

SUNSHINE PRIMARY CLUB – BLUE

The Green Dragon Catherine, the
Counter Richie, the Greedy Mouse The
River
The Cooking Pot
A New Bed
Popcorn
Cat's Party
Thumpety-Rah!
Birthdays
Don't You Laugh at Me! Come for a
Swim!
Open Your Mouth
Trees Are Special
The Wind Blows Strong When the
Balloon Went Pop! Footprints on the
Moon Animal Inventions
Carrots, Peas and Beans Where Is the
Cabbage? Red Socks and Yellow Socks
I'm Glad to Say
Tails
The Roller Coaster
Mrs Pye's Pool
Lucy's Rooster
Are You a Ladybird? Camouflage
You Can Make Skittles
The Tree



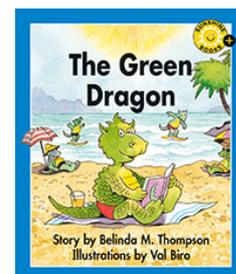
THE GREEN DRAGON

The Story

The dragon doesn't take any notice of suggestions about covering up and turns into a different-coloured dragon.

High-frequency Words

him, his, said, want, you



Reading the Text

- Have students look at the cover and listen to the title. Ask: What two sounds make the dr- in *dragon*? Have students think of and write other words that begin with dr-.
- Look at the illustration and ask: What do you think the green dragon should be doing? (covering up). What are the other dragons doing? Ask students to tell what they do so they don't get burnt before they go out in the sun.
- Read the title page. Ask: What season might this story be written about? Have them suggest why they think it is summer.
- Listen to the story together. Ask: Why are the other characters giving the dragon this advice? Make a chart of what the dragon should have done to have "sun sense". (hat, shade, cover up, sunscreen)
- Read the story with students. Have them clap their hands each time they hear a word beginning with /s/. (sat, sun, suit, silly)

- Look at the picture on pages 8-9. Ask: What happened to the dragon? How does he feel? What clues has the illustrator given you? Find the words in the text that tell you how he felt.

Returning to the Text

- Students look at page 4. Ask: What did the queen say to the dragon? What punctuation marks show you where these words are? Find other words in the text that are spoken. Have students read different parts of the story, saying them like the person in the story. They use the illustrations to give clues to the way the character might speak.
- Students reread the text to each other with expression, taking turns to be the different characters. For help, they can tap the text to hear it read.
- Reread the story together. Students tell what the dragon should have done and why.

Writing

- Students talk about what they know about sun sense. Help them to make a “Facts about Sun Sense” poster.
- Students write an “I am a green dragon” story to tell how the dragon felt. Ask them to suggest words describing how the green dragon might have felt when the queen or princess told him to cover up and when he got burnt.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make words with the letter blend dr-

Thinking: Put pages from the story into the correct order

Record: They can read the story by themselves and save it for you to listen to.

CATHERINE, THE COUNTER

The Story

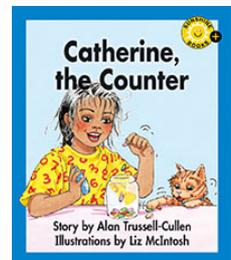
Catherine likes to count from 1 to 9. She counts objects in a variety of situations.

High-frequency Words

all, her, on, one, she

Reading the Text

- Look at the cover. Ask: What is the girl doing? What can you see on her T-shirt? Can anyone guess what her name might be? How do you know? Listen to the title and the names of the author and illustrator together.
- Turn to the title page. Ask: What has Catherine done? What do you think she is doing? Reread the title.
- Talk through the illustrations with students telling what Catherine is pointing at. Ask: What is she saying? Point to the part that tells us about what she is counting. Students use the pen tool to link the word to the things that Catherine is counting.
- Talk about how the illustrations give us cues to work out words. Ask: What has Catherine wearing in her hair? (a number clip)
- Listen to the story together. Students can confirm if their strategies for working out words were correct.
- Have students identify the purpose of speech bubbles in the story. Read the story together and ask students to also read the numbers in the speech bubbles. Ask: What do you notice about the numbers as the story develops? (one more on each spread)



Returning to the Text

- Go to page 2. Ask: Can you find a word that ends with -ed? (liked) Point to it. Make a list of other words that end with -ed. Talk about how this changes the tense to show when something happened.
- Go to page 6 and find the word *plate*. Discuss the sounds in the word and brainstorm more words that end in -ate. (Kate, gate, late)
- Draw students' attention to the letter blend sh- at the beginning of *sh*. Encourage them to get their mouths ready to say the word as they read the story.
- Explore compound words. Draw students' attention to the compound word *everything* on page 3. Encourage them to read it with emphasis. Discuss how a compound word is constructed. Have them use the white text box to type the two words that make up *everything*. Ask: Can you see another compound word in the story? (*birthday*, page 16) Have students suggest other compound words they know.
- Students read independently or to a partner. They can tap the text to hear it read.

Writing

- Reread the story with students and have them talk about the things they would like to count most of all. Write their ideas onto strips of paper and put them in a box. Each student selects a piece of paper and illustrates the idea in a two-page booklet. The strip of paper can be pasted onto the bottom of the booklet.
- Students retell the story from the character's point of view. They rewrite the story in blank books using speech bubbles.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make words with the word family -ate

Thinking: Insert punctuation into sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

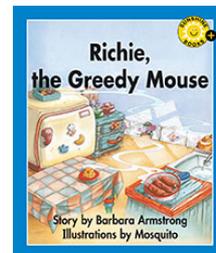
RICHIE, THE GREEDY MOUSE

The Story

Richie is very greedy and he eats so much he gets fat!

High-frequency Words

but, good, here, look, was



Reading the Text

- Students look at the cover. Ask: What is the mouse doing? Where is he? What do you think the wavy lines are for? (cooking smells) Have students share what they know about mice. Discuss food safety around mice and insects.
- Look at the title page. Ask: What is Richie, the mouse doing? Listen to the title. Talk about what students can see happening in the story.
- Students read the story. They can tap the text to hear it read. Ask: What helped you read the story? What words in the story did you already know? Talk about the pattern of the text (repetition) and how the illustrations helped with words they did not know.
- Discuss the use of the words *hungry* and *famished*. Explain that they both mean the same thing, although *famished* means **very** hungry. Ask: Why do you think the author used both words at the beginning of the story? (The word *famished* rhymes with *vanished* and using both words emphasises Richie's greed.)
- Students retell the story in their own words from the illustrations.

- Read the story together. Have students sound out the rhyming words *famished/vanished*. Ask: What other rhyming words can you see? They use the pen tool to mark the rhyming words. (nose/rows, treat/eat, fat/cat)

Returning to the Text

- Listen to the story with students. Ask: What do you notice about the rhythm of the story? Read it together several times as students clap and chant the rhythm.
- Ask: What sounds do you hear when you say *greedy*? What sound is the same in *greedy* and *cheese*? List other words students know that have the long /e/ sound. Talk about words with the long /e/ sound but with a different spelling. (he, treat, eat, me, she, flea, pea, be)
- Go to pages 12–13. Ask: What punctuation marks show you what Richie is saying and how he is saying them?
- Students reread the text to each other with expression, taking cues from the punctuation.

Writing

- Support students to rewrite the story to include some other foods they like to eat when they are hungry, such as ice creams, jellies, pancakes. For example:
 “More food!” Richie cried,
 and twitching his nose,
 he thought he smelled
 pancakes sitting in rows.
 “Pancakes, pancakes!
 Oh, what a treat!
 Pancakes, pancakes!
 So good to eat!”
- Another version could be written with the students using their names.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Rhyming words

Thinking: Insert punctuation into sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

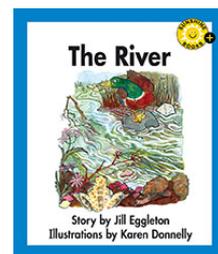
THE RIVER

The Story

If people throw their rubbish in a river, fish, animals and birds go away.

