

SUNSHINE PRIMARY CLUB – GREEN

Little Car
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The Terrible Tiger
Hiccups for Hippo
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The Hermit Crab
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Crossing the Road
A Fire at the Zoo
Scary Spiders!
Ratty-tatty
The Zoo Olympics
Same But Different
The Apple Tree
Space
I Wonder



LITTLE CAR

The Story

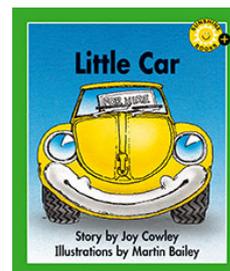
A family hires a car that is too small for them.

High-frequency Words

away, come, going, have, little

Reading the Text

- Students talk about cars and what they know about them. Read the title and look closely at the cover and title page illustrations. Read the sign on the car window and talk about a possible setting. Ask: Does the illustration on the title page give us any clues about what might happen in the story? Do you think the setting is likely to change as the story unfolds?
- Students talk through the illustrations and tell everything they notice. Encourage them to say what the story will be about. Ask: What do the characters do? What are their feelings? Where does the story take place? How does this change?
- Listen to the story together, using the illustrations to interpret the story and predict what will happen next.
- Have students read the story. They can tap on the text to hear it read. They talk about how they feel about the characters and events and how the illustrations helped their understanding.



Returning to the Text

- Students read the story in pairs, using the sort of voices they think the characters might use. Ask: What clues tell you how the characters might speak? (pages 2–11 *said*; then *yelled*)
- Focus on contractions. (let's, it's, won't, we'll) Students name words for the expanded version.
- Students read with reading partners. Encourage them to think and talk about the story as they read together. Have them talk about the characters. Ask: Who are they? Is the car a bit like one of the characters? How did the characters change? Why does the car seem to be a little car to the Lumps? Is that the reason it slowed down and stopped? How does the artist tell the reader how the Lumps and the little car feel? On page 15 we get the idea that it is not going to be an easy walk home for the Lumps. What gives us that clue?
- Look at the word *clever* on page 16. Talk about the /k/ sound and have students brainstorm more words that begin with /k/.
- Students say why the car thought it had been clever. They point to illustrations and read parts of the story to give examples.

Writing

- Have students think about what would happen if small people drove a very big car? Rewrite *Little Car* using this situation or another variation that students invent.
- Students make drawings of themselves doing something special or clever. They write a sentence saying why and present a talk about what they can do.

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 cl-

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.

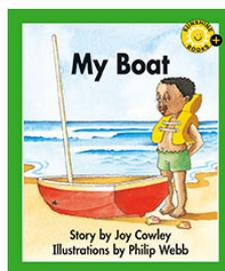
MY BOAT

The Story

A boy tries to patch his leaking boat.

High-frequency Words

across, did, new, with, would



Reading the Text

- Look at the illustrations on the cover and title page. Students predict what will happen in the story. They read the words in the title. Ask: What clue has the illustrator given in the illustration of the boat? (hole in the bottom)
- Students listen to the sounds in *boat*. Ask: What words do you get if you replace the /b/ in boat with fl-, /c/ or /g/? List words for students to illustrate. They use the words to write rhymes. A goat wearing a coat can float, but only in a boat!
- Have students listen to the story to see if their predictions were accurate.
- Read the story together. For help, students can tap the text to hear it read. They identify and circle with the pen tool other rhyming words. (brother/another, new/blue/two)
- Write words that rhyme with *blue* in a list. (two, new, do, to, zoo, crew, shoe, too, few, who, you, true) Students look closely at the words. They notice how they feature sounds that rhyme, but are spelt differently. Help students sort the words into groups with the same spelling.

Returning to the Text

- Listen to pages 2-4 with students. Ask: What has the author done to help us read this story? What has the illustrator done? Students point out examples of rhyme, rhythm and clues in the illustrations.
- Students read the text with a reading partner and practise reading aloud with pace and expression appropriate to the grammar. For example, they pause at full stops and raise their voice for questions.
- Have students say the author's name. They listen to the word *Cowley* and think of other words where y sounds like e. (sorry, lucky, funny, very) They find other words that feature y in the text (my), read them in context and make comparisons with the words in their word bank.

Writing

- Students explore what can and cannot float. Ask: Why does a boat sink when it has a hole in it? A spool of thread has a hole in it. Would that sink? Would a needle sink? Have them test their predictions by trying to float various objects. Together they can fill in a chart to record things that float and sink.
- Help students write the events of the story in the proper sequence. They include capital letters and punctuation.
- Students use the white text box to write the thoughts of the little fish in the story.

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 -oat

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 TERRIBLE TIGER

The Story

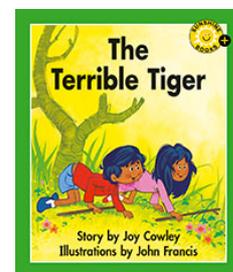
Children go hunting for a terrible tiger and pretend they are brave until they find him.

High-frequency Words

anything, back, over, through, under

Reading the Text

- Students use the cover and title page illustrations to make predictions about the characters. Ask: Who will we read about? Where do we get this information – in the illustrations or in the title? What are the children doing? What does *terrible* mean? How will the tiger be terrible? What do you think will happen to the characters at the end of the story?
- Talk through the illustrations and ask: Where does the story take place? Which picture gave you the idea the story was going to change? Which picture was the hardest to work out? Which was the easiest?
- Students look at the text on page 4 and listen to the sounds in *creep*. They say the word, stretching the sounds /cr/ /eep/. Ask: What are the two sounds at the beginning of the word? What letters do we write to show these sounds? What are the sounds that follow? How will we show the /e/ sound in the middle of the word? What sound can you hear at the end? What letter is used for this sound? Students help write other words that rhyme with *creep*. (sheep, sleep, deep, beep)
- Have students read the story. They can get help by tapping on the text to hear it read. Ask: What are some of the things the illustrator did to help you work out what was happening? Was there a pattern in the story that helped you to read it? (repetitive)



Returning to the Text

- Read the story together, pausing to think and talk about the illustrations, events, characters, their actions, their feelings and the pattern of the text. Students say how different parts should be read and demonstrate by reading aloud, using intonation and expression to convey the meaning.
- Find the word *scared* on page 2. Ask: What does *scared* mean? What other words could you use? Focus on the letter blend at the beginning of *scared*. Ask students for more words beginning with sc-.
- Explore the meaning of the action words *creep* and *scamper*. Ask: What other verbs could you use? List words with similar meanings. (tip-toe, scurry)

Writing

- Students help to write sentences from the story. Ask: How will we show how this sentence begins/ends? How will we show that the characters are talking? How will we show that the reader needs to pause before reading the next word?
- Students act out the story to show they understand the action words, the adjective *terrible* and the prepositions (over, under, through).
- Rewrite the story about children going to visit someone they are not afraid of, or doing something they enjoy doing.

We're going to see our favourite teacher.

We're not afraid of our favourite teacher.

We're not afraid of anything.

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: Caption pictures

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

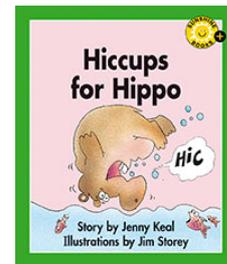
HICCUPS FOR HIPPO

The Story

Hippo has the hiccups and tries different remedies but he annoys the lion who wants to sleep.

High-frequency Words

drink, next, too, want, work



Reading the Text

- Ask students about having hiccups. Ask: What did you do to try and stop them? Did it work? Did other people tell you ways to stop them?
- Look at the cover and title page. Ask: What is this animal? What is wrong with him? How do you know? Ask students if they know what the title is. Read it together. Ask them what they think the story will be about.
- Talk through the illustrations together, focusing attention on the word *HIC* and the speech bubbles. Have students tell what they think is happening. Ask: What has Hippo been doing? What has he eaten? What do you think the monkey might be saying? Find the words in quotation marks that tell us what the monkey said.
- From page 6, what does Hippo do to get rid of the hiccups? Does it work?
- Students read the story. For help, they can tap on the text to hear it read. Ask them what they notice about the word *HIC*. Discuss why the writer and illustrator have used a different sort of type for this word.

Returning to the Text

- Students read the story independently. Have them find the word *holding* on page 6. Ask: What sound can you hear at the end? What letters make the sound -ing? Can you find some more words in the story that end in -ing? (having, standing) Use the pen tool to highlight -ing. Students tell you other words that end in -ing. Read the words with and without the -ing. Try adding -ing to some other verbs (look, see, cry, read).
- Ask students to find the page where the lion roared. (page 12) Ask them to read the page together. Ask: What did the lion roar? Write the word *quiet* into the class alphabet book. Write other qu- words onto the page. Talk with the students about the relationship between q and u. Have students “get their mouths ready” and think of other qu words.

Writing

- Students work in groups to create a play from the story. They share their ideas on how the different animals will say their lines and then act out the play in small groups.
- Students write a new story about having the hiccups themselves with the same pattern as *Hiccups for Hippo*. They list all the people who may offer advice and what they say. Encourage them to think carefully about the ending of 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 words using letter blends

Thinking: Insert punctuation into sentences from the story

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

KANGAROO

The Story

The baby kangaroo keeps falling out of the pouch until Owl provides a solution.

