

# How the Teachers Come to School

## 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.

How does your teacher come to school?

### Vocabulary

**High-frequency Words:** on, in, no, a, to, come, the, how, does

**Content Words:** school, bike, car, horse, train, skates, helicopter, submarine, teachers

### Phonemic Awareness

Identify and make rhyming words

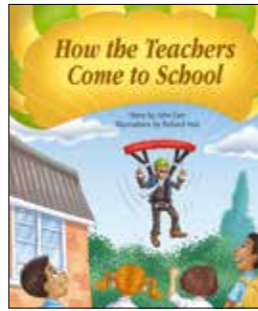
### Phonics

**Letters and Sounds:** p

**Words to Blend and Segment:** pat, pan, pad, pin, pit

### Fluency

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



The teachers in this school have many different ways to come to school.

## Before Reading

- Read the title. Discuss its meaning. Then reread the title and have students listen to 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. Ask: Could this be a teacher coming to school? What is carrying him? Who are looking at him?
- Look at the title page illustration. Who is this teacher? What is the teacher doing? What do you notice about the teacher's name and parachute? (They rhyme.) What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the person's name and mode of transport on each page. Notice the rhyming words. On page 12, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 discuss the illustration. Ask: Who is on the bike? (Mrs Pike) Read the words together.
- Follow this pattern for each page up to page 12, discussing the picture and reading the words together. On page 12 there is a question. Read it together. Review the predictions for the ending made earlier, then turn the pages to reveal a surprise ending. Have the students discuss what they see in the illustrations. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

## After Reading

Invite students to discuss the narrative. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a funny surprise ending? How does your teacher come to school?
- Reread the story together. Notice the rhyming words on each page. e.g. *bar/car*; *Morse/horse*; *Bain/train*
- Ask students to re-tell the story using the pictures on each page as a guide.

## Phonemic Awareness

- Students listen to the story being read to them. They identify the rhyming words they hear, e.g. *bike, Pike*. They repeat the rhyming words and think of some more, e.g. like, hike.

## Phonics

- Discuss the name and sound of the letter p. Write cvc words *pat, pan, pad, pin, pit* on the board to practise blending and segmenting the sounds together as a group, e.g. /p/ /a/ /t/.
- Illustrate how to use alphabet letters *p, a, t, pat*, touching them as the sounds are made for the word.

## Word Study

- Talk about the words *made, on, in, no, a, to, come*. Print the flash cards from the inside front cover and read them together. Ask students to locate these words in the text.
- On a piece of paper have students draw a picture from the story. They find and write the words in the story and then read their sentence to a partner.

## Fluency

- Model reading of the text, emphasising the rhyming words. Students repeat after you.
- They take turns to read the story to a partner.

## Writing

- Have students write a new story about a teacher. They draw the picture first, then write the story, e.g. My teacher comes to school on/in \_\_\_\_\_. Students write the story and illustrate it.
- Students find the rhyming words in the story, e.g. *Pike/bike*. They make a chart pairing the rhymes and invent some more rhyming words to add to the chart, e.g. *hike/like/Mike*. After going through the book, students add new rhyming words, e.g. *late/gate, school/pool, down/brown, up/cup*.
- Students make a T-Chart about the teachers. They write their names on the left side and on the right side they write how they got to school, e.g. Mr Marapoot – parachute, and so on.
- Students retell the story in pairs using their T-charts.

## Home/School Link

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

# I Go Up

## 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. What have you been up in?

### Vocabulary

**High-frequency Words:** I, in, the, and, up, down, on, go  
**Content Words:** bus, escalator, helicopter, stairs, plane, balloon, roller coaster

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. bal/loon

### Phonics

**Letters and Sounds:** u

**Words to Blend and Segment:** up, us, cup, tub, pup

### Fluency

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



There are many things that you can go up in.

## Before Reading

- Students look at the cover and describe what they see. Predict what the title might be. Read the title together. Ask: What have you been up in?
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about what the mother and daughter are going up in. Predict what the book might be about.
- Talk/walk through the pictures. Discuss what is happening on each page. Students find the word for *bus* on page 2. Look for the letter that has the /b/ sound. Point to *bus*. Repeat this procedure for the rest of the book. Before turning to page 16, ask students what they think might happen.

## Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss what the child is going up on, then read the words together. Students point to the words as they are read.
- Follow this pattern for each page. Ask students if their voice matched the words, or were there some left over? Discuss the two lines of text on page 16 and where to go at the end of the first line. Notice the exclamation mark. Model rereading the last page with expression for students to copy.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Did it match their prediction?

## Phonemic Awareness

- Students identify syllables in words and clap as they are spoken, e.g. bal/loon. They listen for words in the text with one syllable or beat (one clap), e.g. *bus, plane, down, up*. Listen for words with two syllables or beats (two claps), *roll/er, coast/er*.
- Clap and say the words together.
- Play a game. Say: I'm thinking of a word in the book with one syllable that begins with /d/. (*down*) What is it? Say it and clap it.

## Phonics

- Discuss the name and sound of the letter u. Write cvc words *up, us, cup, tub* and *pup* on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /u/ /p/, *cup*. Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## Word Study

- Talk about the words *I, and, in, up, the* and *down*. 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 from the text. They write the words (with help if needed). *I go up on the \_\_\_\_\_*. They find and write the final word in the space and read their sentence to a partner.
- Talk about the meaning of high-frequency words *up, down, in, on*. Role play using a pencil to demonstrate the meaning. Ask students to say, *My pencil is \_\_\_\_\_*, as they role play.

## Fluency

- Students practise reading the book on their own and then orally to you.
- Have them notice the end punctuation on page 16. Model how to read this page. Remind students that this is a nonfiction book. It is best read at a moderate speed, not too fast. It is telling the reader information.

## Writing

- Have students write a new text using the same pattern. *I go \_\_\_\_\_ the \_\_\_\_\_*. Students write the text and illustrate it.

## Home/School Link

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

# Surf Rescue

## GOALS

### Comprehension

**Connect to prior knowledge:** What do you know about Surf Rescue? Have you seen them at a beach? How do they help?

### Vocabulary

**High-frequency Words:** are, at, the, they, what, for, have

**Content Words:** surf, rescue, keep, safe, beach, flags, signs, boards, boats, buggies, tools, us, these

### Phonemic Awareness

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

### Phonics

**Letters and Sounds:** f, ff

**Words to Blend and Segment:** if, off, puff, huff, tiff

### Fluency

Practise rereading the text orally with a partner.



Surf rescue keeps us safe at the beach.

## Before Reading

- Ask: What do you know about surf rescue? Have you seen them at a beach? How do they help?
- 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. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what students see in the picture. Have they seen one of these before? Where? What is it for?
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask students what they think might be on that page.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss what is happening in the picture. Look for the relevant words, e.g. /k/ keep; /s/ safe; /b/ beach. Read the words together, with students pointing to the words as they are read.
- Follow this pattern for each page discussing what the different parts of surf rescue are for before reading each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. How does it sum up the text? Look at page 2. Ask: How is it a good beginning of the text? Do you notice anything? (The words are the same.) Would you like to work for surf rescue when you are older? Why?
- Have students take another look at the pictures. With help, they read words that are in the photos, e.g. *Surf Rescue SR7792N* (cover), *LIFEGUARD* (page 1), *Surf Rescue* (page 5).
- Students make a T-chart to summarise the things surf rescue do and have. The two headings can be – They have/They do.

## Phonemic Awareness

- Recognise and produce words that end with the same sound: /f/ Emphasise the /f/ sound on the end of spoken words for students to listen to and notice, e.g. *if, off, puff, huff, tiff*. Students repeat after you. Ask them to think of more, e.g. surf, safe, laugh, knife, tough.

## Phonics

- Write the cvc words *if, off, puff, huff, tiff* on the board to practise blending and segmenting the sounds together as a group, e.g. /p/ /u/ /ff/. 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 *have, at, for, they, the, what*. 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 from the text. They write a matching sentence. e.g. *Surf rescue have \_\_\_\_\_*.

## Fluency

- Students practise rereading the text orally with a partner.

