

**SUNSHINE PRIMARY CLUB –
ORANGE**

When Dad Went to Pre-school

Brutus

Morning Bath

Old Grizzly

Noise

Boring Old Bed

Mrs Grimble's Grapevine

Mrs Muddle Mud-Puddle

The Little Yellow Chicken

Soup

My Sloppy Tiger

Tess and Paddy

The Traveller and the Farmer

The Trouble with Heathrow

The Poor Sore Paw

Mum's Birthday

My Sloppy Tiger Goes to School

The Dippy Dinner Drippers

The Giant Pumpkin

Superkids



WHEN DAD WENT TO PRE-SCHOOL

The Story

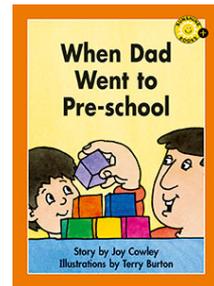
A boy takes care of Dad when he comes to pre-school.

High-frequency Words

about, every, first, gave, helped, know, made, showed, take, think

Reading the Text

- Have students tell about their experiences of a parent coming to school. They think back to their first days at school. Ask: How did you feel? What was new at school? Who helped you feel comfortable? Talk about why it is often hard to start something new. What are some of the things you do in new situations?
- Look at the cover and listen to the title and the author's and illustrator's names. Talk through the illustrations. Have students tell what they notice about the way the story has been put together. (daily routine) Work through the text together paragraph by paragraph. Students identify the main idea of each paragraph. They read to give examples. For help, they can tap on the text to hear it read.
- Students note their ideas about story elements, word, sentence and text structure. Ask: What were some of the tricky parts? What did you do to read those parts smoothly? What made the story easy to read? What clues did you find about the characters? What was your favourite part? They read out loud to demonstrate.
- Students listen to the blend of sounds in *Dad*. They think of other words that rhyme with *Dad*. They say the words and listen to the short /a/ sound. Read the text together to find all the words that have this /a/ sound in them and read them.
- Focus on contractions in the story. Students listen as you say each contraction slowly. Ask: What sounds can you hear? What letters do we write to show those sounds? They help write contractions and the expanded versions using the white text box. (Don't/Do not) They listen for the sounds and tell the letters that are replaced by the apostrophe.



Returning to the Text

- On page 7 circle *play* with the pen tool and focus on the pl- letter blend. Have students suggest other words beginning with pl-. List these.
- Students reread the story and find their favourite sentences. They practise reading them. They talk about the sentence, say why they chose it and tell what they did to read it using appropriate expression.
- Focus on words featuring double letters and ending in y. Students find *worry* (page 2) and *funny* (page 14) in the text. They think of other words with a similar letter pattern. (hurry, furry, starry, stuffy, soggy)
- Focus on *know* on page 7. Students notice the odd spelling for one sound and find other words in their dictionaries that begin with kn-. (knock, knight, knee, knew, knapsack)
- Have students think about who is telling the story. Ask: Is it the author or a character? How could we tell the story in a different way? Work together to retell the story from Dad's point of view.

Writing

- Write an outline of the story together.
When the boy takes Dad to pre-school, Dad is shy.
The boy shows him the swings, but Dad is too shy to swing.
The boy shows him the sandpit and has to tell him to take off his shoes and socks.
The boy helps and takes care of Dad as they play at the dough table, play dressing-up, and at morning teatime.
Later, Dad reads stories to all the students.
He's not shy any more.
The boy invites Dad to come to pre-school every day.
Students illustrate the story for a large book or wall story.

