

At the Show

GOALS

Comprehension

Connect to prior knowledge: Has anyone been to a show? Can students name some things they might see at a show?

Vocabulary

High-frequency Words: I, the, to, go, like, up, down, at

Content Words: show, sights, sounds, bumps, thumps, merry-go-rounds, rides, slides, chopping races, clowns, faces, painted

Phonemic Awareness

Identify and make rhyming words

Phonics

Letters and Sounds: l

Words to Blend and Segment: lot, lad, lip, lid, lap

Fluency

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



See some of the rides and races at the show.

Before Reading

- Ask: Has anyone been to a show? Can students name some things they might see at a show? Look at the cover and describe what they see. Predict what the title might be. Read the title to students then read it together. From the cover photo and title students predict what the text might be about. Ask: What might be at the show?
- Read the title page together. Talk about what the photograph shows.
- Talk/walk through the pictures. Discuss the rides at the show on each page. Ask: Have you ever been on these rides?
- Discuss the rhyming words and list them. (*golshow; sounds/merry-go-rounds; bumps/thumps; rides/slides; clowns/downs; races/faces*)
- Look at page 4. Notice the repetition of the /s/ sound at the beginning of the words. (*sights/sounds*) How does this sound? Repeat the sentence a few times. What does it mean?

Reading the Text

- Read the title together.
- On page 2 students discuss what they see in the picture, then read the words together (pointing to the words as they are read).
- Follow this pattern for each page.
- Discuss how this is a nonfiction text. There are photographs of a real place and real people.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Was the text like your predictions? Was the ending what you predicted?

Phonemic Awareness

- Identify and make rhyming words. Have students listen to the text being read to them and identify rhyming words. Say these together.
- Students think of other rhyming words to say. Notice how these are fun to say and hear, e.g. go, show, low, row, mow.

Phonics

- Discuss the name and sound of the letter l. Write cvc words *lot, lad, lip, lid, lap* on the board to practise blending and segmenting the sounds together as a group, e.g. *lll lol ltl, lot*.
- 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 *down, the, to, go, like, up*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Talk about plural words, e.g. *bumps, thumps, rides, slides*. Have students draw a picture from the text and write the matching sentences. *I like the merry-go-rounds*.

Fluency

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

Writing

- Students write a new text using the same pattern, *I like the _____*. (animals/rides/popcorn/candy floss) They write the text and illustrate it.
- Have students draw and label a story map of different activities at the show.

Home/School Link

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

Cricket Now and Then

GOALS

Comprehension

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

Vocabulary

High-frequency Words: on, to, and, up, they, their, the, now

Content Words: players, wear, caps, heads, hats, helmets, white, clothes, pads, colours, play, red, cricket, balls, pink, people, dress, watch, used, still

Phonemic Awareness

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

Phonics

Letters and Sounds: th

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

Fluency

Students practise rereading the story orally with a partner.



See the differences between cricket in the old days and the way it is now.

Before Reading

- Help students to use the title and cover illustration to make predictions about the text. They look at the cover and describe what they see. Ask: What game is being played here? What letter does *cricket* begin with? Read the title together using knowledge of high-frequency words.
- From the cover and title have students predict what the text might be about. Ask: Why are there two pictures? Are both men playing cricket? What do you notice about the smaller picture? (It is black and white and is smaller.) Do you like it? Why? Why not? Discuss if this will be a fiction or nonfiction text.
- Read the title page together.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask students what they think might happen on that page.

Reading the Text

- Read the cover and the title page together.
- On page 2 discuss the picture. Ask: Is this a picture of now or how cricket players used to dress? What is on their heads? It is called a cap. Discuss what the words *used to* mean.
- Look for the word in the text on page 2 beginning with /c/. Read the words together.
- Compare the clothes with the picture on page 5. Read the words together, pointing to the words as they are read.
- Continue on through the text in this way, comparing the then and now photographs of cricket players, their clothes and equipment, then reading the words.

After reading

Invite students to discuss the information. Prompt if needed.

- Check on the predictions made at the beginning and understanding the humour at the end. Discuss the ending. Is it what students predicted? How does dressing up to watch cricket differ between the old days and now? Which looks like more fun? Have you had or would you like to have your face painted?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /th/ Students listen to and hear the word *this*, /th/ is. Emphasise /th/. Ask them to listen for the beginning /th/ sound and repeat the word. Do the same with the words *the, them, they, their, then*.
- Play a game asking students to indicate when they hear /th/ sound in a list of words you read out, chip, cat, the, to, they, on, up, them.