High-frequency Words

away, back, in, like, they



Reading the Text

- Look at the cover and title pages. Ask: Does the title page give the reader any idea about the events in the story?
- Talk through the illustrations. Ask: How soon can you predict what will happen?
- Listen to the story together. Ask: How did you feel as you listened to the story? What other stories have they read, or listened to, that are like this one? What makes them similar?
- Students read the story and react to it. They can tap the text to hear it read. Ask them to write, or draw, all their thoughts, reactions and questions.
- Discuss the immediate environment – the school playground. Ask: Do you see any problems there? How can we help solve these?

Returning to the Text

- Reread the story. The word *came* is repeated in this story. Ask: Did you read this as *come* at first? Did you self-correct? What helped you self-correct? The way the language is put together? The meaning? Visual aspects?
- Discuss how *came* is the past tense of *come*, meaning it happened in the past. Have students use the white text box to type the present tense of the verbs into the story.

Fish swim in the river.

Birds come to the river.

Animals come to the river.

They like the clean water.

- Read the new story together. (Note this will not be saved when you quit out of the story.)

Writing

- Brainstorm a collection of conservation words and phrases, for example, conserve, protect, preserve, natural, clean, keep safe, undamaged, unharmed, treasure, look after, rescue, provide, support, keep alive. Have students transcribe these words with felt pen or coloured-paper lettering and present them in a display.
- Discuss signs and posters that are in the story and around the school. Students recall the sign in *The River* and plan something similar for the school playground.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match high-frequency words

Thinking: Insert words and punctuation to remake sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

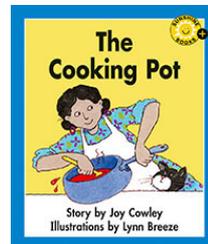
THE COOKING POT

The Story

Children enjoy eating different food.

High-frequency Words

else, got, have, we, will



Reading the Text

- Look at the cover. Students read the title and compare their ideas about what the story might be about.
- Listen to pages 2-5 with students. Ask: What do you think will happen next? What sort of language do you expect to read? How will this help you read the story?
- Students listen to the blend of sounds in *pot*. They find the word in the text, find and write other words that have the same sound and letter pattern. (lot, hot, got, Spot) Give students a selection of alphabet letters. They find letters that can be used to form other words in the -ot word family. They practise blending the sounds together and saying the words. Include the words in an illustrated word bank. Students use the words to create their own -ot dictionary.
- Reread pages 2-5 together. Then students read the story independently. Ask: What are some good ways of noticing and learning new words as you read? How do you think this book should be read? How did you read the words on the last page? Why? Students share their responses and read from the text to give examples.

Returning to the Text

- Students use the illustrations to recount the main points of the story in correct sequence. They work in groups (four characters and one narrator) to re-enact the events. Focus on the

use of capital letters and punctuation. Students demonstrate how their sentences should be read and give reasons.

- Reread sentences in the story. Students use pace and expression appropriate to the grammar and punctuation.

Writing

- Students describe a meal they've had at home and write sentences using the pattern of the story.

What do we have for dinner, Mum?

Chicken.

Thanks a lot, Mum.

- Students present a talk about something they have helped to cook. They make drawings of themselves eating their favourite food.

- Students find out how to make soup by looking in recipe books or on the internet.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match the rhyming words

Thinking: Make a sentence from the story

Record: They can read the story by themselves and save it for you to listen to.

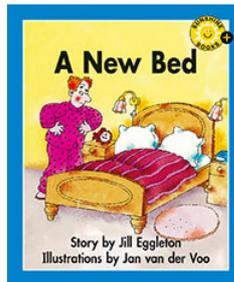
A NEW BED

The Story

Mr Mack wants a new bed.

High-frequency Words

new, old, put, take, took



Reading the Text

- Talk with students about a bad night's sleep! Maybe they were sick and not sleeping well; were too cold or too hot; the weather kept them awake; they ate too much; they were too excited. Some may be able to relate to the experience of an uncomfortable bed.
- Look at the cover and the title page. Students predict what the story might be about. They read the title and adjust their predictions.
- Listen to the story with students. Pause so that they can modify their predictions of language and events. Ask: Were your predictions correct? Why do you think the author wrote the story?
- Have students discuss the role of the illustrator. They tell how he has shown mood in his illustrations. On page 2, ask: What are Mr and Mrs Mack feeling and thinking? What are they thinking on page 9? Has Mrs Mack realised what is happening on page 12? How do you know? Why is Mrs Mack's smile bigger than Mr Mack's on page 15?
- Students read the story independently or with a partner.

Returning to the Text

- Students reread the story. Ask: Can you think of situations when you have changed your mind about something? What sort of character is Mr Mack? Is he someone who likes a change? What about Mrs Mack? Is she someone who is used to dealing with Mr Mack or is she a person who gets things done?
- Students talk about the characters. Ask: Why would Mr Mack have a truck? What sort of people own trucks or drive them? Students can guess about the sort of job that Mr Mack might do! Or perhaps the truck belongs to Mrs Mack. If so, what does she do with it?

- Have students make a chart with a column for describing words from the story and the nouns they are describing. They scan the text to complete the chart. (new bed; good bed; junk shop man; big smile; good sleep)

Writing

- Students use the illustrations in the story to retell or rewrite another story, or use new dialogue that is in the pictures. For example, on page 2 the text could read, "It's not the bed! You had too much dinner!" Page 3 could read: "I know what to do!"
- Students work in pairs to rewrite the story around a new chair, a new suit, hat or shoes.
- Students write an advertisement for the bed in the story to put in the window of the junk shop. They develop their ideas in pencil, crayon or collage and write copy including the price.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match high-frequency words

Thinking: Put sentences and pictures from the story into the correct order

Record: They can read the story by themselves and save it for you to listen to.

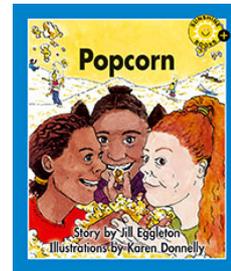
POPCORN

The Story

Popcorn floats over the town and the children have a party.

High-frequency Words

everywhere, help, our, over, was



Reading the Text

- Read the title to students. Ask them to think of ways to make the sound *Pop!* They could demonstrate some of the sounds, producing pop sounds with their voices, or suggesting a cork popping out of a bottle, a balloon bursting. Talk about how the word is often written with an exclamation mark to show it is a sound word.
- Walk through the illustrations and ask students what they think the story will be about. Listen to the story together.
- Read the story with students joining in where they can. Have them count the number of times the word *pop* appears in the story. (12)
- Focus on the use of bold type on pages 2 and 7. Ask: Why are these words in bold type? (loud noises on page 2 and emphasis on page 7)
- Students read the story independently or with a partner. They retell the story in their own words.

Returning to the Text

- Reread the story. Ask: Is this story real or fantasy? Does corn pop in the sun?
- Focus on compound words where two words are joined to make one. Have students list the compound words in the story and give the two words that go to make it. (popcorn, everywhere, firefighters, shopkeepers)
- Focus on the word *will* on pages 5 to 8. Have students discuss how will shows that something is to happen in the future.

Writing

- Students write stories to give a new meaning to the word *pop*. Give them large sheets of newsprint and a crayon and ask them to make sound pictures of the word, *Pop*. They could draw the picture as a rhythmic or repeated pattern.
- Find other words that are spelt the same from the back to front. (dad, noon, toot, mum)

- Plan a popcorn party. Ask: What food and drink would be appropriate? Popcorn? Fizzy drinks? What music can you suggest? What games will you play? Students can develop their own notes to include feelings, mood, action and sound words. They will have plenty of visual images from which to develop illustrations for a class book about a popcorn party.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Join two words to make compound words

Thinking: Put pictures and sentences from the story into the correct order

Record: They can read the story by themselves and save it for you to listen to.

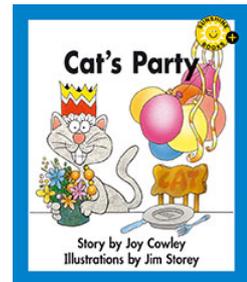
CAT'S PARTY

The Story

No one will come to Cat's party except Dog and Cat isn't happy about that.