Home/School Link

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

Words: Letter blend pl-

Thinking: Answer five comprehension questions

1. Why did the boy hold Dad's hand?
A. Dad was scared of the swing.
B. To stop Dad eating dough.
C. Dad was shy. ✓
2. What did the boy tell Dad about the sandpit?
A. Take off your shoes and socks. ✓
B. Don't eat the sand.
C. Make a road.
3. What did the boy tell Dad at the dough table?
A. Don't eat the dough. ✓
B. Hold my hand.
C. Make a road.
4. What did Dad have for morning tea?
A. a dough pie
B. an apple and a drink ✓
C. a hamburger
5. What did the children do when Dad told stories?
laughed

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

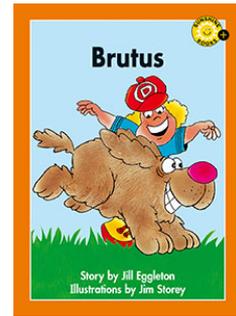
BRUTUS

The Story

When Brutus, the dog, is naughty, he is sent to live in the country but he doesn't like it and sets off to find Dina and her dad.

High-frequency Words

all right, cannot, can't, looked, open, people, showed, stop, stopped, their



Reading the Text

- Look at the cover. Ask: What animal is this book about? What do you think the title is? Which of the characters do you think is Brutus?
- Look at the illustration on pages 2-3. Ask: Who do you think Dina is? How do you know? Find the word that tells us where Brutus lives. (city)
- Talk through the illustrations. On pages 4-5, have students discuss what is happening. Ask: Where are Dina and her dad going? How is Dina feeling? How is Brutus feeling? Listen to the story together.
- 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 findings. Ask: What can you tell about the way the author describes the journey Brutus takes back to the city? (From country tractor to city bus) 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

- Circle *Brutus* with the pen tool and focus on the br- letter blend. Have students suggest other words beginning with the same sound. List these.
- Ask students to look through the story and find examples of how the illustrator shows the actions and the feelings of the characters. They can use the pen tool to connect the illustration with the words in the text. For example, page 5, tear in Dina's eye; page 8, the farmer waving; page 9, Brutus sniffing the ground; page 11, Brutus barking; page 13, Brutus jumping; page 17, the bus driver's frustration; page 21, Brutus' speed and door scratching; page 23, hearts demonstrating love.
- Students reread the text independently or to each other.

Writing

- Work with students to write and draw the story of Brutus' journey from the country to the city. They can draw a map of his progress and write captions for the action at each stage of his journey.

Home/School Link

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

Words: Letter blend br-

Thinking: Answer five comprehension questions

1. Why did people want Brutus to go back to the country?
 - A. He sniffed the ground.
 - B. He chased cats and cars. ✓
 - C. He jumped out of trucks.
2. Why wasn't Brutus happy on the farm?
 - A. There were no cats to chase.
 - B. He missed Dina and her dad. ✓
 - C. There were no people to bark at.
3. What is another word for land?

ground

4. How did Dina and her dad feel when Brutus came back to the city?

- A. sad
- B. angry
- C. happy ✓

5. What should city dogs not do? Select the words.

no barking at people

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

MORNING BATH

The Story

Mr Porter is late for work so he arranges to go to work in his bath to save time.

High-frequency Words

again, because, cold, give, never, next, often, read, soon, very

Reading the Text

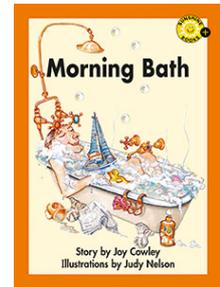
- Look at the cover and title page illustrations. Ask: What is this character doing with the bath? What is he wearing on the title page? Can this help you read the title?
- Talk through the illustrations. Have students predict what Mr Porter is doing with the bath.
- Listen to page 2 with students. Study words that are difficult and then reread the sentences.
- Read page 4 and circle *worked* with the pen tool. Discuss the verbs *work/worked* and the past tense. Have students find other verbs that are in the past tense in the story.
- Read page 14 and notice how two simple sentences are joined by a conjunction *but* to make a compound sentence. Find more of these in the story. (Conjunctions could be *and, as, if, then, when, or*). Discuss with students the advantage of joining two simple sentences on the same topic into one compound sentence.
- 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 *late* 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 *late* in the text and read it in context (page 3). Ask them what they notice about the word. They make comparisons with their spellings. Students suggest other words that rhyme with *late* and notice that they feature a silent e. (*ate, date, crate, plate, skate, gate*)
- Focus on the long /ee/ in *wheels*. (page 5) Students listen to the sound. They add other words to an illustrated word bank. (*eel, feel, heel, keel, kneel, peel*)
- 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