High-frequency Words

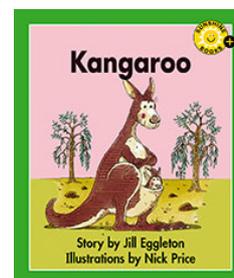
had, jump, out, went, will

Reading the Text

- Look at the cover. Ask: What is this animal? Where does it usually live? What is its baby doing? Students share what they know about kangaroos. Collect any questions they might have and write them down. Together share ways to find out the answers. They read the title of the story.
- Introduce the story by looking through the illustrations. Have students tell what is happening.
- Listen to the story together. Ask questions to help students understand the meaning of significant parts of the story. Ask: Why did Kangaroo ask Owl? Why are owls always thought to be wise? Was the pouch too big? Was the joey too small?
- Point to the word *jump* on page 2. Focus on the word family -ump. Have students find another word belonging to the -ump word family. (*bump*) They think of other words ending in -ump and list them.

Returning to the Text

- Focus students' attention on the word endings in this story. (-ing, -ed) Try replacing words in the sentences with other words of the same tense, or a different tense: Kangaroo is jumping over the grass. She has a baby in her pouch.
- Have students retell the story to demonstrate their understanding. Ask: Does anyone know the name for the baby kangaroo in the pouch? (joey) Do you think kangaroo mothers need a



safety belt for the babies? What is the author's purpose in writing about a seat belt for a baby kangaroo?

Writing

- Ask students to do some research about animals with pouches. Choose books and information from the internet.
- Focus students on the part of the story where the author talks about seat belts. Discuss with them the importance of seat belts and when and why we use them. Ask: What are the other safety features of cars, of bikes, or skateboards? Have students work in pairs to write a story about using a safety feature.
- Students make collage pictures of a kangaroo and baby in the pouch. They use language from the story to label their display.

Home/School Link

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

Words: Match verbs with their -ing version

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.

WHAT AM I?

The Story

Find out what animals live in the jungle.

High-frequency Words

eat, fly, live, small, yellow

Reading the Text

- Look at the cover and title page illustrations. Ask: What habitat do you think this is? What animals might live here? Have students list the vegetation and any other features they notice. Go to page 2 and read the words.
- Explain to students that this is a non-fiction text with questions and part of an illustration on a page followed by the answer when you go to the next page. Together read the text and pause before turning the page so that students can guess the animal.
- Look at the questions and answers from page 5–14. Ask students more questions to ensure they know the names of the animals. They use the illustrations as clues and note any facts about the animals that are shown. (The leopard has long whiskers and it is big.)
- Students read the text with a partner. On page 15, the list all the animals they can see in the illustration. (six altogether)

Returning to the Text

- Students go to page 16. Ask: What do we call this list of words in the back of a book? (index) They point to the word Index. They use the index to find pages about a monkey.
- Have students find the word that describes the crocodile's teeth. (*terrible*) They read the words on page 3 and tell whether that is a good word to describe the teeth. Ask: What other words could we use to describe the crocodile's teeth? (sharp, big) Have them scan the text to find other describing words and share whether they think they are good or not and offer some alternatives.
- Focus on the type of book this is. (non-fiction) Have students list the features they find in this text that shows it is about real things. (question-and-answer format, captions, labels, index)
- Ask students to tell what they notice about the title, *What Am I?* Ask: What does the question mark mean? Why do you think the authors chose a question for the title?

Writing

- Students complete a chart with four columns headed Home, Body, Food, Movement. They use the text and the illustrations to fill in the chart for each creature. Those rows where there is no information, they can fill by using the internet or other texts to research details. For example, the monkey lives in the trees; has a long tail, brown hair, fingers and toes; eats fruit and nuts; swings and climbs in the trees.
- Students make some “What Am I?” fact cards.
- Students write their own *What Am I?* story using information about themselves.

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 sl letter blend

Thinking: Label the picture

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

THE HERMIT CRAB

The Story

The hermit crab must find a shell large enough to protect it from predators.

High-frequency Words

just, live, many, other, right

Reading the Text

- Look at the cover and have students predict what the text might be about. Ask: What is the setting for this text? Do you know what the creature is in the picture? Have students share what they know about rock pools and crabs. They read the title.
- Go to the title page and discuss what the contents page is for.
- Go to pages 2–3. Ask: What is happening in this illustration? Have students find the words *hermit crab* and *rock pools*. The find and name the other creatures in the illustration. (sea stars, anemones, coral, shellfish, sea snails)
- On pages 4–5, have students read the words and then tell what this means about the hermit crab. (Explain to students that the hermit crab has to find shells to hide in to protect itself from predators. As the crab grows, it must find larger shells.)
- Read the rest of the text together up to page 15. Ask questions to ascertain students’ understanding of the text. Ask: Why is the hermit crab always looking for a new shell? Does it matter what sort of shell it finds to hide in? What is it hiding from? What are the empty shells?
- Students read the text independently or with a partner.

Returning to the Text

- Go to page 16 and ask students what the purpose of a glossary is. They tell if it helps them to read the words.
- Students reread the book and find the word *live*. Ask: What kind of word is *live*? (a verb or doing word) What form of the verb can you see on page 6? (*living*) Students make a two-column chart to find the verbs in the text and write their -ing version. (find, look, hide, look, have)
- Have students retell the story in the correct sequence. They can use their retelling to make a timeline for the hermit crab’s search for a new shell.
- Have students use an online dictionary to find the definition of the word *hermit*. (solitary person) Knowing what the word means, have them brainstorm why they think this creature is called a hermit crab.

Writing

- Students innovate on the text using another creature looking for a home, e.g. a dog in a kennel, a bird in a nest, a rabbit in a burrow.
- Brainstorm rock pools and have students make notes about how they form, where to find them and what can be found in them. They use this information to write about life in a rock pool.

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.

THE DANDELION

The Story

A dandelion seed floats on the wind and lands in a garden.

High-frequency Words

comes, grow, some, three, two

Reading the Text

- Look at the cover and have students predict what the text might be about. Ask: Can you see any short words inside the big word in the title? (dan, and, lion) Together sound out the word *dandelion*. Students confirm if their prediction was correct.
- Go to the title page. Read the contents list. Have students note if their predictions are still correct.
- Go to pages 2–3, ask: What is the girl doing? Has anyone ever done this? Why?
- Go to pages 4–5, ask: What is happening here? Why do seeds float on the wind? What will happen to the seed that lands in the water? What will happen to the seed that lands on the road?
- Continue reading the words and the illustrations to see the dandelion seed grow.
- Focus on the word *grow*. Students tell other words that start with the letter blend gr-. They make word webs for the letter blends fl-, gr-, st-.
- Students read the text independently or with a partner.

Returning to the Text

- Discuss how information has been presented in this text. Students note the title, contents, glossary and diagrams.
- Students work with a partner to retell the text following the text structure. Ask: Did the structure help you to read this text? Did you see the seed on page 6 in the snow?
- On page 14, ask: What is happening in the illustration? Why is the boy saying the time? (Each time he blows is another hour – a fun thing to try!)

Writing

- Students make a question-and-answer book. They reread the text and write a question for each page. Remind them to ask questions that will help a learner read the text. They reread the text to ensure all the questions are answered in the text.
- Have students create a chart for the four seasons. Alongside each season, they write what happens to the dandelion or the seed during that season. Illustrate the chart.

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: 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.

TWO STUPID CATS

The Story

A mouse proves to be much too clever for two stupid cats.

High-frequency Words

began, both, could, once, very

Reading the Text

- Ask students if they have ever played a trick on someone or had someone play a trick on them. Ask them to tell you about it.
- Look at the cover illustration. Ask: Find the word in the title that tells you what sort of cats they are. Do they look like clever cats? Read the title together. Allow some time for students to talk about cats they know. Ask them to predict what the story will be about.
- Look at the illustration on pages 2-3. Ask: What colour are the two cats? Point to these words in the text.
- Go to pages 4-5. Ask: What have the cats caught? What do you think they will do with it?
- Repeat the procedure for pages 6-9 with students telling what the cats are doing and what they are saying.
- On page 10, direct students' attention to the speech bubble. Ask: Who is talking now? What is the mouse saying? What do you think he might be going to tell them?
- On pages 12-13, ask: What is the mouse telling them to do? Why? Find a word in the text to tell you what he wants them to do. What do you think the mouse will do next?
- Students read the text independently. Provide support where needed. Ask: Were your predictions correct? Where the cats stupid? How?
- On page 2, focus on the indefinite articles *a* and *an*. Have students comment on what they notice and give reasons for *a brown cat* and *an orange cat*. Focus on the concept of using *a* before a word beginning with a consonant sound, and *an* with a vowel sound. Students find other examples of the indefinite article in the story. (a mouse, an idea, a competition)

Returning to the Text

- Review the use of speech bubbles on pages 10 and 12. Have students find the words in the main body of the story. Ask: What other words could have been in the speech bubble? If there had been a speech bubble for the cats, what would have been in it? Students reread the text in pairs, taking turns to be the mouse and a cat.
- Focus on the letter blend *st-* at the beginning of *stupid*. They say the word and suggest other words beginning with *st-*. They make a *st-* word web.
- Create a story map of *Two Stupid Cats*. Reread the story several times and model story mapping for students. They think about the sequence of events and draw the main points. In small groups they act out the sequence of events. They add labels and captions to their drawings.