High-frequency Words

asked, love, no one, please, your



Reading the Text

- Discuss the cover and title page illustrations. Ask: What do you think is happening? Elicit the title from students and then read the title together. Talk about the apostrophe and what it means.
- Walk through the illustrations, focusing on the expressions on the animals' faces. Students talk about what they think is happening in the story.
- Listen to the story together.
- Reread the story with the students joining in. Discuss the ending. Ask: Why does cat say "Forget it!"? What does he mean? Why did the other animals say "No" to Cat?

Returning to the Text

- Reread the story using different voices for the different animals.
- Have students notice the question marks and exclamation marks throughout the story. Discuss and model how to read a question and an exclamation. Notice the difference between the two.
- Read the story in groups of eight, each student reads the part of one of the animals with one being the story teller (reader).

Writing

- Write a play script together based on the story. List the characters, scene etc. Choose zoo animals

Big Cat (Lion): Will you come to my party?

Big Bird (Ostrich): No, I will not come to your party.

- Practise acting out the play in groups of eight.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match high-frequency words

Thinking: Make sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

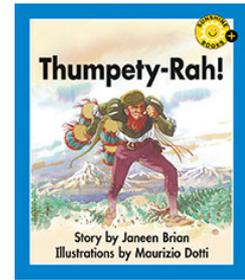
THUMPETY-RAH!

The Story

This is a story about a giant who went out and played his drums in a cave.

High-frequency Words

began, made, them, under, went



Reading the Text

- Read the title. To help students become familiar with the words *Thumpety-Rah* introduce it as a type of chant. Ask students to add body percussion.
- Look at the cover and title page. Ask: What can you see in the illustrations? Who do you think this character is? Are they his drums? What do you think is going to happen?
- Go to pages 2 and 3. Ask: What is happening in the picture? Where is the forest giant going? Can you find any words on the page you know?
- Continue to read the story and discuss the illustrations on pages 4–13.
- Go to pages 14–15 and read to students. They repeat the words. Read page 16 together.
- Students read the text independently. Provide support where needed. Encourage them to experiment with different ways of reading the rhyme and rhythm patterns.
- Focus on the word *Thumpety-rah*. Look at the /th/ at the beginning of *thumpety*. Students get their mouths ready for the beginning of *thumpety*. They find other words that begin with th in the story and write these on a chart. (thunder, the, that, them, then)

Returning to the Text

- Discuss the story and have students tell what they think the thunder was.
- Students scan the story to find the rhyming words. They make a list and add their suggestions to it.
- Create a Readers' Theatre arrangement with students.

Group 1: The forest giant went out one day.

All: Thumpety-rah, thumpety-rah.

Group 2: Into a cave that was far away.

All: Thumpety rah, thumpety-rah.

Encourage students to read their parts in a way that captures the effect of the rhyming words.

- Students reread the text to a partner.

Writing

- Rewrite the story using substitutions. Write *Thumpety-rah* on the board and have students think of possible alternatives. (Boompety-boom, Hoot-de-haa, Clicketty-click) Substitute one of the suggestions and read the new story, tapping out the pattern of the words at the same time. Rewrite the story substituting the agreed words.
- Students develop illustrations to match the text in the enlarged book.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make four words using the word family -ack

Thinking: Match sentences to the illustrations in the story.

Record: They can read the story by themselves and save it for you to listen to.

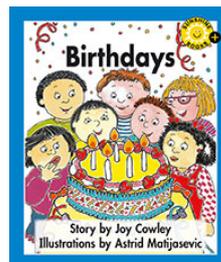
BIRTHDAYS

The Story

Everyone gets a present on their birthday.

High-frequency Words

blue, brown, green, new, red



Reading the Text

- Look at the cover and title page. Ask: What are the children doing? Can you read the words on the title page? Share experiences of birthday cakes and parties.
- Go to page 2. Ask: Who is the character delivering the parcel? Which character is speaking? Have you ever heard anyone say “wait a minute”? Explain that this is an idiom. It doesn’t actually mean to wait 60 seconds. It is a response to ask people to wait.
- Listen to the story. Have students note the colour of each present and the colour word in the text.
- Read the story with students joining in.
- Focus on the contraction *I’ll*. Explain to students that this is a shortened version of the words I will. Find another contraction in the story and talk about the two words that make it. (what’s, what is). Students think of other contractions they know. They list the contraction and then the two words that make it.

Returning to the Text

- Reread the text. Have students notice the rhythm and rhyming words (minute-in it). Practise reading aloud, emphasising both rhythm and rhyme to develop fluency.
- On page 2 find the colour word *brown*. Discuss the beginning sound /br/. Think of other words that start with the blend br-. List these on the board. Find other colour words in the story that start with a blend. (*blue, green*). Have students think of more words that start with bl- and gr- and make a list. Illustrate these words if possible.

Writing

- Write a new page for the story using different colours and presents – orange/ball; black/racing car. Students illustrate their new page and read it with the class.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match words to pictures

Thinking: Make the sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

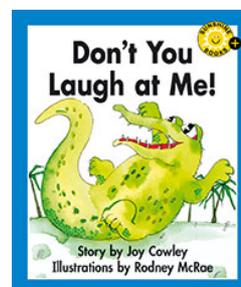
DON'T YOU LAUGH AT ME!

The Story

Each animal can’t stop laughing, so the next animal eats it.

High-frequency Words

go, him, me, now, or



Reading the Text

- Look at the illustrations on the cover and title page. Ask: What are the animals doing? What do you think they are laughing at? Listen to the title. Ask: How will the words in the title be used in the story?

- Talk through the illustrations. Students say what they think the characters might say to each other.
- Listen to the story together. Students listen to the word *laugh*. Ask: What do you notice about the sound of letters at the end? Students circle the word *laugh* in the text with the pen tool and read it in context. Help them to think of other words that end like *laugh*. (enough, tough, trough).
- Have students read the story independently. They can tap the text to hear it read. Ask: What did you notice about the animals in the story? Why do you think the author chose an alligator for the end of the story? What animal would you have chosen? How did you feel as each animal ate the other? How did you feel at the end of the story? Can you tell the order in which things happened in the story?

Returning to the Text

- Students reread the story. They share ideas about features that helped them work out words and make sense of the story. Ask: How did knowing the title help? How did the illustrations help? Did it help that a lot of the language was the same or that each animal did the same sort of thing? Can you find language that is repeated? How are the events the same?
- Go to pages 2 and 3. Ask students to find the contractions. Have them use the white text box to type the two words that go to make up each contraction. (don't, I'll, can't) Ask: What letters have been left out? What is the punctuation mark called? What does it tell us?
- Students find words that begin with a capital letter. They give reasons. Ask: Why does *But* have a capital B? Why do the names of the animals have capital letters?
- Use the pen tool to underline the words *laugh/laughing*. Write other base words. Students build new words by adding -ing.

Writing

- Brainstorm a list of animals, birds and mini-beasts. Have students sort the list from the smallest to the biggest. Together write these creatures into a new story using the same structure.
- Ask: What is the problem in the story? How was the problem solved? Support students to write sentences on a double-sided chart to show the problem and solution. They illustrate the chart, referring to illustrations for ideas about expressions and body language.
- Use the white text box to make a speech bubble for one person on every page.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Label the picture

Thinking: Sequence pages from the story

Record: They can read the story by themselves and save it for you to listen to.

COME FOR A SWIM!

The Story

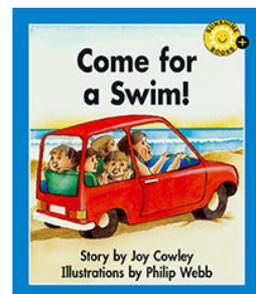
The children get Dad to come for a swim but Mum prefers to lie in the sun.

High-frequency Words

had, into, other, over, were

Reading the Text

- Students look at the cover and title page illustrations to work out the words in the title. They listen to the names of the author and illustrator. Ask: Can you tell about other books written by Joy Cowley? What sort of books does Joy Cowley write? Students think about events and characters when giving their answers.



- Students look at the title page and say what is happening. They look at the illustration on page 16 and say what might happen in between. Have students talk through the story with a reading partner to look at and talk about the illustrations. They construct their own story, and confirm or reject their predictions.
- Students read the story. They can tap the text to hear it read. They say what they know about punctuation, grammar and meaning in the text that helped them read with correct expression and intonation.
- Ask: Why didn't Mum go for a swim? Why do you think she said she was coming when she didn't mean it? How did the children and Dad feel when Mum shut her eyes? What do you think about what Dad did? Why did Mum run after Dad? Why do you think they splashed and laughed? Students refer to illustrations and text to answer questions and give examples.
- Say the word *Dad*. Have students practise making other words from the -ad word family.