- Read pages 14–15 and together write and illustrate a class story about other fun ways to increase business.
- Give students simple sentences for them to combine to create compound sentences using joining words (conjunctions).



Home/School Link

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

Words: Match verbs to the past tense

Thinking: Answer five comprehension questions

1. Why was Mr Porter late for work?

A. His coffee was hot.

B. His hair was wet.

C. He lay in the bath too long. ✓

2. What kind of shop did Mr Porter work in?

hardware

3. What was the wheel in the front of the bath for?

A. stopping

B. going

C. steering ✓

4. What was Mrs Porter's problem?

A. She didn't like water on the floor.

B. She needed a plug.

C. She couldn't have a bath while Mr Porter was at work. ✓

5. Why did the boss give Mrs Porter her own bath?

A. Mr Porter's bath was good for business. ✓

B. He didn't want Mrs Porter to get dirty.

C. He didn't want Mr Porter to be late for work.

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

OLD GRIZZLY

The Story

Old Grizzly refuses invitations to play and so finds himself alone.

High-frequency Words

day, down, goes, happens, more, play, should, shout, there, would

Reading the Text

- Students look at the cover for clues about the story. Read the title. Ask: How is Old Grizzly feeling? Can you guess why? What other characters might we meet in a book about an old grizzly bear?

- Students look through the illustrations to work out how the clues on the cover and title page fit in the story. They refer to the text as they talk about the things they have noticed.

- Listen to the story. On page 2, ask: What is Grizzly Bear doing? What do you know about the words *Bear* and *chair* that give you a clue about the language in this story?

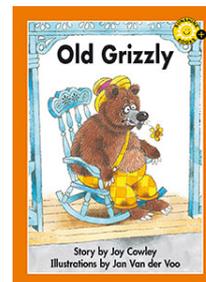
Students listen to the sounds in *play*, *say* and *away*. They tell how they worked out words. Ask: What helped you work out *chair*? What helped you work out *play/say/away*?

- On page 12, students listen to the sounds in *would* and *should*. Ask: What do you notice about these words? What letter will you write for the sound at the beginning of *would*? What letters will you write for the sound at the beginning of *should*? Use the pen tool to circle the words in the text. Have students write c in place of w or sh. Ask: What will the word be?

- Students read with a partner. For help, they can tap on the text to hear it read. They try acting out different parts.

Returning to the Text

- Have students tell how they work out who is talking. Ask: On page 6, how do you know who is talking? How will you read these words? Show me. On page 10, read *grizzles*, *mumbles*, *grumbles*, *grumpy* *sigh* in context.



- Using the pen tool, have students circle the rhyming words in each sentence. Then with a different colour they circle the gr- sound of *grizzles* and *grumpy*. They list other words beginning with gr-.

Writing

- Have students rewrite the story from Old Grizzly's point of view.

I sit on my chair, watching the band go by.

The drummers say, "Come and play!"

but I just tell them to go away.

- Or have students write a recount of the story.

Grizzly Bear sat alone, watching circus people go by.

They invited him to play, but he refused.

Finally, no more people came by.

Grizzly Bear felt sorry for himself.

Then two little dogs invited him to the circus.

He accepted and was very happy.

- Rewrite *Old Grizzly* with a child as the central character and other students asking the child to join them. Talk about why the child may not want to join in. Students illustrate the new story.