Writing

- Write another story following the same pattern as *Two Stupid Cats*. The animals need not be stupid. They could be clever, or sly. Reread the story together.

Students suggest other animals to include in the rewritten story. Support them in writing a new story. Students design a cover and title page. Encourage them to show expressions of surprise and stupidity in their drawings of their chosen animals.

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 st- letter blend

Thinking: Put the correct punctuation into sentences from the story

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

THE DANCING FLY

The Story

A fly dances around a shop and annoys the shopkeeper.

High-frequency Words

again, got, little, now, there

Reading the Text

- Look at the cover and title page. Ask students to predict what the story might be about. Ask: Can anyone read the title? What has the illustrator done to make the fly appear to be dancing?
- Read the story together, with students joining in as they pick up the rhyming pattern. They can use the illustrations as clues to the content words. Ask: What helped you to read this story? Was it the rhyming words? Was it the illustrations? Was it the repetitive language? Talk about how we use these strategies to read unknown words.
- Students read the story independently. Ask: Do you think the fly or the shopkeeper man won? How do you know? (*Dance!* is the last word in the story so the fly was still dancing.)
- Talk about how the illustrator has given clues as to the feelings of the shopkeeper man and to the movements of the fly.

Returning to the Text

- Focus on punctuation. On page 11, have students explain why there are commas between the words *split*, *splat*, *splotter*. On page 16, they read the words using the clue that the exclamation marks give to the action.
- Focus on the fl- letter blend. Students list other words they know that begin with fl-.
- Students scan the story and list the rhyming words.

Writing

- Discuss with students the health issue of eating food after a fly has been on it. Students brainstorm and write ideas about what the shopkeeper could do to prevent flies landing on his food and his head. Present the information as a chart with illustrations.
- Students research the lifecycle of a fly. They make a chart to show this with illustrations.
- Have students write a description from the fly's point of view. Describe what it is like to fly into a shop, smell the yummy food and try to taste it before someone stops you.

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 letter blend fl-

Thinking: Put words and punctuation back into sentences from the story

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

DAD'S HEADACHE

The Story

When Dad gets a headache, the children try lots of ways to make him feel better.

High-frequency Words

better, funny, let, make, our, that, there, some, stop, told

Reading the Text

- Look at the cover and title page illustrations. Ask: Why is this character poking out his tongue? Do the pictures help us work out what is wrong? Can you use these ideas to help read the title? What would you do to help make Dad's headache better?
- Talk through the illustrations. Have students predict how Dad might be feeling by the end. Confirm with students that the children in the story are trying to make Dad's headache better.
- Read pages 2–4 with students. Study words that are difficult and then reread the phrase or sentence in which they appear. For example, on page 2, have students look at the beginning letter P in *Poor*. Ask: What would make sense here? The next word is *Dad*? What is a word that starts with P that would describe Dad?
- Listen to the story together.
- Students read the story with a reading partner. For help, they can tap on the text to hear it read. They talk about the story and jot down ideas by drawing and writing on a shared sheet. Have them practise the strategy of reading and talking and reading some more. Students show how they read and talk. They share their sheets, talk about the things they have recorded and read to illustrate the points they are making. Students talk out loud about the words and chunks of language they are working out.

Returning to the Text

- Say the word *make* slowly. Ask: What letters do you expect to see in the word? Students name the letters as the sounds in the word are stretched. Write the letters they suggest. Have them find *make* in the text and read it in context (page 4 onwards). Ask them what they notice about the word. They make comparisons with their spellings and suggest other words that rhyme with *make* and notice that they feature a silent e. (take, cake, bake)
- Focus on the long /ee/ in *feel*. (page 2) Students listen to the sound. They add other words to an illustrated word bank. (eel, wheel, heel, keel, kneel, peel)
- Focus on the capital D in the title. Students locate *Dad* in the text. They notice the use of the capital letter and give the reason. They find other examples of capitalisation and discuss the purpose.
- In a group sharing session ask students to talk about the good ways they found of noticing and learning new words as they read.

Writing

- Students select a part of the story. They give reasons for their selection. They write a sentence about the part they have selected and illustrate their sentences for a class display. Ask them to think about the story before they write. Use the sentences and illustrations for inviting further responses to the story.
- Write and illustrate a class story together about making a sick person feel better.
- Read the funny story on page 8. Ask: What other funny stories do you think the children might have told Dad? Students share their favourite funny jokes, cartoons, comic strips, stories and poems. Print these for students to illustrate and include in a class book.

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: Answer five comprehension questions

1. Why did the children play music and dance?
A. to make Dad feel better ✓
B. to make Dad feel worse
C. to have fun
2. Why did Dad tell the children to read books?
A. to learn about headaches
B. to make him laugh
C. so they wouldn't make any noise ✓
3. What is good for headaches?
A. music
B. quiet ✓
C. dance
4. What did the children do first when Dad said he felt terrible?
A. They played.
B. They made him some breakfast. ✓
C. They read books.
5. Which words show that Dad was OK?
A. That's better.
B. Stop that noise! ✓
C. I feel terrible.

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

AN ELEPHANT FOR THE HOLIDAYS

The Story

Harold the elephant has come to spend the holidays with two children and their mother.

High-frequency Words

every, from, full, inside, outside, small, too, took, wanted, wants

Reading the Text

- Look at the cover. Ask: What animal is this book about? What do you think the title is? What would you do if you had to mind an elephant for the holidays?
- Look at the illustration on pages 2-3. Ask: What is the elephant's name? Where do elephants usually live? Find the word that tells us where this elephant came from.
- Talk through the illustrations. On pages 4-5, have students discuss what is happening. Ask: Where are they? What time of day is it? Why are they in the garage and not in the house?
- Listen to the story together. Explain to students that while they listen to the story they can create "mind pictures" of it. Closing their eyes can help them to respond to the words imaginatively.
- Work with the students to make several close readings of the text. Have them tell you what they have noticed about the way the author has built the story. Focus on the purpose of each page and make a "Story Structure Chart" to record their findings. Ask: What can you tell about the way the author builds tension to create the climax of the story? Add their statements to the structure chart and display for others to share.
- Students read the text independently. For help, they can tap the text to hear it read.

Returning to the Text

- On page 8 circle *took* with the pen tool and focus on the -ook word family. Have students suggest other words ending with the same word family. List these.
- Go to page 10. Ask: What was wrong with the bath? Find the word *too*. Write *zoo* in a white text box on the page. Ask: What is the same about these words? Ask students for other words they could add to an /oo/ list.
- On pages 10-11, direct students' attention to the thought bubble. Ask: What is Mum thinking? Would the bath in your house be big enough for an elephant? How could they solve this problem? Why has the author used a thought bubble?
- Students reread the text independently or to each other.

Writing

- Help students to write some "Problem and Solution" sentences. Use the model on pages 4, 6 and 8. Substitute other animals and draw illustrations to support the sentences. Encourage students to experiment with words. They should also check spelling in a dictionary and write clearly.

Home/School Link

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

Words: Word family -ook

Thinking: Answer five comprehension questions

1. How did the family feel about an elephant for the holidays?
A. scared
B. sad
C. excited ✓
2. What was the main problem with Harold coming for the holidays?
A. He ate too many apples.
B. He was too big to sleep inside.
C. The bath was too small. ✓
3. How did the family solve the problem?
A. They took him to the swimming pool.
B. They got the fire brigade to wash him.
C. They took him to the car wash. ✓
4. What did Harold think of the car wash?
A. He liked it. ✓
B. He was scared.
C. He was sad.
5. Where did Harold sleep?

garage

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

NIGHT NOISES

The Story

A boy hears noises at night and his dog sneaks into his room.

High-frequency Words

come, every, night, out, outside, talk, them, together, what, will

Reading the Text

- Look at the cover and title page with students. Ask: What do you think the boy might be thinking and feeling? What noises might he have heard?
- Make a chart of noises in the night. Have students tell what noises they hear in the night and how they feel when they hear these noises.
- Talk through the illustrations. Have them predict the sound on each page. On page 12 ask: What do you think is there? How does the boy feel? What do you think the words in the illustrations are for? Explain onomatopoeia and how it shows sounds in words.
- Listen to the text and then ask students how the boy would feel when he discovered it was his dog making the noise. List their responses. Ask: What do you think the boy's parents would do if they knew Toby was in his room?
- Listen to the story together.
- Students read the story with a reading partner. For help, they can tap on the text to hear it read.