## Writing

- Have students write a new text about surf rescue, e.g. *I want to keep safe at the beach*. They write the text and illustrate it.
- Students make a sign for the surf rescue team to use at the beach to help keep people safe. (zebra, shark, horse, lion, lamb) They write the text and illustrate it.

## Home/School Link

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



# We Come Down

## GOALS

### Comprehension

**Making connections:** Ask students if they have ever been in snow. What do they need to wear to keep warm and/or to protect themselves if they fall?

### Vocabulary

**High-frequency Words:** on, in, the, we, come, down  
**Content Words:** skis, boards, sleds, toboggans, tubes, together, snow

### Phonemic Awareness

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

### Phonics

**Letters and Sounds:** w  
**Words to Blend and Segment:** win, wet, wig, wit, wax

### Fluency

Practise reading the book orally with a partner.



It is fun to be in the snow and to travel down the slopes in different ways.

## Before Reading

- Ask students if they have ever been in the snow. What do you need to wear to keep warm and/or protect yourselves if you fall? Students look at the cover and describe what they see. Predict what the title might be. Read the title to students, then read it together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about ways people can come down.
- Talk/walk through the pictures. Discuss the way people come down on each page.

## Reading the Text

- Read the title on the cover and the title page together.
- On page 2 discuss what is happening in the picture. Then find the word for what it is the children are coming down on. Look for the letter that has the /s/ sound. Point to and read *skis*, then read the sentence together (pointing to the words as they are read).
- Follow this pattern for each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Does it look like fun? How were the people feeling?

## Phonemic Awareness

- Recognise and produce words that begin with the same sound: /w/ Students listen to and hear the word *we*. Emphasise the beginning sound /w/. Ask students to slowly say *we*, stretching out the sounds. They think of other words that start with /w/. e.g walk, win, wet, wish. Together say them slowly, emphasising the /w/ sound.
- Students make rhyming words starting with /w/. Say: “If I say *bin*, you say */w/in*.” Do the same with get, talk, big, hit.

## Phonics

- Discuss the name and sound of the letter w. Write cvc words *win, wet, wig, wit* and *wax* on the board to practise blending and segmenting the sounds together as a group. e.g. /w/ /i/ /n/, *win*. 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, in, the, we, come, down*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture from the text and write the matching sentence from the text (with help if needed). e.g. *We come down on skis*.

## Fluency

- Students practise reading the text orally with a partner. Remind them that as this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

## Writing

- Have students write a new text using the same pattern. They think of something different to come down on, e.g. *We come down on \_\_\_\_\_*.
- Model this as a cut-up text. e.g. We come down on cardboard. Have the words cut up and have students put them back in the correct order to make sense.
- Point out the capital letter at the beginning and the full stop at the end. These are clues to help you know which order the words go in to make a sentence. Read and reread the sentence as each word is added, checking to make sure it sounds right, looks right and makes sense. Tell students to watch how you are pointing to the words as you read, starting on the left. Ask them to follow this model.
- Point to the spaces between the words. These are important so that we know where a word begins and ends. Count the words.
- Students use what they have learnt about reading and writing from the cut-up text and write their own text (with help if needed) and illustrate it.

## Home/School Link

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

# What Am I?

## GOALS

### Comprehension

Discuss the meaning of this/these (singular/plural determiners)

### Vocabulary

**High-frequency Words:** is, on, my, I, am, what, a, this, have, these

**Content Words:** hands, feet, body, back, face, shadow, diver, these

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. *shaldow*

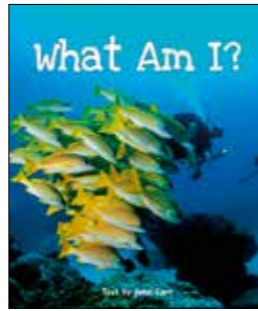
### Phonics

**Letters and Sounds:** ck, k

**Words to Blend and Segment:** back, sack, kick, neck, pack

### Fluency

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



The mystery of what or who this text is about will be revealed at the end.

