture. Ask: Can you see a trickle of water?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bridge, city, flow, high, mountains, ship, small, stream, through, trickle* into the conversation. When does trickle change to flow? (page 6) Notice the flow gets stronger as the stream grows bigger. Discuss the raindrop shape on each page number.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss where a trickle of water might start. Look at the photos. What are they of? What happens to snow? (It melts.) Read the words together, pointing to the words as they are read.
- On page 4, you will see the mountains again. Read the page together.
- Follow this pattern for each page discussing the pictures, and what is happening to the trickle of water before reading each page. Predict the ending before turning to page 16 to reveal and read it together.
- Read the index. Talk about the reason for the index. Discuss what page you would find information on bridges.

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Can You See Me?

GOALS

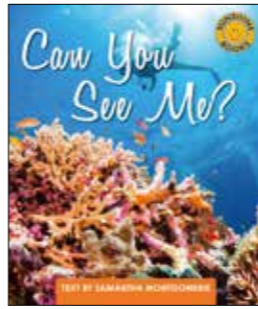
Comprehension

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

Vocabulary

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

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



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

Phonemic Awareness

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

Phonics

Letters and Sounds: ck (k)

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

Fluency

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

Before Reading

- Look at the cover together. Read the title to students and then read it together. Discuss what they see in the pictures on the cover and title page. Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Have students make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the sea creatures on each page and how easy or tricky they are to see. Bring words like *coral*, *crab*, *crawl*, *creatures*, *diver*, *hermit*, *hide*, *reef*, *sea* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together including the table of contents. Ask: What does the reference to *beautiful garden* mean? Do you know that there is a garden in the sea?
- On pages 2–3, ask: What is the garden made of? Look for tricky words like *different*, *creatures*, *coral*, *beautiful*. Break the words into chunks or syllables, e.g. *diff/er/ent*. They read the text, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *hermit crab*. Talk about what makes the crab tricky to see. Find the word *home* on page 4. Ask: What is the hermit crab's home? Read the words together.
- On page 5, look for words starting with /sc/. Have students try to decode these. *Sc/ut/tle*, *sc/am/per*. The author has used interesting words to describe how the crab moves across the sand. Ask: Have you ever seen a crab move? Say *scuttle* and *scamper* quickly. Notice the sounds of the language with the /sc/ sound repeated. (alliteration)
- Follow this pattern discussing the pictures, what the different creatures are and how they keep safe before reading the words.
- On page 16, confirm their predictions. Use the Index to find information about a giant clam.

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Forest Walk

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

Phonics

Letters and Sounds: /bl/

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

Fluency

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



A mother and daughter take a walk in the forest.

Before Reading

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

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, discuss what the girl and her mother see on their forest walk. Read the words together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Ask: What do they see? Read the words together. Students break difficult words down into small chunks or sounds, e.g. /ch/ /ir/ /p/ *chirp*.
- Follow this pattern for each page. Discuss the pictures and what the different forest experiences represent before reading each page.
- Predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss each part of the forest walk.
- Discuss the ending. Ask students if they would like to go on a forest walk and why. What was the author's purpose in writing the book? What have they learnt from this book?
- Discuss prepositions. Model using prepositions. Relate the prepositions to the illustrations in the book. (page 2 – *into, along, through, up*) Read the sentences with the prepositions in them. Ask students to explain what prepositions tell you. (position or direction) Look for more prepositions in the text. Make a list of them, e.g. *over, by, away*.
- Make a list of sound words in the story, e.g. *scuttle, flutter, crunch*. Choose one to illustrate as a shaped word that is appropriate for the sound.

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

How Much Rain?

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

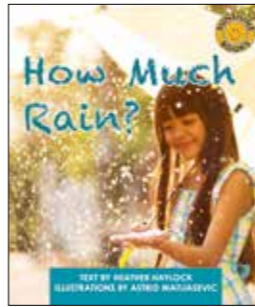
Phonics

Letters and Sounds: long a

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

I Love Trees

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

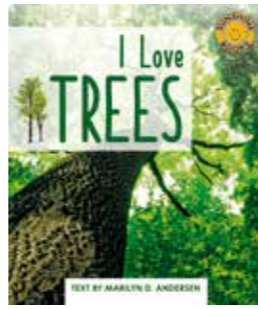
Phonics

Letters and Sounds: /br/

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

Fluency

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



Read about the things that trees give us.