Returning to the Text

- Have students listen to the sounds they hear in the classroom and in the playground. Build up word lists to describe sounds. They make their own lists from what they heard in the classroom and playground. Use these to make into a class Noises Book or have students write them on individual cards to be boxed in a Noises Box, for use at writing time.
- Look at page 8 and use the pen tool to circle the word *snore*. Have students get their mouths ready to say /sn/ /ore/. Encourage them to suggest other words that begin like *snore*.
- Students work in small groups to develop a sound sequence to capture the effect of the noises.

Writing

- Together write some night noises stories. Work with students as they write and draw their story in a three-page booklet. Encourage them to think of something other than a dog to comfort them. They can use thought bubbles to show what they want to write about.

Home/School Link

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

Words: The letter blend sn-

Thinking: Answer five comprehension questions

1. Who lived in the house with the boy?
A. His mother, his father, his grandad, his two cats and Toby ✓
B. His mother and father, his grandad
C. His mother, his sister, his two cats, his grandad and Toby
2. What noise did Mum and Dad make at night?
A. Snore, snore, snore.
B. Yowl, yowl, yowl.
C. Talk, talk, talk. ✓
3. What noise did Grandad make at night?
A. Snore, snore, snore. ✓
B. Yowl, yowl, yowl.
C. Talk, talk, talk.

4. How did the boy feel when he heard sniff, sniff, pitter-patter?

A. happy ✓

B. frightened

C. angry

5. Why did the boy let Toby sleep in his bed?

A. The dog was scared.

B. The boy was scared.

C. Mum and Dad might hear the dog. ✓

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

WHO LOVES GETTING WET?

The Story

The farmer and the animals run for cover when it starts to rain.

High-frequency Words

came, could, going, great, knew, know, love, some, who, would

Reading the Text

- Have students tell what they know about weather. Ask: What do you do when it rains in great big drops? What are your experiences? How do you feel? How do you think others feel?
- Look at the cover and title page. Ask: What do you think will happen in the story? Listen to the title and have students confirm that it is going to rain on the farm.
- Talk through the illustrations. Ask: What about the characters in the story? How do the characters feel? How has the illustrator helped us to understand their feelings?
- Listen to the story together. Work with students to think and share ideas about the feelings of the different characters conveyed in the illustrations and written text.
- Read the story with students. Select seven readers to read the parts of the farmer, the cow, the goat, the dog, the cat, the mouse, the frog. Have students try out different effects for the sound of the rain, water and frogs. Encourage them to read with voices that capture the special characteristics of the different animals. For help, they can tap on the text to hear it read.

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 some words rhymed on each page? (day/grey, frowned/down, flashed/crashed)
- Display pages 2 and 3. Ask students to find the apostrophe on page 3. Have them use the white text box to type the two words that go to make up the contraction. (rain is) Ask: What letter has been left out? Students find the other contractions in the story. (I'm, It's)
- Students look for the apostrophe on page 2. Explain that this is not a contraction. Ask: What does it tell us? (It is a possessive. The day belongs to the winter.) Have students suggest other instances of possessives, e.g. Billy's book, The cat's fur, Sara's shoes.
- Use the pen tool to underline other features of the text and have students discuss why the author used them, for example, the bold text on page 15; exclamation marks when the characters speak.
- Have students use the pen tool to circle all the sound words in the story. (croaked)

Writing

- Encourage students to write together a *Who Loves Getting Wet?* story. For example:
Who loves getting wet? I don't.
Who loves getting wet? Frogs do!

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 story

Thinking: Answer five comprehension questions

1. Why did the farmer run to his house?

A. to get lunch

B. to get out of the rain ✓

C. to get out of the sun

2. Where did the cow run to?

barn

3. Where did the cat run to?

farmhouse

4. Select the word that means a place out of the rain.

shelter

5. How did the frog feel about the rain?

A. angry

B. sad

C. happy ✓

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

NOWHERE AND NOTHING

The Story

A boy feels lonely until some children ask him to play.

High-frequency Words

doing, don't, down, going, nothing, nowhere, some, what, where, why

Reading the Text

- Look at the illustration on the cover. Read the title. Ask: What clues do the illustration and words in the title give us about the story? Look the title page. Ask: What clues does this illustration give us?
- Listen to the story with students. They think about where the story is taking place and how the setting changes. They share their ideas.
- Read the story together. Students tell you where the story is taking place as they read each event. Have students listen for and describe the characters. Ask: Who is in the story now? What is he or she doing or saying? How does this character feel? Why?
- Reread and have students listen for things that happen in the story (plot). Ask: What is happening now? Why? They review what has happened and say what will happen next as they listen to events.
- Say *play* slowly. Students distinguish between the beginning of the word and the part that rhymes with other words. They find *lay* and *play* in the story and read the words in context. Students work through the alphabet to find letters they can put at the beginning of -ay to make new words in the -ay word family.
- Focus on the soft c in *ceiling*. Read the word in context. Ask: What can you say about the letter and the sound at the beginning of *ceiling*? (Students notice that the c in *ceiling* makes the same sound that s does.) What other words begin with c that sounds like the c in *ceiling*? (circus, celery, celebrate, circle, cycle)

Returning to the Text

Students read the story with a partner. Ask them to think about story elements (setting, characters and plot) as they read. They respond to questions about the story elements. Ask:

What sort of character is the boy? Why do you think he is behaving like that? How do you think his parents feel about his behaviour? How did his friends feel about him? How did he feel about his friends? What happened to change the pattern of events in the story? How do you think the boy's parents felt then? What happened to the story when the setting changed? If the boy had stayed in his bedroom, or watching TV, how might the story have ended?

- Students read the text to find words that tell what the characters are doing. (verbs) They help write the words and others with similar letter and sound patterns.
- Find *called* in the text. Students find the other word with a double ll (*yelled*). Focus on the -ed at the end of *called*. Write the base words on a chart. Students add the letters -ed to make verbs in the past tense.
- Students find words that end with -ing. They use base words and add letters to make the present continuous form of verbs.
- Have students find the word *friends* in the story and make a word web using words starting with the letter blend fr-.

Writing

- Work together to create a wall chart that tracks the setting, the characters, their changing mood and the plot.
- Students select a favourite sentence from the story. They write and illustrate the sentence and include their responses to it. They share their work.
- Students draw pictures to show different moods. They write sentences about each drawing.

Home/School Link

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

Words: Make five words from the letter blend fr-

Thinking: Answer five comprehension questions

1. How did the boy feel in pages 2–3?
A. happy
B. sad ✓
C. sick
2. What word means the place in front of the house?
doorstep
3. Why wouldn't the boy go and play with his friends?
A. He didn't have any friends. ✓
B. He wanted to lie on his bed.
C. He wanted to watch TV.
4. How did the boy feel on page 15?
A. excited ✓
B. bored
C. sick
5. What was the boy doing on his doorstep?
A. watching the helicopter
B. watching people go down the street ✓
C. waiting for his dad

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

A SMALL WORLD

The Story

Find out about the insects that inhabit this small world.

High-frequency Words

come, green, hard, have, like, once, out, still, very, what

Reading the Text

- Invite students to share their knowledge and experience with insects. Ask: Have they ever held an insect in their hands? What was it like? Do you know the names of any insects? Make a list of the insects they name.
- Look at the cover and read the title together. Have students predict what the text will be about.
- Go through the text together. Students use the text and the illustrations to guess each insect before going to the next page.
- On page 15 students identify the insects in the illustration.
- On page 16, ask: What is this page called? What is it for? Have them use an entry from the index to find information.
- Students read the text independently. Provide support if needed. Ask: Why do you think this text is called *A Small World*?

Returning to the Text

- 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.
- Students reread the text to identify the insects and their differences. They chart them by colour, number of legs, size, whether they fly or not and what they eat using information in the text.
- Discuss with students the characteristics of non-fiction texts. Talk about how these types of books provide information in different ways. They list the ways *A Small World* does this.
- Have students focus on the letter blend sm- in *small*. They brainstorm other words beginning with sm- for a word web.

Writing

- Each student chooses an insect for a class book of questions and answers. They draw their insect and write one question and the answer following the pattern of *A Small World*. The students' contributions can be put together in a class book to share.
- After rereading the text, students select a tree or plant in the school grounds to see what insects they can find. They find out what it is, describe it and draw a picture.

Home/School Link

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

Words: Make six words with the sm- letter blend

Thinking: Answer five comprehension questions

1. What insect has ears on its legs?

A. ant

B. cricket ✓

C. mosquito

2. Type the name of the insect with a long tongue.

bumblebee

3. Which sentence matches a monarch butterfly?

A. I come out at night.

B. I am green.

C. I was once a caterpillar. ✓

4. Type the name of the insect.

mosquito

5. Which insect works hard and lives in a nest?

A. ant ✓

B. praying mantis

C. bumblebee

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

WHOSE EGGS ARE THESE?

The Story

Children find eggs in different places and name them.

High-frequency Words

are, at, by, in, looking, on, these, this, through, up

Reading the Text

- Look at the cover and ask students to tell what the text will be about. They use the illustration to help them read the title. Have students share what they know about eggs and the creatures that lay them. Explain that this text uses different habitats to investigate the eggs of creatures living in that habitat.
- Listen to the text together. Students then read the text using the illustrations and the pattern to help them.