Home/School Link

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

Words: Letter blend gr-

Thinking: Answer five comprehension questions

1. What is the best word to describe Grizzly Bear at the beginning of the story?

A. grumpy ✓

B. happy

C. scared

2. Why was Grizzly Bear wrong to say that people don't care?

A. He sat on a chair.

B. The band, the clowns and the jugglers asked him to play. ✓

C. He ate their flowers.

3. When does Grizzly Bear start to feel alone?

A. when it is dark

B. when no one goes by ✓

C. when he eats a flower

4. Select the word that is the same as a breath you hear.

sigh

5. Why did Grizzly Bear shout "Hurray!"?

A. He liked jugglers and clowns.

B. He wasn't lonely anymore. ✓

C. He loved popcorn.

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

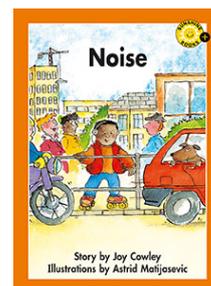
NOISE

The Story

Children are surrounded by loud noises until their mother asks them to stop and listen.

High-frequency Words

can, had, keep, long, nothing, off, on, that, then, went



Reading the Text

- Ask students to look for clues that will help them think about the story. Look at the cover, title page and the names of the author and illustrator. Ask: What clues does Joy Cowley give us? What clues does Astrid Matijasevic give us?
- Students work with a reading partner to look for clues and think about the story. Ask: Where did you find clues to help you think about the story? In the title? Who gave you that clue? How did she do it? In the illustrations? Who gave you those clues? How did she do it?
- Read page 2 together, then have students read the story with a reading partner. Ask: How did you work out the children's names? How much help did the illustrator give you? What did the author do to help you read? What about the sound words? Were they hard or easy? What made them hard? What made them easy? How did you work out *had*? Did knowing some of the words like *on, off, went, the, said, I, you, can* help you read the sentences? What happened to your reading when the story pattern changed?
- Say the word *went* slowly. Have students say the word. Ask: What is the sound at the beginning of the word? What are the sounds that follow? What letter will we need to show the sound at the beginning? What letters will come next? Students learn to substitute one consonant for another to create a word family for -ent. (*bent, dent, sent, tent*)
- Have students find a word in the story beginning with pl- (*player*). They brainstorm other words beginning with pl- and make a word web.

Returning to the Text

- Focus on *listening, listened*. Write *listen* on a chart. Ask students to name the letters that would make the words *listening* and *listened*. They find the words in the text to check and read in context.
- Have students brainstorm all the sounds they hear during a day. Together make an illustrated word bank of things we hear.
- Focus on the letter y. Students find words in the text that begin with y. (*yukka, yah, yelled, you*) They create a word web of y words.
- Focus on story structure. Work with students to write what happened at the beginning, the middle and the end of the story. Students can create artworks to illustrate what happened at each stage.

Writing

- Students reread the story with their reading partners. They draw and write words and phrases to record their ideas about the story on a sheet of paper. Come together for a group sharing session. Students choose an idea from their shared sheet and write a sentence about it. They can make drawings to illustrate the meaning of the sentence.
When Mum told the students to turn off their sound machines I felt sorry for them,
because when my Mum does that I don't like it! I love loud noise!
- Write and illustrate a class big book of big noises, using a repeating pattern.
Car horns make a big noise.
Diggers make a big noise.
Then make a small book of small noises. Mice make small noises.
Birds make small noises.

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 pl-

Thinking: Answer five comprehension questions

1. What is the main idea of this story?

A. We should listen to the radio.

B. We should listen to the movies.

C. We should listen to sounds around us. ✓

2. What was Brent playing?

mp3 player

3. Find the word that means using your ears.

listened

4. On pages 10-11 what do you think makes the most noise?

A. the ambulance

B. the saw ✓

C. the cars

5. Do you think the noise stopped at the end of the story?

A. yes

B. no ✓

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

BORING OLD BED

The Story

A boy looks for a new place to sleep when he gets bored with his old bed.