Returning to the Text

- Go to pages 2 and 3. Circle the word *come* with the pen tool. Students look at the text to tell how the spelling changes to make *coming*. They find other verbs that end with e (have, dive, slide) and demonstrate how they can apply the same rule.
- Students work with a reading partner. One reads a page and the partner rereads it. They practise retelling the story with their partner. For example, they tell what happened at the beginning, middle and end of the story.

Writing

- Have students use the illustrations and text to write a sentence about each event. Discuss the purpose of capital letters and full stops.
The children called out for Mum and Dad to come for a swim.
Dad said he was coming and ran into the water.
Mum said she was coming and put on her sunscreen.
Support students to write the sentences on separate strips and put the strips in the order of the story. They reread the story to make sure they haven't left anything out.
- Ask which students know how to swim. Have them tell where they learnt. Discuss some safety rules about swimming. They draw pictures of themselves swimming and write captions.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make words using the word family -ad

Thinking: Insert punctuation into sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

OPEN YOUR MOUTH!

The Story

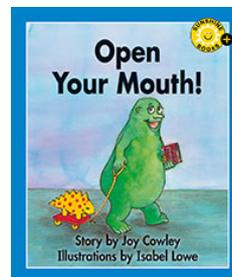
Animals feed their babies but monster babies eat something huge.

High-frequency Words

going, said, some, what, your

Reading the Text

- Read the title together. Ask: What do you think this story is about? Look at the illustration on the title page and have students predict what the story might be about.
- Talk through the illustrations. Discuss with students how the author has ended the story with a fantasy character when the animals in the rest of the story are real. Ask: Why do you think the big surprise is revealed over each page? (To make it a surprise for the reader, too.)



- Listen to the story together and use the pen tool to circle all the words relating to food. Ask: Why is the food different each time? Do you think a little bird would eat a bone or a mouse? Talk about the food that animals eat. Have students tell what they feed their pets.
- Focus on the exclamation mark and the question mark. Use these terms as you ask students how they would read the parts featuring this punctuation. Students read the story aloud with intonation and expression appropriate to the grammar and punctuation. They can tap the text to hear it read. Have them chant the repeated sentences “Open your mouth...” each time.
- Have students talk about funny endings, especially ones about eating.

Returning to the Text

- Students read the story. They demonstrate how they read parts and how they worked out difficult words.
- Draw students’ attention to the letter combination cl- at the beginning of *close*, encouraging them to get their mouths ready to say the word as they read the story. They tell other words they know that begin with cl-.
- Discuss the contractions *I’m* (I am). Students use the pen tool to circle examples in the story. They say why the apostrophe is used and use the white text box to type the two words that make up the contraction.

Writing

- Work with students to create a chart of animals and the foods they commonly eat. For example, a dog eats dog food, bones and dog biscuits.
 - Support students to rewrite the story to include some other animals, birds or fish.
- The horse said to the foal,
 “Open your mouth and close your eyes.
 I’m going to give you a big surprise.”
 “Some hay!”

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Label pictures

Thinking: Insert punctuation into sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

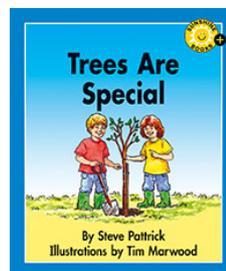
TREES ARE SPECIAL

The Story

This nonfiction text focuses on the “specialness” of trees.

High-frequency Words

are, have, not, of, we



Reading the Text

- Look at the cover and title pages. Listen to the title. Ask: Do you think this will be a made-up story or about something real? Talk through the illustrations. Ask: How soon can you tell whether this is fact or fiction?
- Listen to the story together. Ask: How did you feel as you listened to the story? What other stories have they read like this one? (*The River*, level 9) What makes them similar?
- Students read the story. They can tap the text to hear it read. Have them think and share ideas about:
 - what they know about trees;

- what they think the author needed to know;
- why they think the author wrote a book like this.
- Lead students to explore the persuasive nature of the text, the way the author describes and promotes the specialness of trees and makes a plea for their protection. Ask: What language does the author use to persuade others to agree with his point of view? What words does he use to involve the reader in the argument?
- Focus on the way the story begins with a simple statement about the specialness of trees and develops points to support the argument that trees are special. Discuss how this is a feature of a nonfiction text.

Returning to the Text

- Focus on letter blends in the text. Have students find words that begin with the letter blends fr-, tr- and sp-. They can use the pen tool to circle them. (fruit, trees, special)
- Have students talk about the main idea of the text. They write the sentences from pages 8–14 on strips of paper and restructure the text to make their own order confirming that trees are special. Read the new story together. Remind them that the idea is more important than the form it takes.

Writing

- Write other persuasive texts following the same structure as *Trees Are Special*. Select a topic such as my body, books or pets. Encourage students to brainstorm and construct a plan of what they know about the topic. They can illustrate their story.

My Body is Special

Without arms,

I could not hug you.

We Are Special

Without our smiles,

the world would be sad.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match high-frequency words

Thinking: Put illustrations into the sequence of the story

Record: They can read the story by themselves and save it for you to listen to.

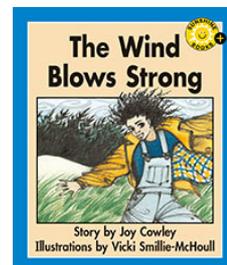
THE WIND BLOWS STRONG

The Story

A girl listens to the noises made by a strong wind.

High-frequency Words

make, makes, too, tree, wind



Reading the Text

- Ask students to tell all the things they know about wind. They draw and write their ideas on a chart with the heading – This is what we know about wind.
- Look at the cover. Ask: How does the girl feel? What do you think she is doing? What is the weather like? How do you know that the wind is strong? What clues has the artist given you?
- Look at the title page. Ask: What are the children doing? Why? Is this something you could do when the wind is gentle? What is your favourite wind – a strong wind or a gentle one? What are some of the noises you hear when the wind is strong?

- Students work out the title using their knowledge of the high-frequency word *the*, the initial letter *w* and the blends *bl-* and *str-*.
- Listen to the story. Have students focus on sound words. They find words that have the same sounds at the beginning. (crash, creak, crackle; flutter, flap) Ask: What other things make these sounds?
- Ask students to find words that look and sound the same at the end. (splash, crash)
- Read through the story together. Students say what clues they found in the text and illustrations to help predict and read words. Ask them to tell how they would read the sound words and demonstrate.
- Have students say what they notice about punctuation in the written text.

Returning to the Text

- Reread the story. Have students emphasise the sound words as they read.
 - Use questions to check students' understanding of the story. When the wind blows strong, I make this noise. Bang, bang. What am I? When the wind blows strong, I yell Yippee! What am I?
 - Write riddles together using beginning letters/sounds and blends to give clues.
I begin with /cr/. What is my sound?
I am a sound that is made by waves.
I begin with /sh/. What is my sound?
- Write initial letters and blends on cards. Students find the words beginning with these and write the complete word.
- Focus on *make* on page 3. Say the first sound of the word deliberately and follow with the rest of the words. Ask: What is this word? Can you find it in the story? How do you change make to makes? Work together to create charts of verbs and nouns that end with *s*.
 - Brainstorm words that start with *cr-* for a letter blend word web.

Writing

- Ask students to tell what noises might be created by a soft wind. Use these ideas to rewrite the story.
The wind blows soft. Listen to the noise.
The bells make a noise. Ting, ting, ting.
Students illustrate the new story and write sound words with appropriate lettering.
- Have students observe and record the wind for a week. They write and draw their observations in journals.
- Students make large paintings of the wind blowing strong. They write the sound words on separate paper. Display the paintings and the sound words together.
- Ask students about other things that can make noise on a windy day. (raindrops, hail, snow, thunder, lightning) Students use the pattern of the story to write about those sounds.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make three words using the *cr-* letter blend

Thinking: Replace the correct punctuation in sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

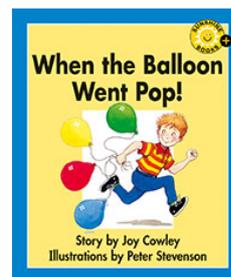
WHEN THE BALLOON WENT POP!