Phonics

- Discuss how a digraph is two letters that combine to make one sound. t, h /th/
- Write the words *then, that, the, this, them* on the board to practise blending and segmenting the sounds together as a group, e.g. /th/ /i/ /s/, *this*.
- 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 *on, to, and, up, they, their*. Print the flash cards from the inside front cover. Ask students to locate and read these words in the book, then read them together.
- Play a guessing game. Say: I am thinking of a word with two letters and it starts with /t/, (*to*) and so on.

Fluency

- Students practise rereading the text orally with a partner.

Writing

- Students write a new text about something different, e.g. *People used to _____.* *Now they _____.* They illustrate their text.

Home/School Link

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

Gymnastics

GOALS

Comprehension

Connect to prior knowledge: Has anyone been to gymnastics? Have you seen it on TV? What happens at gymnastics?

Vocabulary

High-frequency Words: I, the, all, can, a, with, do, we

Content Words: gymnastics, ball, rings, hoop, ribbon, rope, smile, too

Phonemic Awareness

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

Phonics

Letters and Sounds: r

Words to Blend and Segment: rat, rap, run, rug, rip

Fluency

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



Look at all the exercises children can do in the gym.

Before Reading

- Ask: Has anyone been to a gymnastics display? Have you seen it on TV? What happens at gymnastics competitions?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title and then read it together. Count and clap the syllables *gym/nas/tics*. Notice the soft /g/ sound like giraffe.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what the boy is doing.
- Talk/walk through the pictures. Discuss what is happening on each page.

Reading the Text

- Read the cover and the title page together.
- On page 2 discuss what the girl is doing, then read the words together, pointing to the words as they are read. Notice the same pattern on most pages with only one word change, e.g. on page 7 see the ball in the picture, then look for the word *ball* in the text. How does it start? Look for the word with /b/ at the beginning. Then read the page together. Does it make sense/ look right and sound right?
- Follow this pattern for each page discussing what is happening in the picture before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Ask: Would you like to learn gymnastics? Why?
- Students retell the text by using the pictures as a guide.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /r/ Have students listen for /r/ as you say *rat, run, rap, rag, rip, rug*, emphasising /r/. Have students repeat in the same manner.
- Students think of more words beginning with /r/, e.g. red, ring, rot, rose, rabbit, ribbon, rope. Say them together emphasising the /r/ sound.
- Ask students to indicate when they hear you say /r/ words in a list of mixed words, e.g. rat, bat, sat, run, bun, sun, rag, bag, sag.

Phonics

- Discuss the name and sound of the letter r. Write the cvc words *rat, rap, run, rug, rip* on the board to practise blending and segmenting the sounds together as a group, e.g. Say the word *rat* slowly stretching out the sounds, then segment each sound, then blend the word. /r/ /a/ /t/, rat.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. Repeat with the other cvc words.

Word Study

- Talk about the words *do, the, all, can, we, with*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Play a bingo game with the cards.
- Discuss the use of pronouns *I/we*. Ask: Why is *we* used on page 16 and *I* on the other pages? Relate to the pictures. Role play examples in the class, e.g. I am jumping. (one person). We are jumping. (two or more people)
- Have students draw a picture of a gymnastics exercise from the book. They write the matching sentence from the text, e.g. *I can do gymnastics with a _____*.

Fluency

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

Writing

- Students write a new text about being a gymnast and illustrate it, e.g. I can do gymnastics with a ribbon.
- They make a web with *gymnastics* in the middle and equipment used for gymnastics branching out on the web to summarise the text.

Home/School Link

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

I Can Catch

GOALS

Comprehension

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

Vocabulary

High-frequency Words: I, can, the, a, an

Content Words: catch, ball, cat, balloon, hat, umbrella, rain, cold

Phonemic Awareness

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

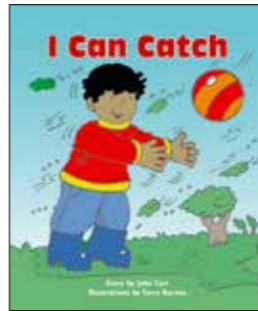
Phonics

Letters and Sounds: c

Words to Blend and Segment: cat, can, cab, cap, cot

Fluency

Model fluent reading of a section of the story for students to repeat



A boy is good at catching things.

Before Reading

- Read the title. Ask students if they have ever played catch? Can they catch a ball?
- Together look at the cover of *I Can Catch*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Is the boy catching or throwing? How do you know? Look at the title page illustration. Where is the ball now? What is the boy doing? Who else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. Ask: What is the boy doing on each page? What about the kitten? Before turning to page 16, predict the ending. What might the boy catch next?