## Before Reading

- Students look at the cover and describe what they see. Talk about what is in the picture. Ask: What is behind the fish? They predict what the title might be. Listen to the title and read it together. Discuss the question mark and meaning of it.
- 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. Ask: What is the picture of?
- Talk/walk through the pictures. Discuss what is on each page. Before turning to page 16 ask what the answer to the question *What Am I?* might be.

## Reading the Text

- Read the title together. On pages 2–3 discuss what the picture shows and then read the words together, pointing to the words as they are read.
- Students follow this pattern for each page discussing what they see before reading each page.

## After reading

Invite students to discuss the information. Prompt if needed.

- Discuss page 16. How is the question answered? Ask: Would you like to be a diver?
- Discuss the meaning of *this/these* (singular/plural determiners). Demonstrate with a role play using books.  
I have this book.  
I have these books.
- Ask students to role play with a partner.

## Phonemic Awareness

- Identify syllables in words and clap as they are spoken, e.g. *shaldow, dilver, back, feet, bodily*.
- Students listen for more one- and two-syllable words in the text.

## Phonics

- Discuss the letters and sounds for /ck/, /k/. Identify the name and sound for the letter k. Write the cvc words, *back, sack, kick, neck, pack*, on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /a/ /ck/ *back*. Emphasise the ending /k/ sound in each word.
- 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 *my, is, this, have, am, what*. Print multiple copies of the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Play a matching game with the words.
- On a piece of paper, have students draw a picture from the book. They write the matching sentence from the text, e.g. *I have \_\_\_\_\_ on my \_\_\_\_\_*.
- Make a star diagram with a diver in the middle. On each point of the star write and draw one thing that a diver wears. Students use the star to help retell the text.

## Fluency

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

## Writing

- Students write a new text about something different, e.g. What am I? A horse rider. Students illustrate their text.

## Home/School Link

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

# Bird Feeders

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** a, can, eat, for, get, in, into, is, it, little, look, make, of, off, on, one, or, out, put, some, the, them, there, to, too, under, which, with, you

**Content Words:** around, bag, ball, best, bird, bottle, bran, branch, breadcrumbs, card, coconut, cup, cut, everything, fat, feeder, fix, food, half, hang, mix, net, onto, plastic, press, push, roll, scissors, seed, shell, side, soft, string, strong, through, together, tray, tree, tube, use, winter, wire, work

### Phonemic Awareness

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

### Phonics

**Letters and Sounds:** /e/ get

**Words to Blend and Segment:** get, let, met, net, set

### Fluency

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



Birds need food in winter, too. You can make bird feeders for them.

## Before Reading

- Help students use the title of the book and cover illustration to make predictions about the text. Read the title to them and then read it together. Discuss the meaning of *bird feeders*. Ask: When would be the best time of the year to feed birds?
- From the cover photo and title students predict what the text might be about. What are the birds doing in the photo? Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs.)
- Read the title page together. Talk about what students see in the picture. Ask: What seeds do you see? Are these seeds you could eat or are they just for birds?
- Talk/walk through the pictures. Discuss what students see on each page.
- 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 time of the year is it? How do you know? Which word would say *winter*? How would *winter* start? Find the word that starts with w. Read the words in the heading together, pointing to them as they are read. Follow the same process for the sentences on pages 2 and 3.
- Follow this pattern for each page discussing the different types of bird feeder, then looking for the initial letter of the key words before reading each page. Predict the ending before turning to page 16.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Have students find the heading *Best Bird Food*. Ask: What ingredients have been used to make the best bird food? What are the instructions for making it?
- Talk about the headings in the text and how these are helpful to the reader. They give a clue to what the page is going to be about. Notice how the smaller heading *Get* is repeated on most pages when giving the reader instructions about what is needed to make the bird feeder.
- Notice what is included in all bird feeders. (bird food) Why is this important?
- Have students summarise the text? (It is a book giving instructions for how to make bird feeders.) What kind of text is this? (instructional)

## Phonemic Awareness

- Recognise and produce words that have the same short e vowel sound: /e/ Students listen for the /e/ sound in the middle of the words as they are spoken, then they repeat, e.g. get, met, let, net, set. They think of more words with the short /e/ vowel sound, e.g. pet, bet, vet, wet.