The Story

When the balloon pops, there is a chain reaction.

High-frequency Words

across, got, had, some, when



Reading the Text

- Look at the cover and title page and ask students what they think this story will be about. Ask: What is the boy holding? What sound does *balloon* begin with? Can you read the title?
- Read the story and ask students to share all their ideas and questions about the story. Guide their thinking with questions. Ask: Can you suggest other ways the author could have begun the story? Have you ever had experiences like this when one event has led to a series of events? Are there similar characters in your family?
- Have students notice how the story has a circular structure and a cumulative effect. They draw a timeline on a circle to show how they have understood the sequence of events. Ask: What is the event that starts and finishes the sequence? (The balloon going pop.)
- Have students read the story independently or with a partner.

Returning to the Text

- Reread the story and have students notice how the sentences on pages 3–8 have two parts. The first part repeats the text on the previous page and the second part states the reaction. These are called complex sentences. Have students rewrite the sentences by switching the clauses around.

Mrs Spot got a fright and dropped the coffee pot when the balloon went “pop”.

Ask: Which do you think makes more sense? Do they state the same idea?

- Focus on the word *fright*. Have students think of other words that begin with the letter blend fr- and list them.
- Ask students to memorise the story for retelling. They can retell the story to a partner.
- Have students look for words that rhyme in the story (*spot/pot/got*). They think of other words that rhyme with fright, chair, cat, dog.

Writing

- Link students’ thinking with their writing. Ask them to think about reading/writing strategies. Ask: How do you usually begin a piece of writing? What about the characters? How do you bring them to life? Do your stories have a definite sequence? Do your stories have a main point? How do you create mood and action in your writing? Can you move and shape *POP!* and other sound words?
- Have students brainstorm about the occasion that Little Tommy Pot had balloons for. Ask: When do you have balloons? They can write and illustrate their own balloon books.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match the rhyming words

Thinking: Put the pictures and sentences from the story into the correct order

Record: They can read the story by themselves and save it for you to listen to.

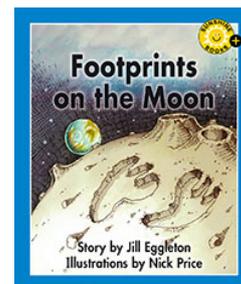
FOOTPRINTS ON THE MOON

The Story

A moon monster consults his moon book whenever she sees footprints.

High-frequency Words

from, made, see, these, who



Reading the Text

- Talk with students about stories that contain monsters, aliens, strange creatures or things. Ask: What things would an Earth monster need if living on the moon? How will they breathe? What will they drink? Where will they get food? How will they move from place to place? Would these monsters have similar needs to people? What would the monster from Earth need to take in the spaceship?
- Read the story with students joining in as the pattern becomes clear.
- Focus on the content words in the story. Ask: What planets did the footprints come from? What sort of book was the moon book? Have you ever used a book to identify something?

Returning to the Text

- Have students scan the story for a compound word. (*footprints*) Explain that compound words are two words put together to make a new meaning. List together any other compound words students can think of. Talk about the meaning of the single words and the different meaning as compound words.
- Have students notice the word *these* on page 3. Have them get their mouths ready for /th/. They find other words in the story that start with th- (*the*) and think of others (this, they, those, them) and list them on the board. Reread the list together.

Writing

- Students read the title of the story. They say which word in the title is a compound word. They make their own compound words books. Each page shows a compound word and is illustrated to emphasise the meaning.
- Students rewrite the story using another planet, for example, “Footprints on Mars” with Mars Monster as a character.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match the high-frequency words

Thinking: Complete sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

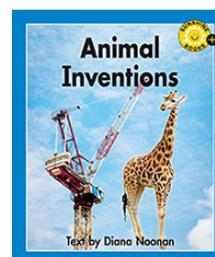
ANIMAL INVENTIONS

The Story

How people have imitated or adapted things that animals do.

High-frequency Words

around, does, lets, though, under



Reading the Text

- Ask students to imitate some animals (rabbit, monkey, elephant). Ask: What can birds do that we can't? What did people have to invent in order to fly? What can fish do that people can't? How do people stay underwater for a long time?

- Look at the cover and read the title. Ask: What do you think this text might be about? What can the crane and the giraffe both do? (reach up high)
- Look at the Contents page and remind students that this is a non-fiction book. Have them notice how the animal inventions are categorised – by water, air and ground. They can predict which animals might be mentioned in the text from each category.
- Look at the pictures on pages 2–3. Ask: How can fish stay underwater? What is the person wearing so that she can stay underwater? What do you call someone who swims underwater like this? (*diver*) Point to the word. As each invention is read, invite students' predictions (based on their own knowledge and experience) of what people can do.
- Look at the pictures on pages 4–5. Ask: What is this animal? (frog) What does it do? What invention lets the boy on page 5 do the same thing? (flippers)
- Repeat the procedure for pages 6-15.
- Ask the students to recall the text. They confirm their predictions.
- Students tell what they notice about the way punctuation is used in the written text. Encourage them to share ways they have used full stops, commas and exclamation marks in their own writing.

Returning to the Text

- Write the sentence on page 8, *A sugar glider glides through the air*, on the whiteboard. Lead students to discover and think about the letter blend at the beginning of *glides*. Ask: How many sounds can they hear at the beginning of the word as you say it slowly?
- Reread the text and have students identify words that begin with letter blends. (*breathes, frog, swimmer, crocodile*) List the words on the whiteboard.
- Have students create a comparison chart depicting animals and their inventions and highlighting the similarities and differences between these inventions and their imitation, interpretation and adaptation by people.
- Students find the word *diver* on page 3. They read the word, listening to the long i sound in the middle. They find more words in the book with the same sound. Write the words on a list and read them together. Make sentences together.

A diver dives.

A glider glides.

Writing

- Rewrite the story following the same structure and attending to the punctuation conventions featured in the text. Students write and draw a two-page book focusing on one idea about a way people imitate animals.
- Students draw pictures of some other ways people could use ideas based on animals. They could look in magazine and choose one idea and draw a picture of it.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match words from the book that imitate the animal invention

Thinking: Replace the correct punctuation in sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

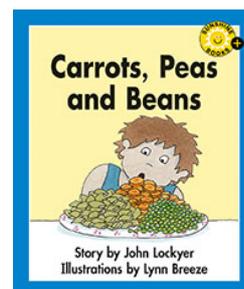
CARROTS, PEAS AND BEANS

The Story

The students play a trick on their father when he tells them to eat their vegetables.

High-frequency Words

eat, looked, many, ready, them



Reading the Text

- Discuss what everyone had for dinner the previous night. Ask: What sort of foods do you like? What don't you like? What do you do if you are served something that you don't want to eat? Why do we eat vegetables?
- Look at the cover. Ask: What has the boy got on his plate? What might he be thinking? Can you read the title? Ask them to predict what the story will be about. Read the title together.
- Look at the pictures on pages 2-3. Ask: What is happening here? What is Dad saying? How do you know he is saying that?
- Read the story, focusing on the illustrations. Ask: What are the children having for dinner? Can you find the boy's name? Can you find both girls' names? (Harry, Sally, Vicki) What word does Dad use to describe the food? (*delicious*) What are the children doing with their food?
- Look at pages 14-15. Students look at the expressions the illustrator has drawn on the faces. Ask: Why do they look like that? What did Dad say? What do you think the children will say? They turn to page 16 to check their predictions. Have students tell why they think this page is funny, and why the children in the book are laughing.
- Read the story with students, encouraging them to look carefully at the illustrations and discussing the different facial expressions and actions of the characters.
- Students read the text independently. Provide support where needed.