Reading the Text

- Read the title and the names of the author and illustrator.
- Read the title page together. On page 2 have students discuss what they think the boy is doing in the picture. Read the words together, *I can catch a ball*. Follow this pattern for each page, discussing the picture and reading the words.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What did the boy catch in the end? Why do you think he caught a cold? Why is the word *Aaachoo!* on the last page in big bold print? Create awareness of the exclamation mark and the reason for it. Practise saying *Aachoo* with a full stop and then an exclamation mark to hear the difference.
- Retell the story in order using the pictures on each page as a guide. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /c/ Emphasise the /c/ sound as you say *cat, can, cab, cap, cot*. Brainstorm more words together, e.g. *cow, car, cut*. Say them slowly, emphasising the /c/. Students repeat in the same manner.

Phonics

- Discuss the name and sound of the letter c. Write cvc words *cat, can, cap, cab* and *cot* on the board to practise blending and segmenting the sounds together as a group. e.g. Students listen to and repeat the sounds in *can* /k/ /a/ /n/. Say the sounds separately, then blend them together slowly. Illustrate using alphabet letters *c, a, n*, touching them as the sounds are made for the word *can*.

Word Study

- Talk about the words *I, can, the, a, an*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *can* and *I* on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words, *I can catch a _____*. They find the final word in the story and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the story for students to repeat, e.g. pages 2, 4 and 6. Then follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern *I can catch a...* Ask: What is something you can catch? e.g. *I can catch a dice/pencil/ball*. Students write the story and illustrate it.
- Model making a flow chart to show the order of the story. Use arrows, e.g. *Catch ball balloon hat etc*. Students can use the chart for a retelling of the story.

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Home/School Link

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

I Go By the Cat

GOALS

Comprehension

Discuss prepositions to determine position, e.g. under, over, by

Vocabulary

High-frequency Words: I, go, the, by

Content Words: trees, cat, dog, girl, boy, signs

Phonemic Awareness

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

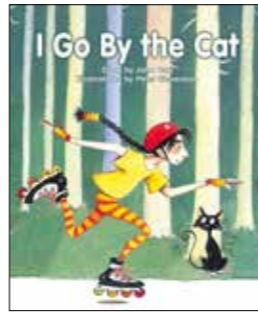
Phonics

Letters and Sounds: t

Words to Blend and Segment: at, cat, pat, mat, sat

Fluency

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



A girl on roller blades ends up uninvited at a picnic.

Before Reading

- Read the title. Ask students what *by* means and what they know about inline skating.
- Together look at the cover of *I Go By the Cat*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Why is there a cat? What is the skater doing? Look at the title page illustration. Ask: How does this relate to the cover page? What is the girl doing? What do you think might happen in the story?
- Talk/walk through the pictures. What is the girl doing on each page? Who or what does she go by? Before turning to page 14, predict the ending. What happens when she goes by the signs? What do the signs say?

Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together. On page 2 discuss what students think the girl is doing in the picture. Read the words together *I go by the trees*. (Why is it not “I go by the cat”? Discuss the meaning of *by*.)
- Follow this pattern for each page, discussing the picture and reading the words together. Notice the punctuation (capitals and fullstops).

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. How could you read “*Splat!*”? Notice the exclamation mark. What does the word mean? Look at the expressions on the faces of the characters. How were they feeling? What has happened to the picnic food? Compare page 15 with page 16 to see the differences and what has happened to the food.
- Retell the story in order. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that end with the same sound: /t/ Make sure students know the meaning of end/final sound. Listen to /t/. Practise saying /t/. Listen for /t/ at the end of *at*.
- Say the word *cat* slowly, emphasising the /t/. Have students listen to and repeat *cat, mat, sat*. Think of more words ending with /t/, e.g. *met, let, set*. Say them so students can hear the /t/.

Phonics

- Discuss the name and sound of the letter t. Write cvc words *at, cat, mat, pat* and *sat* on the board to practise blending and segmenting the sounds together as a group.
- Students listen to and hear the sounds in *cat* /k/ /a/ /t/. Say them separately, then blend together slowly. Illustrate using alphabet letters *c, a, t*, touching them as the sounds are made for the word *cat*.

Word Study

- Talk about the words *I, the, go, by*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *by* and *go* on each page.
- Discuss the meaning of *by*. What other words could be used in place of *by*? (past, beside, next to) Discuss other prepositions and how they are used, e.g. under, over.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words *I go by the _____*.
- Have them find the final word in the story. They read their sentence to a partner.

Fluency

- Choral reading with students pointing to the words as they are read. Make sure they are following left to right and matching words as they read them to those they are pointing to.

Writing

- Write a new story using the same pattern, *I go by the...* What is something you can go by? e.g. I can go by the bird, cat, man, lady. Students write the story and illustrate it.