Returning to the Text

- Talk with students about the -ing words in the story. Make a list with the base verb (run/running). Think of others to add to the list.
- Reread the title and have students notice that it is a question. They count how many times the question is repeated in the story.
- Have students look at the word *these*. It starts with /th/ sound. They find other words in the story that start with the same /th/ sound. (the, this) Students brainstorm more words with the same sound (those, them, then, though, there).
- On page 16 students choose one of the answers and turn to the page number. They reread the chosen page. (frog pages 12–13). They find the frog in the illustration.
- Talk about the lifecycle of the frog. Students compare this with the lifecycle of the hen on pages 2–3. They reread these pages and discuss the differences.

Writing

- Design a glossary for a non-fiction book.
- Students use the answers page to help them design a contents page for the book.
- Students draw and label a lifecycle of one of the animals in the book.

Home/School Link

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

Words: Make five words with five letter blends

Thinking: Answer five comprehension questions

1. Which animal has feelers?

A. eaglet

B. chicken

C. praying mantis ✓

2. Where would you find a turtle egg?

sand

3. Which animal has flippers?

- A. eaglet
- B. turtle ✓
- C. chicken

4. Which animal has gills?

- A. tadpole ✓
- B. turtle
- C. chicken

5. Where would you find a praying mantis egg?

Leaf

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

THE “GET-UP” MACHINE

The Story

A boy shows his machine for getting up to go to school on time.

High-frequency Words

comes, down, get, me, morning, pulls, that, this, time, up

Reading the Text

- Show students a smart device alarm app and discuss what it is used for. Ask them who or what wakes them up in the morning.
- Look at the cover. Ask: What is happening in this illustration? What does the boy have next to his bed? What do you think it is for? Read the title together and ask students to make predictions about the story.
- Read the title on the title page together. Discuss what is happening in the picture. Ask: Do you think this might be part of the machine?
- Talk through the illustrations in the story, discussing each illustration so students understand the cause and effect. Have them tell in their own words what is happening. Trace the path of the machine from ice to bed. Discuss how this might work. On page 5, draw their attention to the inset diagram and ask them what this shows. Ask: Where is the water coming from?
- On pages 14-15, draw students' attention to the lines around the elephant. Ask: What does this show you the elephant is doing? Find the word in the text that tells you what the elephant is doing. Now the boy is up and dressed, where do you think he might be going? Go to page 16 to check.
- Students read the story independently. Provide support where needed.
- After reading ask students to retell the story. Compare the story to their predictions. Discuss their thoughts on the get-up machine.

Returning to the Text

- Students reread the story. Ask: What do you notice about the story? Is there a pattern and is the pattern repeated? Lead them to see how the structure the author uses can help predict language and words when reading independently.
- Discuss with students how the repetitive pattern is broken to provide a surprise ending and a satisfactory conclusion.
- Focus students' attention on the digraph th- by reading the sentence on page 4. Have students identify the words that begin with th-. (*this, that, the*) Find other th- words and arrange them in a word bank.
- Go to page 14. Find the word *shakes*. Find another word on the same page that rhymes with it. (*wakes*) Write the words but leave off the s. Ask: What makes the /a/ sound in these words? Think of other words with the same sound. Group them according to their spelling.
- Students make an -ake word family web.

Writing

- Work together to rewrite the story around a “go-to-bed” machine, e.g. This is the “Go-to-bed” machine. It tells me to go to bed at night.
- Students illustrate their new story and present the text in a large book. They rewrite their individual stories following the same structure.
- Have students produce a wall story of *The “Get-up” Machine*. Students identify special features and ideas. They select a part of the story to illustrate. Have them copy the text onto large sheets of paper using felt markers. Mount their illustrations and written text on a large backing sheet to create the wall story.

Home/School Link

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

Words: Make six words with the -ake word family

Thinking: Answer five comprehension questions

1. Why does the boy in the story need to get up early?

A. to feed the elephant

B. to feed the duck

C. to go to school ✓

2. Type the word that tells what the bell does?

rings

3. Why did the ball roll down the slide?

A. the duck’s beak hit it ✓

B. the elephant’s trunk hit it

C. the ice hits it

4. How did the elephant feel on page 13?

A. happy

B. sleepy

C. surprised ✓

5. Find the word that rhymes with shakes.

wakes

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

WHAT’S HAPPENED TO ARROW?

The Story

A boy saves his goldfish when it leaps out of the bowl.

High-frequency Words

after, again, around, back, came, still, there, thought, went, what’s

Reading the Text

- Ask if any students ever had a goldfish? Ask them to tell you about it.
- Look at the cover and title page. Ask: Where has the fish gone? Read the title together. Allow some time for students to talk about goldfish and what happens when they are out of water. Ask them to predict what the story will be about.
- Go to pages 2-3. Tell students that the boy’s name is Harley and the fish’s name is Arrow. Ask: What is in the bowl? What is not in the bowl? Point to these words in the text.
- Go to pages 4-5. Ask: Why was Harley sad? How can you tell? Have students tell all they can about a fish bowl.
- Continue in this way using the illustrations to tell the story.

- Read the story together. Use questions to ensure students understand the story. Ask: Why does Harley push Arrow with a pencil? How did Harley know for sure that Arrow would live? What do you think happened to Arrow? Did you like the story? Why?

Returning to the Text

- Have students retell the story – what happened at the beginning, next and how the story ended. Ask: Who are the characters in this story? What did they do?
- Have students look for describing words in the story that end in -ly. (quickly, gently) Ask: What are these words describing? (how the action was taken) Students think of other words that could describe how they did something. (loudly, softly, swiftly)

Writing

- Students write a letter from Harley to a friend telling him about what happened to Arrow. Provide support where needed.
- Students brainstorm issues around caring for goldfish. Then they write a list of things to do to keep a goldfish alive and well.

Home/School Link

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

Words: Match adjective with its adverbial form

Thinking: Answer five comprehension questions

1. Why did Harley drop Arrow back into the bowl?

A. Arrow asked him to.

B. Arrow moved. ✓

C. Harry didn't like to hold a fish.

2. What word shows how much food Harley gave Arrow?

pinch

3. Find the word that tells you Harry liked Arrow.

gently

4. Why did Harley push Arrow with a pencil?

A. He wanted to wake him up. ✓

B. He wanted to move the stones.

C. He wanted to make waves.

5. Find another word for eat.

gobbled

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

THE HOLE IN THE HEDGE

The Story

The people watch the animals and the animals watch the people.

High-frequency Words

at, come, down, hole, laughed, look, looked, looking, through, went

Reading the Text

- Talk about a time when someone has turned the tables on you. Ask: Have you ever been playing a joke and someone has played it back at you? Look at the cover illustration. Have students read the title. Ask: Can you see the hole in the hedge? How can you tell? Is there anyone else in this illustration besides the boy on the skateboard? What do you think might be behind the hedge? Go to the title page to confirm that someone is there.

- Go to pages 2–3 and have students find the word *laughed*. Ask: Why is the word repeated three times? Do you think this means he was seeing something really funny through the hole in the hedge? What might it be?
- Focus on *through*. Say the word slowly, stretching the sounds. Have students say the word and think of other words that begin with the same sound. (throat, throw, thread)
- Read the story together up to page 9, following the pattern. Students use the illustrations as a clue to the next person to come down the road. Have students predict what might be through the hole in the hedge.
- Read the remainder of the story together.
- Students read the story independently or with a partner.

Returning to the Text

- Have students retell the story in sequence.
- Focus on the -ing forms of the verbs. Students scan the story and make a chart with the verbs from the story and the -ing form. They can then add the -ed form to the chart. (laugh, laughing, laughed)
- Focus on the different ways the sound /f/ can be written. Say the word laugh and have students point to the letters that make the /f/ sound. (gh) Have them think of other words with the /f/ sound that is spelt differently. (photograph, fine, buffet – f, ff, ph, gh)
- Students choose one of the words in the story that shows movement and they mime it. The group guesses the action.

Writing

- Have students brainstorm expressions of laughter they have heard. Ask: Have you ever been “in stitches”? Have you ever heard someone say they “shrieked with laughter”, “laughed fit to burst”, or something was “good for a laugh”? They prepare a presentation on the word *laugh*. They use colour and lettering to capture the meaning of the word.
- Students choose one of the animals and draw their own version of what it is doing. They write a sentence about their drawing.

Home/School Link

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

Words: Match the verb with their -ing form

Thinking: Answer five comprehension questions

1. Who wore a uniform?
 - A. the boy
 - B. the park ranger ✓
 - C. the woman
2. What were the crocodiles doing?

flying
3. What place was on the other side of the hedge?
 - A. a zoo ✓
 - B. a swimming pool
 - C. a school
4. What were the animals laughing at?
 - A. the hole in the hedge
 - B. the people on the other side of the hedge ✓
 - C. the crocodiles' wings
5. What was the park ranger laughing at?
 - A. the girl
 - B. the animals ✓
 - C. the boy

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

JUST THIS ONCE

The Story

A girl bullies her parents into letting her involve her hippopotamus in the family activities.