Returning to the Text

- After rereading the text, ask students to retell the story in their own words.
- Write the word *too* on the board. Have students find the word in the story. Ask them what the children in the story meant when they said *too many*. Students think about other ways of writing *too* (to, two) and ask a volunteer to write these on the board. Talk with students about the different meanings of these words.
- Ask students to suggest other homonyms. Chart these and make a class dictionary of homonyms. Add to the dictionary as students discover more.
- Students look at the words in the speech bubble on page 2. They read the words. Ask: Who says these words? Are these words in the text? What shows us that these are the words Dad said?
- Students look through the book for words in quotation marks. Ask them to read out loud the words that one person said on each page.
- Students reread the story in pairs, taking turns to be each character.

Writing

- Make some charts that focus on feelings. Encourage students to read the story and look closely at the illustrations for ideas about the way the children feel about the food Dad has prepared.
- Students make a chart to show foods they like and foods they don't like. They share and compare in a class situation.
- Write some menus together appropriate to the story. Brainstorm ideas related to food and a healthy diet. Find examples of menus online for students to use as reference.
- Discuss the food pyramid and then have students compile their own.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match high-frequency words

Thinking: Put pictures and text from the story into the correct order

Record: They can read the story by themselves and save it for you to listen to.

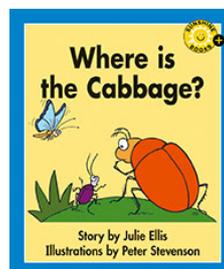
WHERE IS THE CABBAGE?

The Story

The insects are looking for some cabbage to eat.

High-frequency Words

coming, come, over, through, under



Reading the Text

- Look at the cover and the title page. Ask: What insects can you see in the illustration? What is the vegetable on the title page? Have students use their knowledge of the digraph wh- to read the title. Remind them to look at the punctuation and read the words accordingly. (question mark)
- Read the title to students and have them predict what the story might be about.
- Listen to the story together. Ask students to tell you about the story of the illustrations. Ask: Who is the main character? What did they do? How do you know which creature will join the hunt next?
- Talk about the ending. Ask: Do you think this was a good ending? Do you think the gardener would think so? Did you like the story? Why?
- Read the story with students reading along when they have picked up the pattern.
- Talk about prepositions and how they show the location of something or someone. Have students find the prepositions in the story and list them. (*up, under, over, through*) They reread the story with actions focusing on the prepositions in their movements.

Returning to the Text

- Students tell about what happened at the beginning of the story, what happened next and how the story ended.
- Use the following questions to ascertain students' understanding of the story. Ask: Did you like the story? Why? Where was the cabbage? Did the animals go over or under the roof? How did the animals get through the gate? On page 16, the animals say, "It's party time." What does that mean? What is happening?
- Focus on verbs with -ing endings. Students find the example on page 2. (come, coming) They make a chart with the verb in one column and its -ing form in the other.

Writing

- In pairs, students create a sentence using a preposition from the following list: on, behind, near, in, inside, beneath, under, over, out, through.
- Have students draw a story map and label it showing where the animals travelled in the correct order to get to the garden. (up the hill, under the tree)
- Students make a timeline showing the order the eight animals joined the journey to find the cabbage. They illustrate and label their timeline.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match the caption to the picture

Thinking: Complete sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

RED SOCKS AND YELLOW SOCKS

The Story

The two Billys have great difficulty sorting out a problem with their socks.

High-frequency Words

but, do, had, now, them

Reading the Text

- Students look at the cover. Ask: What sort of story do you think this is going to be? What clues can you see about the story? Can you use them to think what the title might be? Listen to the title to confirm their ideas. Students say what they think will happen in the story and how they think it will end.
- Talk through the illustrations and have students construct a story to match what they see.
- Say the word *sock* slowly. Students listen to the sounds. Ask: What sound do you hear at the beginning of the word? What sounds follow? They tell you other words they know that rhyme. (frock, lock, knock, rock, stock)
- Students listen to the story independently. They can tap the text to hear it read.
- Have students read the story with a partner. Ask: What did you do to help you read the story fluently? How did you work together so that you could read this story really smoothly? Did you read the whole story together? Did you take turns reading page-by-page or line-by-line? What did you do to help each other?

Returning to the Text

- Have students read the story again. Ask: Were there some difficult parts? What did you do to work out these parts? What made some parts easy to read?
- Focus on *swapped* on page 10. Students say what they think the word means. Have them make the two sounds in sw- and brainstorm more words that begin with sw-. (swing, swan) Give students base words (hop, skip, stop) and ask them to make new words by adding -ed. Ask: Do you need to double a letter before the -ed?
- Practise making plurals. Write *sock, socks* on a chart. Students say what they notice and give reasons. They make their own plurals chart with words and illustrations.
- Ask students to find the word for what Cousin Kate did at the end. Ask: What is interesting about *laughed*? Help them think of other words in which gh is pronounced f. (enough, tough, cough)

Writing

- Have students tell whether this story is taking place in the present or in the past. Ask: How can you tell? What words would you change if the story is happening now? Start students thinking by reading the first page.

Little Billy has yellow socks.

Big Billy has red socks.

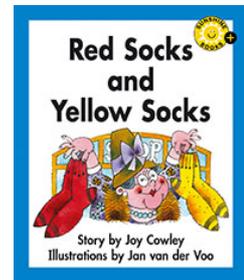
Work through the new text together, write it down and illustrate it. Talk about the word changes.

- Students brainstorm advice they would give to the two Billys. They write messages to the characters to resolve their problem.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make words using the letter blend sw-



Thinking: Insert words and punctuation to remake sentences from the story
 Record: They can read the story by themselves and save it for you to listen to.

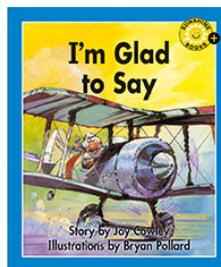
I'M GLAD TO SAY

The Story

A pilot has a very exciting parachute jump.

High-frequency Words

had, new, up, was, went



Reading the Text

- Have students look at the cover and listen to the title. Ask: What do you think the pilot is going to do? Ask students what they know about this sort of aeroplane.
- Talk through the illustrations and have students tell what they think will happen.
- Listen to the story together. Ask: Were your predictions correct? Are there any other characters in this story? Did you notice the repetition? Tell students that this is called a refrain and in this story, the line is repeated three times.
- Read the story together. Have students read the refrain and then have one volunteer read the last line with expression.
- Look at the man's expression on page 7. Ask: How does he feel? What clues has the illustrator given you? Find the words in the text that tell you how he feels. Now look at his expression on page 9 and discuss his feelings.

Returning to the Text

- Have students look at page 15. Ask: What is the punctuation mark at the end of the last line? (an ellipsis) What does this ellipsis show you? (There is more to come)
- Students reread the text to each other with expression, taking turns to read each page. They can tap the text to hear it read. Have them retell the story noting the order of the events.
- Students find compound words in the text. They say what the two words are and talk about what they mean. (haystack, pitchfork) They can use the pen tool to mark the two words.

Writing

- Write an innovation on the story together about a bike ride.

I rode my bicycle.

I rode my bicycle.

I rode my bicycle.

I'm glad to say.

The wheel fell off.

The wheel fell off.

The wheel fell off.

I'm sad to say.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make compound words

Thinking: Put pages from the story into the correct sequence

Record: They can read the story by themselves and save it for you to listen to.

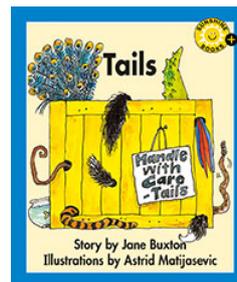
TAILS

The Story

Fourteen different animals tell what they use their tails for.

High Frequency words

am, can, look, what, your



Reading the text

- Show students a picture of a dog. Ask: What does it mean when a dog wags its tail? Do other animals (horses, monkeys) wag their tails when they are happy? What do they use their tails for?
- Look at the cover. Ask: What do you think the title is? Why? Ask them to predict what the story will be about. Read the title page together.
- Go to pages 2-3. Ask: What does the horse say? What does the dog say? How do you know these are the words that were said? Have students show the quotation marks on each page.
- Students discuss the illustrations. Ask: What is the horse using its tail for? Ask them to point to the word *swatting*. Discuss the letter blend sw-. Say other words starting with sw- (swing, swim). Ask: Who is the horse talking to? What is the dog using its tail for?
- Talk through the illustrations. Identify the creatures and discuss what they use their tails for. Find key words if students seem unsure of any of the words.
- Ask students why some of the print on pages 8-11 is bolder than the rest. How does this affect the way you read it?
- Students read the text independently. They can tap the text to hear it read. Ask: Do you recall what the animals used their tails for? Did you learn anything new by reading the story? Were their predictions about the story correct?