Home/School Link

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

I Walk to School

GOALS

Comprehension

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

Vocabulary

High-frequency Words: I, to

Content Words: school, walk, squawk, ride, glide, scoot, shoot, boom

Phonemic Awareness

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

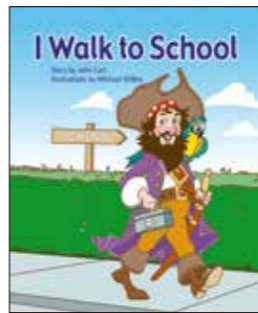
Phonics

Letters and Sounds: t

Words to Blend and Segment: at, cat, sat, tan, tap

Fluency

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



There are many interesting ways of getting to school.

Before Reading

- Read the title. Ask students how they usually go to school? Discuss different fun ways of getting to school.
- Together look at the cover of *I Walk to School*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Who is going to school? Look at the title page illustration. Compare with the cover. Ask: Is this how you go to school? What do you think might happen in the story?
- Talk/walk through the pictures. Ask: What is happening on each page? How does the person go to school? Before turning to page 16, have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what students think is happening in the picture. Read the words together *I walk to school*. Follow this pattern for each page, discussing the picture and reading the words together. Students read page 16 to see if their prediction was correct.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the humorous ending. Do students think this could really happen? Is this a fiction or nonfiction book? How do they know? How would they like to go to school? Notice the exclamation mark. How would they read *Boom!*?
- Have students retell the story in order using the illustrations as a guide. What happened first? Next? And so on. How did the story end?
- Find the words that rhyme – *walk/squawk, ride/glide, scoot/shoot*.

Phonemic Awareness

- Recognise and produce words that have the same sound: /t/ Emphasise the /t/ sound as you say *tan, tap, top*. Students listen and repeat. Together think of more words. e.g. *tick, toss, tar*.

Phonics

- Discuss the name and sound of the letter t. Write cvc words *at, cat, sat, tan* and *tap* on the board to practise blending and segmenting the sounds together as a group, e.g. Students listen to and repeat the sounds in *tan /t/ /a/ /n/*. They say them separately, then blend together slowly.
- Illustrate using alphabet letters *t, a, n*, touching them as the sounds are made for the word *tan*.

Word Study

- Talk about the words *I* and *to*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *to* and *I* on each page.
- On a piece of paper, students draw a picture from the story. They write the words *I _____ to school*. They find the missing word in the story and read their sentence to a partner.

Fluency

- Students practise rereading the book on their own and then orally to you. They emphasise the rhyming words. e.g. *I ride to school, I glide to school*.
- They take turns to read the story to a partner.

Writing

- Students write a new story using the same pattern *I _____ to school*. They think of a new way to go to school. e.g. *I hop/skip/jump/train/bus to school*. They write their story and illustrate it.
- Have students make a time line and label the pictures to use for a retelling of the story.

Home/School Link

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

My, My, My

GOALS

Comprehension

Making connections: Ask students if they have ever skateboarded? What do they need to wear to protect themselves if they fall?

Vocabulary

High-frequency Words: my, at, look

Content Words: words: socks, shoes, pads, helmet, skateboard, dog, mother

Phonemic Awareness

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

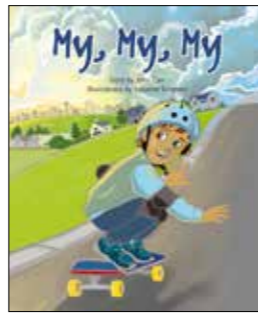
Phonics

Letters and Sounds: m

Words to Blend and Segment: am, mat, man, map, mad

Fluency

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



A boy has lots of protective gear for skateboarding but his mother doesn't.

Before Reading

- Together look at the cover of *My, My, My*. Read the title. Ask: What could the title mean? Discuss what is happening in the picture. Ask students if they have ever skateboarded? What do they wear to protect themselves if they fall? What is the boy in the picture wearing for protection.
- Read the names of the author and illustrator. Look at the title page illustration. Ask: How is the boy feeling? How do you know? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy doing on each page? What happens on page 13? Before turning to page 14, have students predict the ending. What happens when the dog rushes in? What happens to the boy and his mother?

Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together. On page 3 discuss what students think the boy is doing in the picture.
- Read the words on page 2 together, *Look at my socks*. Follow this pattern for each page, discussing the picture and reading the words together. Notice the end punctuation on each page. Discuss what it means.
- Notice the words that end with the /s/ sound. e.g. *socks, shoes*. What does this mean? (plurals) Have students practise forming plurals by orally adding /s/ to *skateboard, helmet, dog*.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the humorous ending. How did Mum end up with cake on her head? Do you think the boy was supposed to have his skateboard inside? And the dog? Was it supposed to be inside?
- Retell the story in order. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that have the same sound /m/. Emphasise the /m/ sound in *am, mat, map*. Student listen and repeat. They think of more words with /m/ e.g. *mum, mud, more, make, made*

Phonics

- Discuss the name and sound of the letter m. Write cvc words *am, man, map, and mad* on the board to practise blending and segmenting the sounds together as a group. e.g. Students listen to and hear the sounds in *mat* /m/ /a/ /t/. They say them separately, then blend together slowly. Illustrate using alphabet letters *m, a, t*, touching them as the sounds are made for the word *mat*.

Word Study

- Talk about the words *my, at* and *look*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words, *Look at my _____*. They find the final word in the story and read their sentence to a partner.

Fluency

- Choral read the story with the students pointing to the words as they are read. Use expression, especially on the last page.
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern *Look at my....* Ask: What is something people can look at? e.g. *Look at my bike/toy/book/dog/cat*. Students write the story and illustrate it.

Home/School Link

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

The Basketball Game

GOALS

Comprehension

Connect to prior knowledge: What do you know about basketball? Have you ever played it? Have you seen it played on TV?

Vocabulary

High-frequency Words: the, a, get, for, it, is, and

Content Words: green, player, ball, red, white, passes, shoots, goal, blocks, shot, catches, it's

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. play/er.

Phonics

Letters and Sounds: gr

Words to Blend and Segment: grit, grip, gran, grin, gram

Fluency

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



Read about and see the moves in this basketball game.

Before Reading

- Ask: What do you know about basketball? Have you ever played it? Have you seen it on TV?
- 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 students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is happening in the picture. Ask: What colour are the two teams?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring verbs (action words) like *shoot, goal, block, catch* and *pass* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2 discuss which player is getting the ball, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what the different basketball movements are and which colour player is doing the action before reading each page. Predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Ask how it makes students feel. Would they like to be basketball players?

Phonemic Awareness

- Students listen and identify syllables in words and clap as they are spoken, e.g. *play/er*.
- Together look in the text for one-syllable words to clap, e.g. *goal, green, red, white, shoots*. Have students clap two syllable words, e.g. *pass/es, catch/es, play/er*.

Phonics

- Recognise words that begin with the blend /gr/. Say the sounds /g/ /r/ separately, then blend together. Write cvc words *grit, grip, gran, grin, gram* on the board to practise blending and segmenting the sounds together as a group, e.g. /gr/ /i/ /t/ *grit*. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. (Letters g and r combine to make /gr/.)

Word Study

- Talk about the words *the, a, get, for, it, is*. 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, students draw a picture of one of the pages in the book. Then write the matching sentence from the text, e.g. page 16, *It's a goal*.
- Talk about the word *it's* and what it is short for (*it is*). Ask: Which letter does the apostrophe replace? (i)

Fluency

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

Writing

- Students make a flow chart with small pictures, labels and arrows to show the different moves and to summarise the text. They use this to retell the text, e.g. With a picture of a green player, they might write: gets the ball → passes the ball → shoots for goal...
- Have students write a new text using the pattern of the text, e.g. A blue player blocks the shot. They write the text and illustrate it.
- Students make a Venn diagram to show the actions of the two teams. What actions are the same and what are different?

Home/School Link

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

We Can Do Karate

GOALS

Comprehension

Connect to prior knowledge: Has anyone been to karate?
What do you know about karate?

Vocabulary

High-frequency Words: I, we, can, a, do

Content Words: karate, kick, block, punch, love

Phonemic Awareness

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

Phonics

Letters and Sounds: k

Words to Blend and Segment: kit, kid, kin, kiss, kick

Fluency

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



The children show off some of their karate moves.

Before Reading

- Ask: Has anyone been to karate? What do you know about karate? Students look at the cover and describe what they see. They predict what the title might be. Read the title to students and then read it together.
- From the cover photo and title students predict what the text might be about. Ask: What are the children doing? What are they wearing? Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what the children are doing in the picture.
- Talk/walk through the pictures. Discuss what is happening on each page and who the boy is. Before turning to page 16 ask students what they think might be on the last page of the book.

Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss what the two children are doing and what they might be thinking/saying, then read the words together. Students point to the words as they are read.
- Follow this pattern for each page discussing what is happening in the picture before reading each page. Look for the key word in the text to match the action in the picture. Make sure it looks right, sounds right and makes sense.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the action on page 16. How does it compare to the predictions made earlier?
- Ask: Would you like to learn karate? Why is this kind of kick and punch okay in karate and not anywhere else?
- Together make a “before and after” chart about karate. The headings could be: What I knew before (prior knowledge) and What I know now (after reading the book).