## Phonics

- Recognise words that have the same vowel sound /e/. Write the words get, met, let, net, set on the board to practise blending and segmenting the sounds together as a group, e.g. /g/ /e/ /t/, get. 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 use and meaning of the words *them, little, which, with, of, one, or, under*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book. Play a guessing game in pairs, e.g. “I’m thinking of a word with five letters starting with u and ending in r.” (*under*)
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *wire, string, plastic, tube*. Discuss new vocabulary and its meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 16, *Which bird feeder looks the best?*
- Students create and draw a bird feeder. They label it and write instructions for making it.

## Fluency

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

## Writing

- Students write and illustrate “How to make a bird feeder” on a chart. They can choose any in the text or make-up their own. e.g. To make a bird tray you will need:... Their chart can be illustrated and shared with the class.
- Have students write labels or captions for the pictures on page 16.

## Home/School Link

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



# Car Racing

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** and, are, at, back, but, do, go, have, help, in, is, it, like, look, much, not, off, on, one, other, the, there, they, this, what, with  
**Content Words:** around, car, corners, country, don't, drag, engine, exciting, fast, formula, midget, mud, noisy, race, racing, rallying, roads, sand, seat, short, small, snow, special, straight, super, these, time, very, wings, winner



There are many types of racing car. See what the differences are between them.

### Phonemic Awareness

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

### Phonics

**Letters and Sounds:** i-e like

**Words to Blend and Segment:** like, time, bike, line, hike

### Fluency

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

## Before Reading

- Read the title to students and then read it together. Discuss the meaning of *Car Racing*.
- From the cover photo and title students predict what the text might be about. Ask: Can you see where the driver is seated? What does he/she wear for protection? Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Non-fiction is true and informs.)
- Read the title page together. Talk about what students see in the picture. Are these cars racing? Are they the same cars as the one on the cover?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On pages 2-3 discuss the picture. Ask: How many cars can you see in the race? Which word would say *car*? How would *car* start? Find the word that starts with c. Then look for *racing* finding the /r/. Talk about what the word could be that starts with /f/. What would make sense? Car racing is /f/? (*fast*). Make sure the word looks right, sounds right and makes sense. (Use picture, print and contextual clues. This is what good readers do.)
- Students read the words together, pointing to the words as they are read. Do the same for the remaining two sentences on this page.
- Follow this pattern for each page, discussing the different kinds of car racing in the photos, reading the heading, looking for the initial letter of the key words before reading each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- What is the difference between rallying and super car races? Use the headings to help find the information. What is the same about all the races? (fast, noisy, exciting)
- Discuss page 16. Ask: Could you answer the question? Students illustrate and label these.

## Phonemic Awareness

- Recognise and produce words that have the same long i vowel sound: i-e Students listen for the long /i/ vowel sound as words are spoken, then they repeat, like, time, bike, line, hike.
- Students think of and listen to more words that have the long /i/ vowel sound, e.g. fire, mine, fine, bite. They say the words slowly, emphasising the long /i/ sound.

## Phonics

- Recognise words that have the same long /i/ vowel sound i-e . Write the words like, time, bike, line, hike on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /i/ /k/.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. They make groups of rhyming words with the alphabet letters to read, e.g. hike, bike, trike, like, Mike.

## Word Study

- Talk about words *help, go, back, in, other, much, there, off*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Understand the meaning of new words in the context of the text and with picture support, e.g. *midget, drag, formula, rallying*. Discuss other new vocabulary and its meaning.
- On a piece of paper, students draw a picture of a page in the book. They write the matching sentence from the text, e.g. *Formula one cars have one seat. The engine is at the back.*

## Fluency

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

## Writing

- Have students write a new text using the pattern of the text, e.g. Car racing is dangerous. They write the text and illustrate it.
- Students make a chart to show the different kinds of car racing. They illustrate and label the chart and share it with the class.
- Students use the headings to summarise the text. They write the heading and a fact or two under it about the kind of racing.