High-frequency Words

be, come, get, have, just, made, once, that, this, went

Reading the Text

- Students look at the cover and predict the main characters. They read the title to make further predictions. Ask: What could the words in the title mean? Have you ever said anything like that? Why?
- Students tell what is happening on the title page and suggest other places a girl might take her pet hippopotamus. They talk through the illustrations. Ask: Who are the other characters in this story?
- Read page 2 together, taking time to study some words and then rereading the sentences smoothly. For help, students can tap on the text to hear it read.
- Use the pen tool to highlight the word *holiday*. Ask: How can we work out this word? Will thinking about the meaning of what is happening in the picture help us? Will thinking about the language in the sentence help? What about looking at the beginning of the word? Are there any other parts of the word that can help? They read the page with their partner and demonstrate how they think it should be read.
- Go to page 8 and have students apply the same strategy to the word *trampoline*.
- Students read the story with a partner. Ask: What made the story easy to read? Were there any difficult parts? What did you do to make those parts easier to read? How can you teach what you have learnt to other students in the class? What are some things you can say about the events and the characters? When have you done something like that? How did your parents react?

Returning to the Text

- Students read to find patterns in the text – the way the characters are presented, the language, what the people do and say. They reread, using their voices in different ways to bring out the meaning and mood of the story.
- Say the word *get* and have students identify the sounds in the word. They name the letters used to show those sounds. Ask them to find *get* in the text and read it in context. (page 10) Ask them to find the other word on page 10 that begins and ends with the same letters as *get*. They read *got* in context and say what they notice about the word.
- Students find the word *But* in the text. They listen to the sounds in the word. Ask: What will happen if we change the u to a, i or e? Students play with the words by replacing initial, medial and final phonemes and naming letters to make new words. (bit, sit, bet, bed, bat, cat)
- Work with students to divide the word *hippopotamus* into sections that contain a vowel or a vowel sound. Students find more words with lots of syllables. They say and write them.

Writing

- Work together to rewrite the story with new characters, taking care with punctuation. Students make a picture glossary for the content words.
- Give students sentences from the story. They combine information in the illustrations to explore the chunks of meaning within the sentences. Beginning with the sentences on page 2, they take turns to add their sentences to a floor chart to complete the story. They reread the text to check.

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: Answer five comprehension questions

1. How did Liz and the hippopotamus get what they wanted?

A. They asked.

B. They howled. ✓

C. They shouted.

2. How did the family and the hippopotamus travel on their holiday?
train

3. What activity was the hippopotamus not allowed to do?

A. go in the boat

B. go skating ✓

C. go in the swimming pool

4. Select the word that means one time.

once

5. Why did Mum and Dad put their fingers in their ears?

A. to stop water getting in

B. to stop flies getting in

C. so they couldn't hear the howling ✓

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

CROSSING THE ROAD

The Story

When Mrs Maggie Mox crosses the road without her glasses, she causes accidents.

High-frequency Words

blue, have, just, other, put, then, were, what, with, yellow

Reading the Text

- Students look at the cover and title page and predict the main characters. They read the title to make further predictions. Ask: How do the words in the title give you a clue? Look at the dog on the cover? Does the illustration give you a further clue?

Talk through the illustrations and have students confirm their predictions.

- Listen to the story together. Talk to students about the way in which the story and the illustrations run parallel to each other. They can also consider what it is about the story structure that makes it easy to read. Ask: How soon did you link into the pattern of the story?

- Sound words are a feature of the illustrations in this story. Ask: How should they be read?

What do you notice about the lettering and presentation of those words?

- Students read the story on their own. For help, they can tap on the text to hear it read.

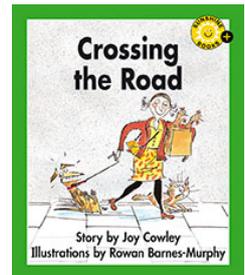
- Have students note the words in illustrations: ZOOM! BANG! SCREECH! They can shape the words themselves to make a display.

- Ask: What are your favourite words and phrases in the story? Have students read the story with a friend and explore the sounds of those words with their voices, using different volume, tone, pitch and varying the dynamics.

- Students find an example in the story where several words beginning with the same letter are strung together. (Mrs Maggie Mox) Ask: Do you like the sound of language like this in writing? This is called alliteration.

Returning to the Text

- Students tell the sort of person they think Mrs Maggie Mox is. They can wonder and ask and respond to a wide range of questions about her life, her work, her friends and family.



- Exclamation marks are very important to the story. Have students find all the language that is punctuated with an exclamation mark and read those parts in ways that explore the intonation of the language.
- On page 16, Mrs Maggie Mox “put on her glasses”. Ask: What do you notice about them? What do the sort of glasses she wears tell you about the character of Mrs Maggie Mox? Have you met or seen anyone that you think may be a bit like her?

Writing

- Talk about signs and what they tell us – some have words, others have pictures or colours. Students design a sign for Mrs Maggie Mox to ensure she doesn’t cross the road until the vehicles have stopped.
- Have students brainstorm the sort of character Mrs Maggie Mox is. In speech bubbles or using the white text box on the pages of the story, write what each person in the traffic accident might have said to Mrs Maggie Mox.
- Support students to write a newspaper report about the accident. Add an illustration to enhance the report.

Home/School Link

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

Words: Letter blend cr-

Thinking: Answer five comprehension questions

1. Who caused the accident?
 - A. the chickens
 - B. the dog
 - C. Mrs Maggie Mox ✓
2. Why did Mrs Maggie Mox not see the red light at the crossing?
 - A. She was too busy with her animals.
 - B. She didn’t have her glasses on. ✓
 - C. The chickens made a noise.
3. Why did the yellow taxi run into the blue car?
 - A. The orange fire engine pushed it.
 - B. The blue car stopped suddenly. ✓
 - C. The white van went toot-toot-toot.
4. Select the word that is the opposite of whispered?
shouted
5. How did Mrs Maggie Mox feel when she put on her glasses?
 - A. surprised ✓
 - B. worried
 - C. happy

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

A FIRE AT THE ZOO

The Story

Some zoo animals attempt to put out a fire but do not succeed.

High-frequency Words

coming, do, everyone, gave, her, know, one, out, put, what

Reading the Text

- Have students look at the cover. Ask: What can you see in the picture? Can anyone tell me the name of the book? Read the title together. Listen to the author's and illustrator's names. Turn to the title page and talk about the picture. Have students reread the title.
- Ask students to tell how fires start. Ask: What should you do if you discover a fire? Students think of all the animals in the zoo. Ask: Which animal do you think can put out a fire?
- Talk through the illustrations. Ask: What is happening? Do you think the lions could put out the fire, or the penguins, hippos, seals, or peacocks?
- Students read the text independently. For help, they can tap the text to hear it read.
- On page 3 focus on the word *tremendous*. Discuss its meaning and brainstorm a list of substitute words.
- Reread the story together, encouraging students to use different voices for each animal.

Returning to the Text

- On page 2 circle *there's* with the pen tool. Focus on the apostrophe and why it is used. (The letter i is missing in this contraction.) Have students find more contractions and suggest what letters are taken out (we're/we are – a is taken out.)
- Have students go through the story and find the words that tell us what the animals did to try to put out the fire. List and discuss how many have only one letter changed in the word pairs. Ask: What did you notice about the initial letters of these words – flipped/flapped (page 5), stamped/stomped (page 7), slipped/slopped (page 9), splished/sploshed (page 11). Ask: How many sounds do they hear in these words? Have students list words beginning with fl-, st-, sl-, spl-.
- Encourage students to use tone and volume when reading dramatically. A fire is a dramatic event so they need to respond to the dialogue and punctuation in their reading.
- Students read the text independently or to each other. They can use the pen tool to circle the sound words in the story.

Writing

- Focus on the rhyming words in the story, e.g. zoo/do, out/shout. Have blank made-up books for students to write and illustrate their own rhymes.
- Work with students to develop rhymes focusing on the letter blends in the story.

Butterflies flutter

Butterflies fly

From flower to flower.

I wonder why?

Home/School Link

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

Words: Match contractions to the words that make them

Thinking: Answer five comprehension questions

1. What was the problem in the story?

A. noisy animals at the zoo

B. animals didn't know what to do

C. a fire at the zoo ✓

2. How was the problem solved?

- A. The animals shouted.
 - B. An elephant squirted water from his trunk. ✓
 - C. The seals slipped and slopped.
3. What did the penguins do to try and put the fire out?
flapped
4. What did the hippos do to try and put the fire out?
stomped
5. How did the animals and the keeper feel at the end of the story?
A. angry
B. sad
C. happy ✓
- Record: They can read the story by themselves and save it for you to listen to.

SCARY SPIDERS!

The Story

A cheeky girl light-heartedly teases her grandmother about her fear of spiders.