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Light Show Under the Sea

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

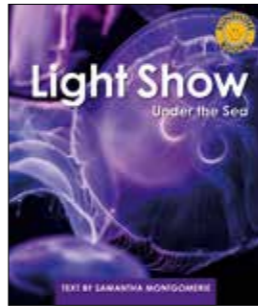
Phonics

Letters and Sounds: -ight

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

Fluency

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



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

Before Reading

- Ask students what they know about creatures in the sea. Read the title and then read it together. Ask: What could *light show under the sea* mean? Discuss what is in the pictures on the cover and title page. Notice the pretty colours and lights.
- Look at the back cover. Ask: What do you know about jellyfish? Is this book fiction or nonfiction? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the text.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the beautiful colours and lights. Discuss what sea creatures make the light show on each page. Bring words like *dragon, fish, jellyfish, light, sea, show, squid, star, wink, warm* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, look at the lights in the picture, then look for tricky words like *flicker, float, glimmer, glide* to describe the lights. Break the words into chunks or syllables, e.g. *fl/ick/er*. Read the text together with students pointing to the words as they are read.
- On pages 4–5, ask: What is the creature that shows its light under the sea? Find the words *dancer* and *brittle* in the text. Talk about the meaning of *lights that flicker* and *brittle star*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different creatures are before reading each page.
- On page 16, students look at the Index and find the page where there is information about a jellyfish. They ask a partner questions about the index, e.g. What page is the squid on?

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Listen! Here Comes Night

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

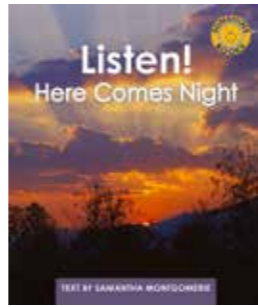
Phonics

Letters and Sounds: th (voiced)

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

Fluency

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



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

Before Reading

- Students look at the front cover and discuss what they see. Elicit that it is getting dark in the evening and the sun is going down or setting. Ask: Have you seen a sunset? About what time of the day do you see one?
- Read the title to students and then read it together. Ask: What would you be listening for before night time? What might you hear or see?
- Have students look at the back cover and discuss what they see. It looks like night time with lots of moths gathering around a light. Ask: Have you seen moths attracted to light at night?
- Read the title page together. Talk about what is happening in the picture. (The moon is there but it's not quite dark yet.) Is this evening time? Make predictions about the story from the cover and title page illustrations.
- Read the table of contents together to give a summary of what might be in the text.
- Talk/walk through the pictures. Discuss the clues that it is nearly night time. Bring words like *garden, hear, laugh, listen, night, owl, puppy, sing, tomorrow* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: Is it night time? What are the children doing? (running home at the end of the day) Read the text together with students pointing to the words as they are read.
- On pages 6–7, discuss the picture. Ask: What are the birds doing? Find the /fl/ words to sound out. Read the text together, pointing to the words as they are read. (NB: It is not always necessary to decode words or break into chunks if a child already knows the word.)
- Follow this pattern for each page discussing the pictures, what the different signs of night are and decoding tricky words before reading each page together.
- Predict the ending before turning to page 16. Students look at the Index and find the page with information about birds.

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Beaks

GOALS

Comprehension

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

Vocabulary

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

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

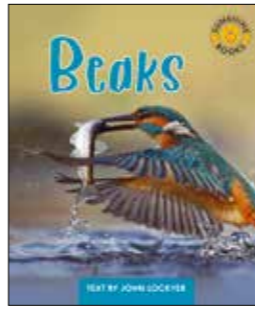
Phonics

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

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

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

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

Phonics:

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

Word Study

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

Fluency

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

Writing

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

Forces

GOALS

Comprehension

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

Vocabulary

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

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

Phonics

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

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

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

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Lots of Feathers

GOALS

Comprehension

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

Vocabulary

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

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

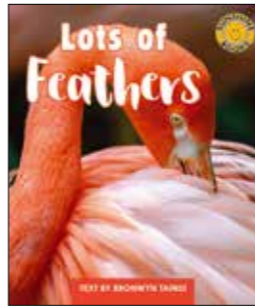
Phonics

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

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

Fluency

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



Birds use their feathers in different ways.