## Home/School Link

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

# Horseshoes

## GOALS

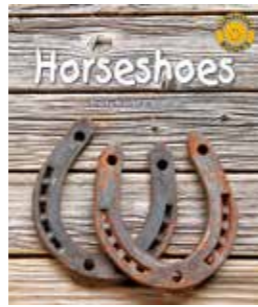
### Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photos.) Identify the main idea of the text.

### Vocabulary

**High-frequency Words:** a, about, are, do, every, get, has, how, is, it, like, make, new, no, not, on, only, say, that, the, their, they, to, when, your

**Content Words:** don't, fast, feeling, feet, fingernail, fit, grow, hard, hoof, horses, horseshoe, hurt, it's, keep, lucky, nail, need, people, protect, shoes, six, these, weeks, why, work, worker



Why do horses wear shoes? Do all horses wear shoes? Find out!

### Phonemic Awareness

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

### Phonics

**Letters and Sounds:** long a, a-e

**Words to Blend and Segment:** make, cake, lake, rake, take

### Fluency

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

## Before Reading

- Look at the cover photo and ask students if they know what these are. Read the title to them and then read it together. Ask: What do you know about horses and horseshoes? Invite students to share information.
- From the cover photo and title students predict what the text might be about. Ask: Is this book fiction or nonfiction? How do you know? What is the difference?
- Read the title page together. Talk about the photo. (It is the underside of a horse's hoof with a horseshoe attached.) Have students lift a foot the way the horse is so everyone can see under it.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *lucky, hoof, nail, work, protect, worker, fingernail* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and title page together. On pages 2–3 discuss what students see in the pictures. Suggest that some people believe that horseshoes can bring good luck. Look for the beginning letter of key words like *horse, shoe, horseshoe, lucky*.
- Read the sentences together, with students pointing to the words as they are read. They look at the photos on pages 4–5 and discuss what they see. Notice the inset picture. Ask: Why do you think it is there? (to give more detail and another example of horses at work) On this page you find the answer to the question on page 2. Look for initial letters of key words and known chunks of words. Read the words together.
- Follow this pattern, discussing the pictures and the reasons that horses wear horseshoes.
- Predict the ending before turning to page 16. Ask: Do you think this is an amazing fact?

## After Reading

Invite students to discuss the information. Prompt if needed.

- Identify the main idea of the text. Discuss the ending. What is funny about what the author is saying? What would happen if your feet grew that fast?
- Ask questions to elicit information. What do students think the author's purpose was for writing the book? What have they learnt from this book?

## Phonemic Awareness

- Recognise and produce words that have the same long a vowel sound: a-e. Students listen carefully to identify the long /a/ vowel sound as you read these words, e.g. make, cake, rake, take, lake. They repeat these words and think of more words with the same vowel sound. Remind them that the long /a/ vowel sounds like the letter name. (name, game, same, late)

## Phonics

- Recognise words that have the same long a vowel sound /a-e/. Write the words make, cake, rake, take, lake on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /ke/ cake.

## Word Study

- Talk about the words *about, how, their, only, make, they, every, your*. Read the flash cards from the inside front cover together. Ask students to locate these words in the book and read the sentences.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *These horses need shoes to protect their feet*.
- Talk about words ending in -er. Find *worker* on page 12. Say what the root verb is. (work) When -er is added, it makes the name of the person who does the action or work. Brainstorm -er words together. Make a chart matching these to the verb (root word), e.g. work/worker, ride/rider; bake/baker; teach/teacher; learn/learner

## Fluency

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

## Writing

- Have students write a new text using the pattern of the text, e.g. A worker makes the shoe and fits it to the horse. They write the text and illustrate it.
- Students draw a picture of a horseshoe and label it. They can use a photograph from the book as a model. Share this with a partner.