Returning to the text

- Go to pages 2-3. Draw students' attention to the question mark. Ask: Why is it there? Practise asking the question, "What is your tail for?" They find the word that gives the answer to the question on each page.
- Write the words on a list (*swatting, showing*). Ask: What is the same about the words? Have them find more words that end with -ing in the text.
- Students reread the text to each other taking the part of different animals.

Writing

- Remind students about the quotation marks on each page. Have them write the words each animal says in a speech bubble and draw a picture of the animal.
- Write a new story called "Legs" using the same pattern.
"My legs are for standing on chimneys," said the stork.
"My legs are for running fast," said the horse.
Students illustrate their stories.
- Write a new story called "Hands". Take digital pictures of students doing something interesting with their hands and use them to make a book with captions.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make words using letter blends

Thinking: Insert words and punctuation to remake sentences

Record: They can read the story by themselves and save it for you to listen to.

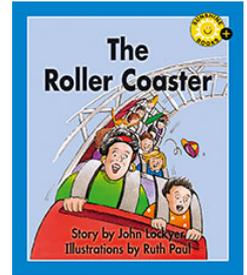
THE ROLLER COASTER

The Story

Mum and Scott go to the funfair but they have different ideas about the roller coaster.

High-frequency Words

came, no, that, too, will



Reading the Text

- Look at the cover together. Ask: Have you been to a funfair? Which ride did you like best? Which ride was scary?
- Have students discuss the illustration on the cover. Ask: What is this ride called? Would you have a ride on it? Would your mum go with you? Why? Why not? Ask students what they think the title is. Ask them to predict what the story will be about.
- Talk through the illustrations. On pages 2-3, ask: What ride are Mum and the boy looking at? What does the boy want to go on? What ride did they go on? Why?
- Continue through the story and ask students what they notice about some of the words. (They are shaped.)
- Discuss the illustrations on pages 14-15. Have students use the pen tool to circle the words that describe how the roller coaster went.
- On page 16, discuss how the illustrator has given clues. Ask: Look at their faces? How are they feeling? How did they enjoy the ride?
- Students to read the text independently. For support they can tap the text to hear it read. Ask them to recall what happened in the story. Were their predictions correct?

Returning to the Text

- Students reread the story together. Discuss why some words are written differently. Ask: Why do you think the author did this? Did it help you to work out the word?
- Look at some of the words Mum used to describe the roller coaster and write them in ways that show their meaning. You can use the white text box to insert type on the page.
- Have students find the word *flips* on page 11. Read it together, stretching the fl- sound at the beginning. Students tell you more words that start with fl-. Write them up on a list and read them together.
- Students read the words *slippery slides* on page 11, stretching the sl- sound at the beginning. Work together to list more words that start with sl-. Write sentences using the words for students to illustrate. They can make the sentences and illustrations into a sl- letter blend book.

Writing

- Talk about funfair rides students have been on. Ask: How did they feel on the ride? Make a list of adjectives they suggest. Students write their own stories about a funfair ride they have been on or would like to try, using the adjectives and shaped words.
- Write a new story about another funfair ride.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make words using letter blends

Thinking: Insert words and punctuation to remake sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

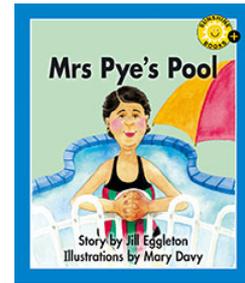
MRS PYE'S POOL

The Story

Mrs Pye has ducks in her pool and she has to find a way to get them out.

High-frequency Words

around, by, looked, made, new



Reading the Text

- Look at the cover together and discuss what the story might be about. Point out to students that the publisher of the story is Wendy Pye. Perhaps this is a true story about her.
- Read the title and have students listen to the story. They tell what they know about ducks.
- Students read the story independently. They talk about problems they encounter and share their ideas about the strategies that they use to solve those problems.
- Focus on the blend sw- and have students find words in the story starting with sw-. Build a list with those from the story and others the students know. (*swimming, swim, swam*)

Returning to the Text

- Reread the title. Discuss the apostrophe and why it comes after the word Pye and before the 's'. (the pool belongs to Mrs Pye)
- Look at page 3 together and notice the punctuation. Ask: What does an ellipsis mean? (There is more to come or pause).
- Have students practise reading the sentence with the exclamation mark. They pause after *But* and read the rest strongly with emphasis. Ask: What does the look on Mrs Pye's face tell you? (She is shocked)
- Go to page 4. Have students point to the bold print. Ask: How would you read "Get out! Get out!"? (loudly and with emphasis) How is Mrs Pye feeling when she says these words? (Annoyed or angry)
- Reread the story making sure punctuation is used to make the meaning clear.

Writing

- Brainstorm water safety rules when swimming in a pool. Develop a "Safety in the Pool" chart. Students use their own experience and look on the internet for safety rules around swimming pools. They collaborate to write them up on the chart.
- Have students brainstorm and write some other signs that Mrs Pye could put around her pool.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make three words with the letter blend sw-

Thinking: Put pictures and words from the story into the correct order

Record: They can read the story by themselves and save it for you to listen to.

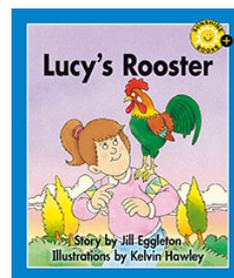
LUCY'S ROOSTER

The Story

Lucy's rooster makes a lot of noise and annoys everyone.

High-frequency Words

inside, take, that, through, took



Reading the Text

- Have students talk about pets. Students with family pets tell how they sometimes have to defend their pet if they do something wrong.
- Look at the cover and title page. Ask: What is the girl doing? Do you think a rooster is a good family pet? Do they make noise? What sort?
- Discuss the use of an apostrophe in the title and how it shows possession. The rooster belongs to Lucy.
- Talk through the illustrations and have students predict what the story might be about.
- Listen to the story together. Students note all the words in quotation marks and tell who is speaking on each page.
- Focus on the letter sound /r/ for *rooster*. Have students find other words in the story and those that they know to build a list with the same letter sound. (rooster, robber)
- Students read the story independently. Provide support if needed.

Returning to the Text

- Reread the story together. Have students discuss the position and meaning of the apostrophe again.
- On page 16, Dad said “That rooster is a hero!” Talk with students about heroes; those they have met in real life and those they have read about. Ask: What do you know about heroes? What do you feel about them? Do you have a favourite hero?
- Together develop a sequence chart about the main events of this story. Add language from the story to the chart.
- Find compound words in the story (*bookshelf, armchair*) and list their meanings. Add more compound words that the students know.
- Find words that end in -er. (*rooster, robber*). Discuss the meaning of these words. (A robber is a person who steals from people. A rooster is a male chicken.) Think of more words that end in -er (farmer, teacher, banker, writer, miner, singer, speaker). Discuss their meaning.

Writing

- Discuss how the author constructed the story. Have students work out the sequence together and use it as a basis for their own innovations. Many students will have their own pet experiences (or pet) that they can include in a similar story. For instance:

Margaret's Dog

Margaret had a dog.

She took it to the library.

The dog sat under the table.

It went, “Woof, woof, woof, woof, woof!”

- Talk with students about the robber and what he was trying to do. They write a simple newspaper report telling of the events. Students can draw a pencil sketch about the events to add to their report.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make compound words

Thinking: Replace the correct punctuation in sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

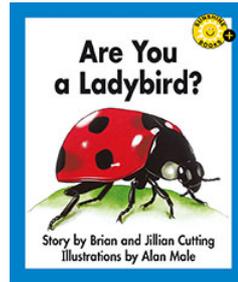
ARE YOU A LADYBIRD?

The Story

The ladybird is different to other insects.