High-frequency Words

around, from, here, just, quite, some, there, when, you, your

Reading the Text

- Look at the cover and read the title with students. Have them share their spider experiences. Discuss how some people are frightened of spiders. Ask: How do you think the character on the cover feels about spiders?
- Go to the title page. Read the title together. Ask: What can you see in the picture? What do you think the book is going to be about?
- Talk through the illustrations with students. On pages 2 and 3, ask: What is happening in the picture? Who do you think the woman is? How do you know? How does the girl feel about spiders? Point to the part of the text that tells us what the girl says. What might the girl ask her Nana? Can you find any words at the end of lines that rhyme? (understand/hand) Circle them with the pen tool.
- Look at pages 14 and 15. Ask: What is happening in this picture? Where is Nana? Point to the word that you think will be one of the rhyming words. (fantastic) Make a guess about what the line on page 16 will be.
- Go to page 16. Ask: What is this spider made of? Point to the word. Were you right about the rhyming word? (fantastic/plastic)
- Students read the text independently. For help, they can tap on the text to hear it read.

Returning to the Text

- Model a close reading of the story, for example, descriptive language, questions and direct or indirect speech, pointing slowly along each line.
- Circle the word *frightened* on page 2 with the pen tool. Draw students' attention to the letter blend fr-. Read through the story, having students circle the word *frightened*.
- Make a list of the rhyming words in the text and discuss the spelling of them. Ask: Are rhyming words always spelt the same way?
- Focus on the use of dialogue, questions, ellipses and bold text. Reread the text as a group.

Writing

- Have students use the white text box to write speech bubbles for Nana on the pages saying that she is frightened of spiders.
- Write some "I may be scared of..." stories. Students talk about their fears and relate them to the character's experiences. Emphasise respect for each other's fears. They write a story based on personal experience using the pattern:

“I may be scared of _____!”
“But I am not scared of _____!”

- Model the use of bold type on a whiteboard, discussing its function and encouraging students to use it in their writing.

Home/School Link

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

Words: Match rhyming words

Thinking: Answer five comprehension questions

1. What is another word for hurt?

harm

2. Why did the girl say she didn't understand why her Nana was frightened of spiders?

A. She had never seen a spider's web.

B. She had never been bitten by a spider.

C. She was not frightened of spiders. ✓

3. What were the girl's spiders made from?

plastic

4. Why did the girl think her Nana's screams were fantastic?

A. She liked to make her Nana scream.

B. Her trick worked. ✓

C. She liked the screaming noise.

5. Select the word that means loud yells.

screams

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

RATTY-TATTY

The Story

A clever rat always manages to escape, no matter what the other characters do.

High-frequency Words

catch, could, couldn't, cried, didn't, good, like, looked, no one, would

Reading the Text

- Students look at the cover and title page illustrations. Ask: What do you know about rats and rat stories that will help you make guesses about what will happen in this story? How do these illustrations give you a better idea of what might happen?

- Read the title and the author's name. Ask: What do you notice about the words in the title?

What do you think the language will be like in this book? Will it have rhyme and rhythm?

Will it be repetitive?

- Listen to the story with students. They listen for and identify rhyme, rhythm and repetition.

- Students talk through the illustrations. They say what is happening, review what has gone before and predict what will happen next. Ask: If the character on page 3 is a woman, who will the next character be? What is the rat likely to take from that character? On pages 8 and 9, have students notice how the story pattern changes. They guess the following events and the ending.

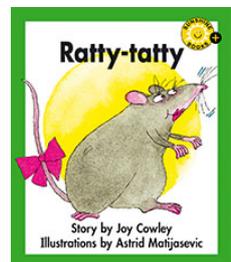
- Focus on the rhyme and rhythm in the repetitive parts of the story.

That Ratty-tatty is no good.

I would catch her if I could.

But she couldn't, so she didn't.

Students listen for words that rhyme. (Ratty-tatty, good/would/could) Write *good, would, could* on the board. Students suggest other words that rhyme. (should, hood, wood) They notice the different spellings for the same sound.



- Students listen to the sounds in *cat*. Ask: How many sounds are there? What are they? What letters show those sounds?
- Students listen as you say *snappy*. Ask: What do you notice? Are there other words in the story in which we can hear the short a sound? (Ratty-tatty, catch, that, and, had, man, plan, at) Students read the words, isolate and listen to the short a sound and then read the words in context.
- Students read the story independently. Provide support if needed.

Returning to the Text

- Students reread the story with a partner. Ask them to pause, think and talk as they read and reread different parts. Students share what they have practised in a group sharing session. Ask: What are some good ways you discovered to read the language in this book? What do you like about the language in this story? Students read out loud to demonstrate and they say how and why they decided to read different parts in this way.
- Have students think about the plot. Ask them to give you a point-by-point retelling of the sequence of events focusing on what happened first, next and after that. Ask: What is the main idea in this story? How do you think the author feels about rats? What about the illustrator?
- Give students clues about selected high-frequency words. They scan the text, find and write the words.
- Have students scan the text for these words. Ask: Can you find the words that means the same as could not, did not, do not? Can you find the words in which y is used at the end of the word with an /e/ sound? (*Ratty, tatty*) Can you find words with -er at the end? (*clever, her*) Can you find the word that has two letters and rhymes with no? (*so*)

Writing

- Students choose a favourite part of the story to illustrate. They write a sentence about it. They think through the sentence and say it aloud before writing.
- Students paint pictures of the characters. They write the words the characters say in speech bubbles.
- Write an innovation together. Think of other characters that Ratty-tatty might steal from.

Home/School Link

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

Words: Match opposites

Thinking: Answer five comprehension questions

1. How do you know Ratty-tatty was clever?

A. She got a fork and touched the trap. ✓

B. She stole the man's bread.

C. She stole the woman's egg.

2. Type a word that tells about the trap.

snappy

3. Find the word that is the opposite of bad.

good

4. What did Ratty-tatty steal from the cat?

A. bread

B. cheese

C. fish ✓

5. What has the illustrator done to show that Ratty-tatty likes the cheese?

A. Ratty-tatty's eyes are open.

B. Ratty-tatty's whiskers are twitching. ✓

C. Ratty-tatty has red lips.

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

THE ZOO OLYMPICS

The Story

The reporter who sends his story to the newspaper gets it all wrong.

High-frequency Words

came, good, got, people, see, very, when, will, won, wrong

Reading the Text

- Talk with students about the Olympic Games. Ask: What happens at the Olympic Games? Who goes to the games? Can you remember some of the events?
- Look at the cover illustration. Read the title with students. Ask: What do you think is happening here? Who do you think has come first? What do you notice about the people?
- Walk through the illustrations and have students name the animal that wins the medal. Ask: What changes on page 9? Who is the man on the telephone? What does the thought bubble show? What kind of telephone is he using? Explain that journalists used to write stories down and then phone them in to the newspaper office. Today they write them on their mobile device and email them in to the sub-editors who prepare the story for print.
- Have students describe what is happening in the thought bubbles on pages 10–14.
- Listen to the story together. Then have students read the story independently. As they read, ask them to think about any reading difficulties they encounter and to pinpoint the type of difficulty. Have them consider ways to solve problems and self-correct.

Returning to the Text

- Discuss the illustrations by Val Biro. Ask: Do the illustrations tell a story of their own? How does the illustrator show action? emotion? sound? How much detail has he included? How has he managed to create humour in the illustrations?
- Reread the story and ask questions to ascertain comprehension. Ask: Why couldn't a gazelle win a swimming race? Why wouldn't a sea lion be very good at weight lifting? Do you think a hippo could run faster than a gazelle? Why is the woman typing wearing headphones? Why have the people put the newspaper in the bin on page 16?
- Talk about nouns that mean more than one (plurals). Students find the singular and plural forms in the story. (*gazelle/gazelles*)

Writing

- Students use the pattern of the story to rewrite it using other animals. For instance, they brainstorm or research what a crocodile is good at. What about a giraffe? A monkey might get a gold medal for climbing or gymnastics, but how would that be reported in a newspaper?
- Using the daily newspaper, have students find headlines and discuss which ones made them want to read the story.

Home/School Link

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

Words: Match nouns to their plural form

Thinking: Answer five comprehension questions

1. Who won the high jump?

A. elephant

B. kangaroo ✓

C. gazelle

2. Type a word that is the opposite of right.

wrong

3. Why couldn't the elephant win the high jump?

A. The elephant is too slow.

B. The elephant is too heavy. ✓

C. The elephant is too clever.

4. Who gets a gold medal?

A. the winner ✓

B. everyone

C. the runner-up

5. Find the word that shows the people were happy.

clapped

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

SAME BUT DIFFERENT

The Story

Two children draw the same things, but their pictures look quite different.

High-frequency Words

came, different, just, like, one, open, our, same, some, with

Reading the Text

- Ask students if they like drawing pictures. Discuss the types of things they like to draw and comment on any that are familiar.
- Look at the cover and title page. Ask: What might this story be about? What are the children doing? Read the title and chart responses as a brainstorm for checking later. Does the title page give any more information? Add further responses to the chart.
- Listen to the story with students and invite their reactions and interpretations. Check if those predictions were correct. Ask: What did the weather shown on pages 2–3 have to do with the story?
- During a second reading, students make a list of the differences between the two pictures.
- Go to page 5 and focus on the word *Joel's*. Ask: Why is the apostrophe s there? Discuss the concept of possession/ownership. Provide one or two more examples.
- Have students read the story independently or to a partner.