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /k/ Emphasise the /k/ sound for students to recognise as they listen to you say kit, kid, kin, kid, kiss, kick. Students repeat in the same manner.
- Students think of more words to say and listen to with a /k/ sound at the start, e.g. karate, kick, kitchen, kite.

Phonics

- Discuss the name and sound of the letter k. Write cvc words *kit, kid, kin, kid, kiss, kick* on the board to practise blending and segmenting the sounds together as a group, e.g. /k/ /i/ /t/ kit.
- 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 *I, we, can, a, do*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the text.
- On a piece of paper, students draw a picture of a page from the text. They write the matching sentence from the text, e.g. *I can do a _____*.

Fluency

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

Writing

- Have students write a new text about something else they like doing. e.g. *I can do _____*. They can illustrate their text.

Home/School Link

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

What Can I Do?

GOALS

Comprehension

Discuss the author's use of alliteration and assonance and how it helps to make the story fun to read.

Vocabulary

High-frequency Words: it, I, can, have, a, an, with, and, what, do, old, for, them, on, my, put, would

Content Words: green, hula hoop, cook, dinner, soup, red, tie, pie, blue, shoe, stew, pair, socks, feet, rocks, rather, eat

Phonemic Awareness

Identify and make rhyming words.

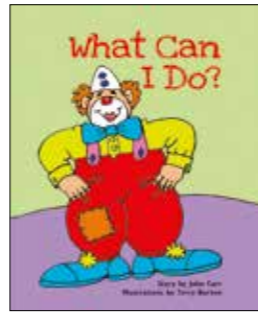
Phonics

Letters and Sounds: wh

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

Fluency

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



The clown shows all the things he can do if he wants!

Before Reading

- Read the title. Discuss the meaning of the question and question mark. Ask: What could the answer to the question be? Reread 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. Discuss what is happening in the picture. Ask: Who is this? Have you ever seen a clown? What do clowns do? Look at the title page. Is there anything different here? What do you think might happen in the story? What can the clown do?
- Talk/walk through the pictures, discussing the picture on each page. On page 2 notice what the clown has got around him. (A green hula hoop) Look for these words in the question on page 3. On page 4 what do students see the clown doing. This is the answer to the question on the previous page. He has made soup with the hula hoop.
- Follow the same procedure for the rest of the book, noticing the question/answer sequence on alternate pages as you go. 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. On page 2 look at the picture, then look for the words *green hula hoop* on page 3. Ask: What letters will the words start with? /gr/, /h/. Read the question together.
- Follow this pattern for each page up to page 15, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Ask: What did you expect? (He cooked on all the other pages but not at the end.)
- Read the sentences on page 16 together. Ask: Did you laugh when you read the ending? Why is it funny? Why would the clown rather eat rocks than socks?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever ending that the author thought of?
- Discuss the way we read questions and answers and how our voice changes.
- Talk about the author's use of alliteration and assonance and how it helps to make the story fun to read. Ask: What is alliteration? (*hula hoop, have hula hoop.*) What is assonance? (*tie pie, blue shoe stew.*)
- Reread the story together enjoying the special sounds the author has created.
- Have students retell the story using the pictures on each page as a guide. What happened first, next, and so on?

Phonemic Awareness

- Read the story to students. Have them notice the rhyming words at the end of each page, e.g. *hoop/soup, tie/pie, shoe/stew, socks/rocks.* Think of other words that rhyme with them. e.g. hoop, scoop, loop, tie, I, my, shoe, new, socks, blocks.

Phonics

- Discuss the name and sound of the letters in the digraph /wh/. Write the words *what, when, where, whip, why* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for the digraph /wh/, touching them as the sounds are made for the word. (wh makes one sound /w/) e.g. /wh/ /o/ /t/, what; /wh/ /e/ /n/, when; /wh/ /e/ /r/, where; /wh/ /i/ //p/, whip; /wh/ /long i/, why)

Word Study

- Talk about the words *what, them, do, have, old, with* and their meanings, e.g. *what* is a question word. Ask students what other question words they know. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words in the book.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them under or beside their story. They read their sentence to a partner, e.g. *What can I do with _____ ? I can _____ it for _____ .*

Fluency

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

Writing

- Have students make a time line showing the sequence of the story. They draw and label the item and what it is made of, e.g. green hula hoop/soup, and so on. They use the time line to retell the story to a partner.
- Students write a new story about a clown. They innovate on the story using the same sentence structure. They draw the picture first, then write the story.