## Home/School Link

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



# Bridges

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonemic Awareness

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

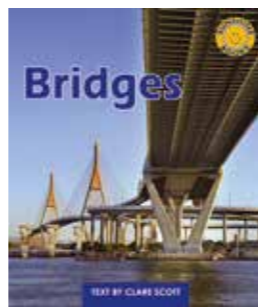
### Phonics

**Letters and Sounds:** short /o/

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

### Fluency

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



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

## Before Reading

- Ask students what they know about bridges. Ask: Where do you see them?
- Read the title together. Discuss the picture of the bridge on the cover. Ask: Do all bridges look like this? What is different about this bridge? What are bridges for? Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.)
- Students make predictions about the story from the cover and title page illustrations..
- Read the title page together. Talk about what is happening in the picture. Ask: What bridge is this? (a very old famous bridge in Italy) How would you describe it? Who would use it? Read the contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the bridges on each page, why they are different and where you would find them. Bring words like *beautiful, bridge, cross, cycling, harbour, log, plane, river, road, valley* into the conversation.
- Before turning to page 16, ask students how they think the book might end

## Reading the Text

- Read the cover and the contents page together.
- On page 2, ask: What do bridges help us with? What would go on this bridge? Look for the key words. (*cross, water, roads, valleys*) Read the text together with students pointing to the words as they are read.
- On page 3, discuss the picture. Ask: How does this bridge help? Who or what would go on it? Read the words together.
- Follow this pattern for each page discussing the pictures, what the different bridges are for and how they help before reading each page.
- Students predict the ending before turning to page 16. Have them look at the Index and find the page that is about planes. They ask a partner questions about the index, e.g. what page is there information about logs?

## After Reading

Invite students to discuss the information. Prompt if needed.

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

## Phonemic Awareness

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

## Home/School Link

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

# Robots Can Help Us

## GOALS

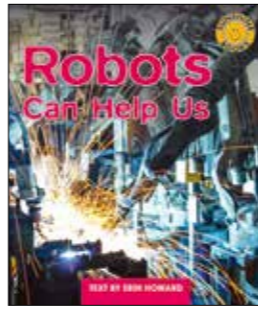
### Comprehension

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

### Vocabulary

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

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



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

### Phonemic Awareness

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

### Phonics

**Letters and Sounds:** ar

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

### Fluency

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

## Before Reading

- Ask students what they know about robots and how they help us.
- Read the title to students and then read it together. Discuss what is in the pictures on the cover and title page. Together look at the robot on the back cover and discuss what it is doing. Ask: Is this book fiction or nonfiction? How do you know? What is the difference?
- Make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the robots on each page and what their use might be. Bring words like *cold*, *computers*, *hot*, *moon*, *robots*, *send*, *space*, *use*, *win* into the conversation. Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. Model how to use picture, print and contextual cues. Ask: Does it sound right, look right and make sense?
- On pages 2–3, ask: What are the different types of robot in the pictures? Look for tricky words like *machines*, *computers*, *dangerous*. Break the words into chunks or syllables, e.g. *mach/ines*, *com/pu/ters*, *dan/ger/ous*. Model reading the first sentence, checking the picture and that the word *machine* looks right and makes sense. Then read the text together, with students pointing to the words as they are read.
- On pages 4–5, discuss the picture. Ask: Where could this robot be? What might it be doing? Find the word *space*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different robot is for before reading each page.
- Students predict the ending before turning to page 16. They look at the Index and find the page with information about farms. Students ask a partner questions about the index, e.g. what page has information about space?

## After Reading

Invite students to discuss the information. Prompt if needed.

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

### Phonemic Awareness

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

### Phonics

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

### Word Study

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

### Fluency

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

### Writing

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

### Home/School Link

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

# Signs

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonemic Awareness

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

### Phonics

**Letters and Sounds:** -aw

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

### Fluency

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



There are signs everywhere, giving information and advice.

## Before Reading

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

## Reading the Text

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

## After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how each sign is used.
- Ask students to discuss what signs they can see right now. What signs are used in the classroom and around the school? What do they think the author's purpose was for writing the book. What have they learnt from this book?

## Phonemic Awareness

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

## Phonics

- Recognise words that have the same vowel sound: /aw/ Write words *call*, *all*, *fall*, *saw*, *raw* on the board to practise blending and segmenting the sounds together as a group.