High-frequency Words

are, can, can't, don't, you



Reading the Text

- Have students look at the cover illustration to identify the insect. Point out the question mark in the title. Read the title together.
- Listen to the story together. Ask: Is this story about real things or is it fantasy? Is the index a clue? Encourage students to think about the words in the index as well as the title and ask them to predict what information might be included in the book. They list their ideas.
- Focus on the question-and-answer structure of the text. Read the questions and explore the written and visual answers, inviting students to respond using their own experiences and observations.
- Focus on contractions. Have students scan the text for examples and list them all, with the two words that go to make them. (*I'm, can't, don't*)
- Students read the text independently or with a partner.

Returning to the Text

- Reread the text with students while filling in a Venn diagram with the ladybird characteristics that are shared with the creatures in the overlap.
- Look at the way the information was organised. Ask: What other way could the author have provided the facts about these creatures rather than pretending they can talk to one another?
- Find words in the story that start with a letter blend. Make a list of these and other words that start with the same blend. (snail/snap/snore; slide/slip)
- Have students choose one creature and research its lifecycle. They draw and label the lifecycle.

Writing

- Students create their own question-and-answer text using different creatures, following the structure of *Are You a Ladybird?*
- Students copy one of the illustrations and label the parts using the information from the text and other information they find.
- Students create a contents page for the book. They list the different creatures and the first page that they appear on.
- Students rewrite the story as a play. Then make masks and act their play out in groups of seven.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Caption four pictures from the text

Thinking: Complete sentences from the story

Record: They can read the story by themselves and save it for you to listen to.

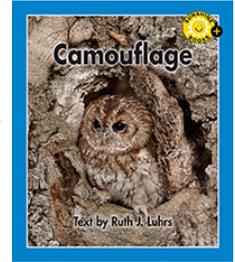
CAMOUFLAGE

The Story

Different animals camouflage themselves using colour and the shape of their bodies.

High-frequency Words

does, find, many, see, their



Reading the Text

- Look at the cover and the title page. Ask: What can you see? Why is it difficult to see these animals? What do you notice about them? What is the word for this called? Why do animals use camouflage?
- Go to pages 2–3. Ask: What can you see in these photographs? What do you notice about the animals and their surroundings? Can anyone point to the word *camouflage*?
- Go to page 4. Ask: What can you see in this photograph? Point to the word *fawn*. What is a fawn? Where is it hiding?
- Repeat this procedure for pages 6-15. Look at page 16. Ask: What is this called? What is its purpose? Explain that they will return to the index after they have read the text.
- Students read the text independently. Provide support where needed.
- Look at the structure of the text. Ask: What do you notice about the way the text has been constructed? Guide students to notice that the explanation has an introduction followed by events explaining how/why camouflage happens. This is then followed by a question-and-answer format.

Returning to the Text

- Collect some books with indexes so students can practise finding information. They select a book, browse through it, read the index and make predictions about the information they would expect to find surrounding different words.
- Go to page 16 and have students demonstrate how to use some of the entries.
- Students scan the text to find words with the long /e/ sound. Make a list. (see, asleep, weeds, leaf, leaves, green) Discuss how the sound can be spelt with either ee or ea. Brainstorm words that end in ee and make a word family word web with them. (bee, see, free, knee)
- On page 2, focus on the wh- digraph in *what*. Have students tell other words that begin with this sound. They list them.
- Students reread the text independently or with a partner.

Writing

- Students think of other animals that use camouflage, e.g. crab, sloth, arctic fox, butterfly, sea dragon, tiger, lion, zebra, spider, snail, praying mantis, caterpillar, chameleon. They write some question-and-answer cards around these animals. Students think carefully about the question-and-answer model in *Camouflage*.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make four words with the word family -ee

Thinking: Match sentences to pictures from the story

Record: They can read the story by themselves and save it for you to listen to.

YOU CAN MAKE SKITTLES

The Story

Make skittles and play the game.

High-frequency Words

back, made, now, one, play



Reading the Text

- Ask students if they know how to play skittles. Allow time for them to explain the rules. Ask them what you could make skittles out of if you didn't have any.
- Look at the cover. Ask: What is drawn on the bottles? Why? Read the title together.
- On the title page, direct students' attention to the Contents. Have them use the contents to predict what the text might be about.
- Go to page 2. Ask: What is different about the words on this page and the words on the other pages? Why are they set out this way? What other types of books do you find lists in? Have students suggest what this list is for. List the items. Count the bottles.
- Discuss procedural/instructional texts. Have students tell about something they can make or do. Discuss how this text is going to show how to make skittles, as the title suggests.
- Together, look at the pictures on pages 4-13. Ask students questions to make sure they understand the instructions. Ask: What is the girl doing with the felt pens? What has she made? How many rows of bottles has she made?
- Go to pages 14-15. Ask: Is the girl still playing skittles by herself? What do you think she is writing down? Find the word *score*. Do you need to keep the score when you play by yourself?
- On page 16, ask: Why is the girl jumping up in the air? What do you call it when you knock down all of the skittles at once? Find the word *strike* in the text.
- Students read the text independently. Provide support when needed.
- Ask students to recall what was in the text. Were their predictions correct?

Returning to the Text

- Students can use pencil or coloured felt pens to draw diagrammatic directions telling how to make and play skittles.
- Have students find the word *knock*. Listen to the sound at the beginning of the word. Look at the letter it starts with. Ask: What can you tell me about the k? Ask them to tell you any other words they know that start with a silent k.
- Focus on the sk- letter blend at the beginning of *skittles*. Have students think of other words that begin with this blend.
- On page 14, students find the word *play*. They read it, stretching out the pl- sound at the beginning. They find another word that starts with pl on page 2. They tell you more words that start with pl.

Writing

- Rewrite the procedure as a recount. Have students orally recount making and playing skittles. Work with them to develop a when, where, who, what, why mural of the procedure. They draw and cut out crayon, pastel or felt pen pictures for the mural. Use this mural to write the recount of skittle making and playing experience.
- Rewrite *You Can Make Skittles* using the headings Goal, Materials, Steps, Test.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make three words using the letter blend sk-

Thinking: Put text and pictures from the story into the correct order

Record: They can read the story by themselves and save it for you to listen to.

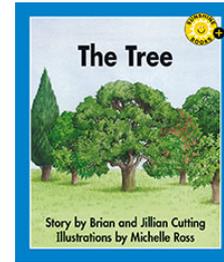
THE TREE

The Story

This text is in two parts: facts about trees and a story about a tree.

High-frequency Words

about, every, never, our, their



Reading the Text

- Look at the cover and title page. Have students read the title. Ask: Do you think this will be a made-up story or about something real? Look at the contents. Does that give a clue? Explain to students that this text is both genres. It is about trees but it also has a story in it with a message.
- Have students read the story. Support them if needed. They share what they know about trees and why they think the authors wrote this book.
- Have students suggest the type of text this is. (persuasive) Ask: What scenario do the authors show to persuade us that cutting down trees is not always a good thing?
- On page 14, ask: Why have the authors used the bold text? (emphasis) Do you think this works? Why do you think the man walked away on page 16?
- Discuss the way the illustrator has shown the feelings of the girl on pages 12, 15 and 16. Ask: Does this give you clues as to what she is feeling?

Returning to the Text

- Reread the text. Have students make links between the factual part of the text and the story.
- Students talk about where to find trees in their neighbourhood. Ask: Have any trees been cut down near where you live? Would you mind if a tree near your house was cut down? Students share their experience of trees for climbing, for swinging on, for sheltering under.
- Focus on letter blends in the text. Have students find words that begin with the letter blends gr-, tr-, ch- and st-. They can use the pen tool to circle them. (grow, trees, change, stay)
- Go to page 14 and focus on the possessive pronouns *our* and *your*. Students think of other possessive pronouns they know and list them. (their, her, his, my)

Writing

- Write another persuasive text following the structure of *A Story About a Tree*. Select a topic about something that endangers a habitat or a favourite place such as a beach, a park or a river. Encourage students to brainstorm and construct a plan of what they know about the topic. They can illustrate their story.

Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make three words with the letter blend tr-

Thinking: Complete sentences from the story by inserting punctuation

Record: They can read the story by themselves and save it for you to listen to.