Home/School Link

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

Boing

GOALS

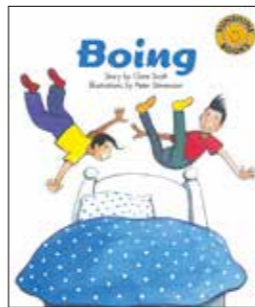
Comprehension

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

Vocabulary

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

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



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

Phonemic Awareness

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

Phonics

Letters and Sounds: oi

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

Fluency

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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

- Talk about the meaning and use of the words *know*, *not*, *the*, *jump*, *in*, *it*, *do*, *did*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- Discuss the different meanings of *know* and *no*. Use them in a sentence.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *They did skips*.

Fluency

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

Writing

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

Home/School Link

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

Fergus Finbone and the Runaway Pants

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

Phonics

Letters and Sounds: sl

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

Fluency

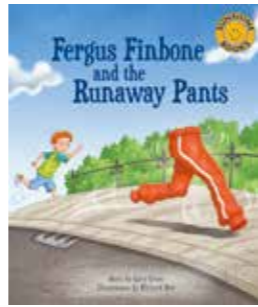
Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.

Before Reading

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

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3, who is Fergus talking to? Find the word *dad* on page 2. Look for the letter d. Why does Fergus look worried? Find the word *slowest* starting with /sl/. What did Dad suggest to Fergus? Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on pages 8–11 and how it helps to read.



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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Hobbies

GOALS

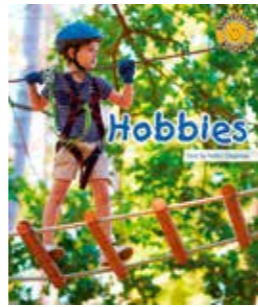
Comprehension

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

Vocabulary

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

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



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

Phonemic Awareness

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

Phonics

Letters and Sounds: sw

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

Fluency

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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

My Magic Dreaming Place

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

Phonics

Letters and Sounds: long i (my)

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

Fluency

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



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

Before Reading

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

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what is the girl showing us? Find the word *dreaming* on page 2. Look for the letter d. Read the words together.
- Discuss the days of the week. Find *M* for *Monday* on page 4. What is she dreaming about? Find *d* for *diver*. Read the words together.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Ask: What days of the week does the girl dream? What happens in the weekend? What days are in the weekend? Can she dream again the next Monday?
- Discuss the ending. Is this what students predicted?
- Reread the story together. Feel the rhythm as you read the repetitive parts.
- Ask students to retell the story using the pictures on each page as a guide. What did she dream about first, next and so on?

Phonemic Awareness

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

Phonics

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

Word Study

- Talk about the words *good, let, about, that, am, again, be, say*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *On Monday I stand in my magic dreaming place. I say "Today I'm dreaming that I am a diver."*
- Have students draw their own special place for dreaming and label it.

Fluency

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

Writing

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

Home/School Link

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

Amelia Rose Loves to Read

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

Identify and make rhyming words.

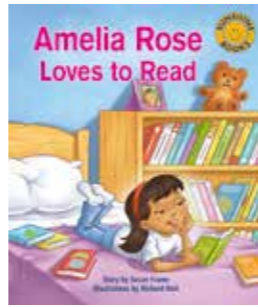
Phonics

Letters and Sounds: -all

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Nutty Knitting

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

Phonics

Letters and Sounds: /oo/

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

Fluency

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



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

Before Reading

- Ask students what they know about knitting. Ask: Have you seen knitting? Read the title to them and then read it together. Discuss the silent k and the sound /n/. Discuss what they see in the picture. Ask: What has been knitted? Why do you think the book is called *Nutty Knitting*? Does it have anything to do with nuts? Or is *nutty* another word for funny?
- Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Fiction is not true.) Ask: What is in the picture on the title page? Make predictions about the text from the cover and title page illustrations.
- Read the title page and contents to get an overview of what is going to be in the text.
- Talk/walk through the pictures. Discuss what has been knitted on each page and what you need for knitting. Bring words like *colours, different, knitting, needles, patterns, stitches, twist, wool, yarn, years* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On page 2, ask: What do you see in the picture? What is needed for knitting? Read the text together, pointing to the words as they are read.
- On page 3, discuss the picture. Ask: Is this an example of *nutty* (funny) knitting? Locate the words *funny* and *useful*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different kinds of knitting are before reading each page.
- On page 16, look at the Index and find the page with information about socks. Students ask a partner questions about the index, e.g. what page has information about toys?

After Reading

Invite students to discuss the information. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

The Famous Writer

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

Identify and make rhyming words.