Before Reading

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

Reading the Text

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

After Reading

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

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Making Bubbles

GOALS

Comprehension

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

Vocabulary

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

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

Phonics

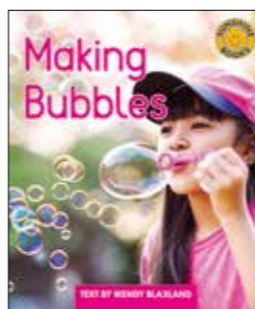
Letters and Sounds: Recognise and produce words that have the same vowel sound:

oa long o

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

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

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Texture Treasure Hunt

GOALS

Comprehension

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

Vocabulary

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

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

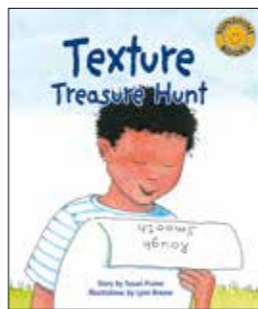
Phonics

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

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

Fluency

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



Alex goes on a treasure hunt with a difference.

Before Reading

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

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are Alex and his Dad doing? Find the words *treasure* and *hunt* to confirm. What is *texture*? Find the word. (Look for the x.) Read the sentences together.
- On pages 4–5, ask: What are they doing? Look for the texture words *hard* and *soft* in the picture and text to confirm. Read the words together.
- Follow this pattern to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

After Reading

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

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

Phonics

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

Word Study

- Talk about the words *before, find, jump, only, right, take, two, will*. Read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *before* is the opposite of after (page 6).
- Read the word *treasure*. Have students notice the /zh/ sound in the middle. They think of other words that have this sound. (pleasure, measure)
- Have students find the past tense to match the base verb, e.g. sit/sat; take/took; tick/ticked; climb/climbed; find/found, jump/jumped; wash/washed. List these in a two-column chart to read. Talk about how some words don't add -ed but most do.
- Students find the adjectives, e.g. *hard* describes the *seat* (page 8). They think of examples to add to the list and make a two-column chart for the adjectives and the nouns they describe.
- Look for words that end in y. (*slippery, fluffy, squishy*) Notice the y sounds like a long e.
- On a piece of paper, have students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner.

Fluency

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

Writing

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

Where Is the Sun?

GOALS

Comprehension

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

Vocabulary

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

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

Phonics

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

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

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

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Wonderful World

GOALS

Comprehension

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

Vocabulary

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

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

Phonics

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

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

Fluency

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



This book travels to seven wonders to ask “Would you like to...”

Before Reading

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

Reading the Text

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

After Reading

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

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

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

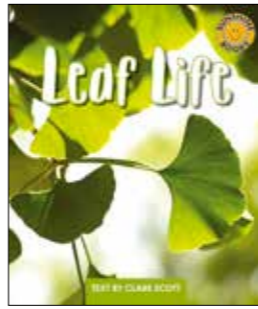
Phonics

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

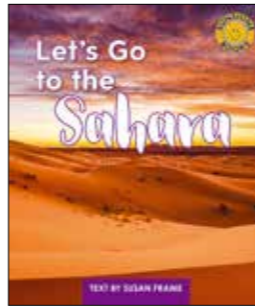
High-frequency Words: any, than, place, hot, very, sleep, plants, water
Content Words: world, desert, Arctic, Antarctic, sandy, freezing, sunhat, daytime, burrows, camel

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

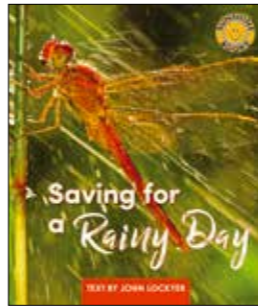
Letters and Sounds: Recognise and produce words that have the same vowel sound -ur

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.