Returning to the Text

- Students read the title again. Have them brainstorm words from the word family -ame and make a word web of the words.
- Write *drew* on the whiteboard. Have students get their mouths ready to say *dr- drew*. Ask them to suggest other words beginning with *dr-*. Revise the letter formations for *d* and *r* and have students draw *dr* in an all-over design. Encourage them to say words beginning with the *dr* sound.
- On page 2 have them find the word that tells what sort of day it is. Ask students to think of other words that end in *-et*.
- Reread the story. Have students volunteer to use the pen tool to mark the differences between the two pictures on pages 14 and 15.

Writing

- Students draw pictures that are the same but different following a set of instructions. Reread the story to establish the model for the drawings. Decide co-operatively what to include in the pictures. Encourage students to sequence the instructions in a logical fashion and write these instructions on a clear chart. They then compare their picture with a friend's to identify the similarities and differences.
- Together write some "What I like to do on a rainy day" stories. Spend 5-10 minutes on a class/group brainstorm session and then work with the students as they write. Have them include a cover, title page and illustrations.

Home/School Link

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

Words: Make five words with the -ame word family

Thinking: Answer five comprehension questions

1. What colour was Jill's roof?

- A. grey
- B. red ✓
- C. yellow

2. Type a word that tells about the sun.

shining

3. Find the word that is the opposite of back.

front

4. What was different about the windows?

- A. Joel's were open.
- B. There was a bird on the windowsill.
- C. Jill's were open. ✓

5. How many differences can you see in the pictures?

- A. 12
- B. 8 ✓
- C. 5

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

THE APPLE TREE**The Story**

The apple tree changes through the seasons.

High-frequency Words

again, just, open, outside, their, them, then, when, white, will

Reading the Text

- Show students an apple and ask them where it came from. Ask: Do any of you grow apples or other fruit at home? What does your family do with the fruit? Discuss how the trees change over the year and when they provide fruit.
- Look at the cover. Ask: What is the girl doing? What do you think the title is? Read it together. Ask them to predict what the story will be about.
- Look at the title page. Discuss the picture and what has been made from the apples. Read the title together.
- Talk through the illustrations. On pages 2-3, ask: What time of year is it? How do you know? Is the tree dead? When will it get leaves again? On pages 4-5, discuss the evidence of spring. Ask students to find the word that means a flower before it opens. (*buds*)
- Repeat this procedure ensuring that students understand key words such as *petals*.
- On pages 12-13, discuss what the people are doing and why. Ask: How do they know the apples are ready to pick? What do you think the apples taste like? Find a word that tells you what they taste like.
- Students read the text independently. Provide support where needed.
- On pages 2-3, highlight the first sentence, *It is winter*. Discuss the purpose of this sentence with students. Have them read the remainder of the text on pages 2 and 3 and invite them to offer ideas about how it relates to the first sentence. Draw attention to the fact that it gives more information about the first statement (qualification).
- Use this strategy on pages 4-9. Have students identify the pattern of statement followed by qualification. Continue through the text to see if the pattern continues.
- After reading the story, ask students to retell it. Were their earlier predictions correct?

Returning to the Text

- Students find words where the sound imitates the noise or action they describe. (*buzzing, flutter*) Chart their responses. Ask them to demonstrate the meaning of the words with their voices or hands. Introduce the term onomatopoeia for this type of language, and have them brainstorm other examples.
- Go to page 10 and find the word *shade*. Ask: What sound does it start with? Find another word on page 11 that starts with sh-. Students suggest other words that start with sh-. Make a list.
- Write the word *tree* in the class alphabet book. Students say *tree* and suggest other words that start the same way. Chart their responses.
- Students find contractions in the story (*isn't, we'll*) and write the two words that make up the contraction. They think of other contractions and list the words.

Writing

- Students make a series of pencil drawings showing the changes in an apple as it is eaten. They can use real apples to draw as they eat. Have them display their drawings in an interesting way. They can write labels with their name for each drawing.
- Students create a poem about the changes to the apple tree during the four seasons. They brainstorm useful descriptive vocabulary, make several drafts and agree on the best version to publish.

Home/School Link

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

Words: Match contractions to the two words

Thinking: Answer five comprehension questions

1. When does the apple tree look dead?

- A. in spring
- B. in summer
- C. in winter ✓

2. What season is this?

spring

3. Find the word that means the apples are ready to eat.

ripe

4. What order do the apples grow in?

- A. flowers, buds, apples
- B. buds, flowers, apples ✓
- C. leaves, apples, flowers

5. Who helps the flowers turn into apples?

- A. the dog
- B. the girl
- C. the bees ✓

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

SPACE

The Story

Two children look at the sky and think about what is in space.

High-frequency Words

could, day, every, find, night, no one, sometimes, there, will, wonder

Reading the Text

- Ask students what they can see if they look at the sky at night. Ask: What do you know about space? What do people use to look at the stars more closely?
- Look at the cover and have students suggest what the title is. They use their knowledge of the sp- letter blend to help them read it. Ask: Do you think this text will be fact or fiction? Have students predict what the text will be about.
- Talk through the illustrations. Have students note the time of day on each page. Ask: On page 3, what time of day is it? Can you see the stars in the daytime? Why not? Can you see the moon in the daytime? On pages 4–5, why is the sun so important for us? On page 10, has anyone seen a shooting star?
- Establish that this is a non-fiction text. Have students note the features of a non-fiction text and how they help to navigate the text and find information. (labels, index) Discuss how information is presented on the cover and title page and through explanations in the text.
- Read the text together. Ask students to recall facts about space from the reading. Were their earlier predictions about the text correct?

Returning to the Text

- Go to page 16 and have students demonstrate how to use some of the entries in the index.
- Students scan the text to find the word *night*. They suggest other words that rhyme with *night* and list them. (sight, white, kite, might) Write the words on the board and have students note how the sound can be spelt in different ways.
- Students reread the text independently or with a partner.
- Students read the title and brainstorm more words that begin with the letter blend sp-. They make a sp- word web together.

Writing

- Students make a question-and-answer book. They reread the text and write a question for each page. For example, on page 6: What can we see at night? We can see the moon at night. Remind them to write questions that will help the learner to read the text.
- Have students write a timeline, following the sequence of the text. They can illustrate their timeline.

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 beginning with the letter blend sp-

Thinking: Answer five comprehension questions

1. Which is a planet?

A. Moon

B. Sun

C. Venus ✓

2. Type the word that is the opposite of day.

night

3. When does the sun set?

A. every morning

B. every evening ✓

C. every week

4. Where have people landed in space?

- A. on the sun
- B. on the moon ✓
- C. on Venus

5. Type the name of the planet in the illustration.

Saturn

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

I WONDER

The Story

A boy uses his imagination as he looks around him.

High-frequency Words

behind, brown, green, lives, new, over, there, this, what, wonder

Reading the Text

- Discuss imagination with students. Ask: What is the imagination? What does it mean to imagine something?
- Look at the cover and have students read the title is and predict what the story might be about.
- On page 2, establish the pattern of the story and have students suggest what they imagine might live in the cave. They go to pages 4 and 5 to see what the boy in the story imagined.
- Continue in this way through the story, with students giving their own imaginings before going to see what they boy's were.
- Read the story together. Ask: Were your predictions correct about the story? What do you notice about the imagined worlds? What clue has the illustrator given to show these are in the boy's thoughts? (The illustrations are enclosed in a thought bubble.) What sort of world is on page 16? How do you know?
- Students read the story independently.

Returning to the Text

- Students reread the story and focus on the question mark. They note that every sentence is a question. Ask: Why do you think the authors have written this story in questions? What happens to our voices when we ask a question? Try reading page 6 without a question mark and notice the difference.
- Discuss prepositions and how they show where something is. Have students scan the story for prepositions. Write them on a chart and ask students to think of other words that are prepositions. (in, behind, over)
- Have students read pages 2 and 5 and list any words starting with blends. (*green, brown*) They brainstorm other words starting with gr- and br-.
- Talk about syllables. Clap the syllable in won/der as you say the word. Together find other words in the story with two syllables. Clap and say them. (dra/gon, be/hind, rain/bow, ma/gic)

Writing

- Go to page 16 and have students note how the illustration gives information that is not in the text. Talk about futuristic ideas. They discuss what they think the world might look like in the future and list things to include in a futuristic new world. They then draw their own new world and write a sentence about it.
- Make a letter blend booklet with words starting with br- and gr-. Illustrate it.
- Students make a two-column chart listing words from the story with the number of syllables in each.

- Students find a word beginning with dr- (*dragon*). They think of more words beginning with the dr- letter blend and make a word web with them.

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 letter blend dr-

Thinking: Answer five comprehension questions

1. What do you think lives in the cave?

bear

2. What is a rainbow?

A. colours in the sky ✓

B. a rainy day

C. a hat

3. What colour is the bear?

A. black

B. brown ✓

C. green

4. What does wonder mean?

A. walk slowly

B. think about things ✓

C. laugh

5. Find the word that tells about the machines.

wonderful

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