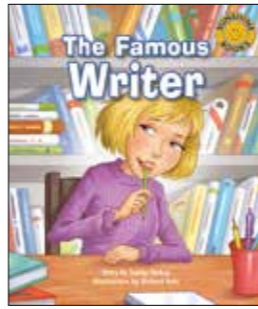
Phonics

Letters and Sounds: wr /r/

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

The Magician's Hat

GOALS

Comprehension

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

Vocabulary

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

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

Phonemic Awareness

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

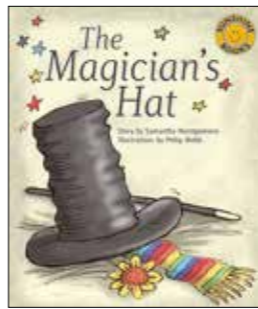
Phonics

Letters and Sounds: -ump

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the story. Prompt if needed.

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

Phonemic Awareness

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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

Katie's Cabbage Chaos

GOALS

Comprehension

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

Vocabulary

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

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

Phonics

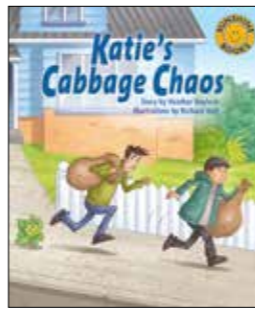
Letters and Sounds: Recognise and produce words that begin with the same sound:

tw

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

Fluency

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



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

Before Reading

- Read the title and the names of the author and illustrator. Notice the alliteration in the title. The three words start with /k/. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is *chaos*? (a mess, disorder, confusion) What could *Cabbage Chaos* mean? Have they read any other stories by Heather Haylock? (*Nutty Knitting*, *Tom*, *the School Cat*) Did you like reading them?
- Together look at the cover picture. Discuss what they see? Ask: What are the people doing in the picture? What could be in the sacks? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and front cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *beetroot*, *cabbage*, *camera*, *coleslaw*, *sacks*, *seed*, *seedling*, *snails*, *thief*, *weeds* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture. Ask: What is Katie doing? Her class is learning to grow vegetables. Find the words *learning*, *grow*, *vegetables*, *planting*, *cabbage* and *seeds*. Ask: Do the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What did Dad and Mum think of Katie's idea? Dad thought it would be good not to mow the lawn. Mum thought there would be too much coleslaw to eat. Look for the words *coleslaw*, *mow* and *lawn* in the text to confirm. Read the words together.
- Follow this pattern up to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

After Reading

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Those Are Not My Beans

GOALS

Comprehension

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

Vocabulary

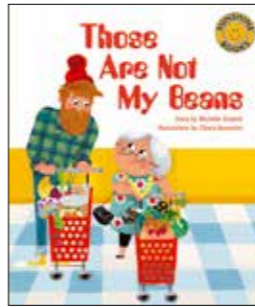
Focus High-frequency Words: four, one, them, two, was, who, yellow, yes
Focus Content Words: beans, cabbage, eggs, grapes, onions, pie, pineapple, socks, store, trolley

Phonics

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

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

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Cooper, the Super Juggler

GOALS

Comprehension

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

Vocabulary

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

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

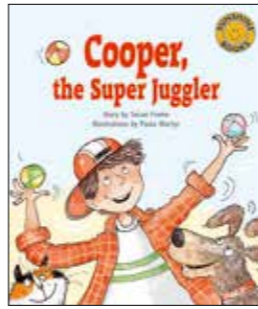
Phonics

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

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

Fluency

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



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

Before Reading

- Read the title and the names of the author and illustrator. Notice the rhyme in the title. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is a juggler? Have you read any other stories by Susan Frame? Did you like them?
- Together look at the cover. Ask: What do you see? What is the boy doing?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *juggling, juggler, throw, hand, catch, learn, practice, circus, dreams, left* into the conversation.
- On page 22 have students predict the ending.

Reading the Text

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

After Reading

Invite students to discuss the story.

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

Phonics

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

Word Study

- Talk about the words *people, when, good, going, three, right, how, want*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Look at the word *phew* on page 18. Note the ph is the /f/ sound. Say the words. Ask: What does *phew* mean? Brainstorm other words with ph, e.g. *dolphin, phone*.

Fluency

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

Writing

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

Home/School Link

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

Play Ball!

GOALS

Comprehension

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

Vocabulary

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

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

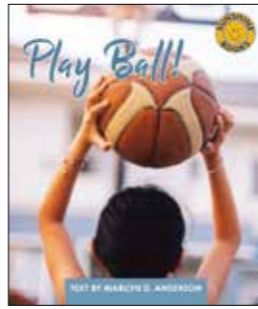
Phonics

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

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

Fluency

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



A ball is used in so many sports.

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the text.

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Home/School Link

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