## Word Study

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

## Fluency

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

## Writing

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

## Home/School Link

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



# Arches

## GOALS

### Comprehension

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

### Vocabulary

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

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

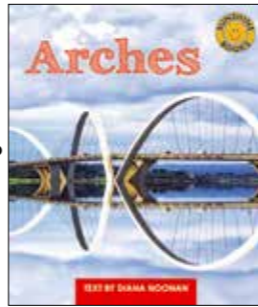
### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

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

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

# Farmer Rob's Robot

## GOALS

### Comprehension

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

### Vocabulary

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

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

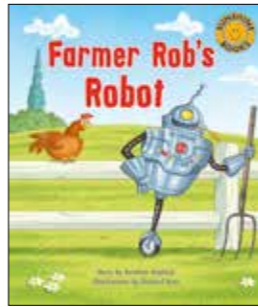
### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

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

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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



# Fighting Fires

## GOALS

### Comprehension

Discuss and model how to summarise the text.

### Vocabulary

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

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

### Phonics

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

igh long i

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

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

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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



## Forts

### GOALS

#### Comprehension

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

#### Vocabulary

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

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

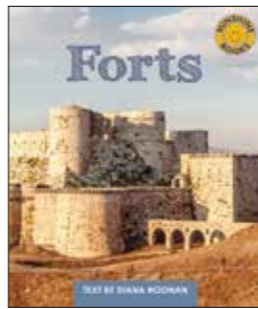
#### Phonics

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

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

#### Fluency

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



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

### Before Reading

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

### Reading the Text

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

### After Reading

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

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

### Phonics

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

### Word Study

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

### Fluency

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

### Writing

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

# Getting Around

## GOALS

### Comprehension

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

### Vocabulary

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

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

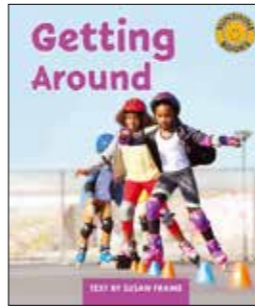
### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

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

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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



## How to Grow a T-Shirt

### GOALS

#### Comprehension

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

#### Vocabulary

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

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

#### Phonics

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

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

#### Fluency

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



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

### Before Reading

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

### Reading the Text

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

### After Reading

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

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

### Phonics

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

### Word Study

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

### Fluency

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

### Writing

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



# Printing Books

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonics

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

oo book

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

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

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

# Extreme Vehicles

## GOALS

### Comprehension

Discuss the possible reason for the author writing this text.

### Vocabulary

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

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

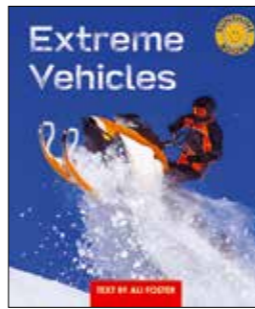
### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

Invite students to discuss the text.

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

## Home/School Link

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

# In Charge of Trumpet Cleaning

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonics

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

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

### Fluency

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



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

## Before Reading

- Look at the back cover together. Ask students if they know the name of any of these brass instruments. Lead them to recognise the trumpet. Explain that this book is a story about a father, whose job is cleaning musical instruments, teaching his son how to clean a trumpet.
- Show students the cover. Read the title and the names of the author and illustrator on the cover. Read the title together. Ask: What could *in charge* mean? What is happening in the illustration?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *dust, spit, notes, dirty, instruments, trumpet, cleaning, charge, tubes, brushes* into the conversation.
- On page 23, have students predict the ending.

## Reading the Text

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

## After Reading

Invite students to discuss the story.

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

## Home/School Link

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



# Inventions

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

Invite students to discuss the text.

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

## Home/School Link

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

# Taking Pictures

## GOALS

### Comprehension

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

### Vocabulary

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

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

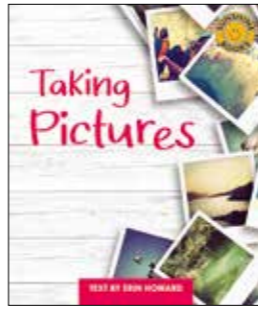
### Phonics

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

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## After Reading

Invite students to discuss the text.

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

## Phonics

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

## Word Study

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

## Fluency

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

## Writing

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

## Home/School Link

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