High-frequency Words

anywhere, good, I'm, new, next, only, place, thought, want, would

Reading the Text

- Students use the cover illustration and the title to decide what might happen in the story. Ask: How is the boy feeling on the cover? What could happen in the story to change his mood?
- Look at the title page. Ask: What is the boy doing now? What do you think will happen next?
- Read page 2 with students, thinking out loud as you work out words and phrases. Show them how to use their knowledge of sounds and letters in words and the context and grammar to work out the meanings of unfamiliar words and to make sense of what they are reading.
- Have students read the story with a partner. They can tap on the text to hear it read at any time. They practise studying a word or phrase, working it out, and then rereading the whole sentence with expression.
- Students listen as you slowly read the word *know* (page 14). Ask: How many sounds can you hear? What are they? What letters can we use to show these sounds? There is no /k/ sound in *know*. What happens to the word when we take away the k? (now) Students suggest other words featuring silent letters and odd spellings. (lamb, knock, gnome, wriggle, photo) Work with them to make up alliterative rhymes and illustrate them for a class book or display.

Returning to the Text

- Students listen to the blend of sounds in *old*. They identify the sounds, name the letters and substitute beginning letters to make new words. They make their own -old word books.
- Retell the story together and then make a timeline. As you reread the story, talk about the setting and characters, and what happens. Ask: Why do you think Jim is sick of his bed on



page 2? What does *sick* mean in this sentence? Is changing things always better? Why did Jim ask the question “*Anywhere?*” Why do you think Dad said he could sleep anywhere?

- Students find compound words in the text. They say what the two words are and talk about what they mean. (somewhere, anywhere, armchair, fireplace)
- Focus on letter blends in the story. Students listen as you say *sleep* (page 2). They listen to the initial sound and name the letters that make it. They suggest other words that begin with sl-. Make a class sl- book together. They read the text to find other words beginning with a letter blend and use the model in the class book to write and illustrate their own blend books.

Writing

- Write the events in the story on sentence strips. Have students illustrate each event, match their artwork to the text and display it. Use the display to explore what happened at the beginning, middle and end of the story.
- Students draw and write labels to make a story map showing all the places Jim tried to make a bed.
- Students draw an event from the story. They write a caption for their artwork.
- Have students find a word in the story beginning with pr- (*problem*). They brainstorm other words beginning with pr- and make a word web.

Home/School Link

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

Words: Make four words using the pr- letter blend

Thinking: Answer five comprehension questions

1. What was wrong with the drawer?

- A. It was too short.
- B. It was too high.
- C. It was too small. ✓

2. What was wrong with the bath?

- A. It was too short.
- B. The tap dripped. ✓
- C. There were mice.

3. Where would you find soot?

- A. in the bath
- B. in the fireplace ✓
- C. in the pantry

4. Where was the food kept?

pantry

5. Find the word that means nice.

lovely

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

MRS GRIMBLE’S GRAPEVINE

The Story

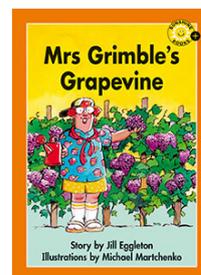
Mrs Grimble loves to eat grapes but so do the birds.

High-frequency Words

around, ate, came, cannot, could, don’t, inside, make, over, under

Reading the Text

- Have students discuss about times when they have wanted something for themselves very much but have shared it to be fair. Brainstorm feelings around situations such as this.



- Look at the cover and title page and have students predict what the story might be about. Together decode the title, using knowledge of the letter blend gr- to sound out the words.
- Read or listen to the story together. Ask: Do you think Mrs Grimble is a nice person? How does her mood change throughout the story?

Returning to the Text

- Discuss the title with students and have them tell the meaning of the apostrophe. They find another apostrophe in the story (page 10).
- Talk about the word *grapevine* in the title. Ask: What two words make-up this one? Have students find other compound words in the story and fill in a three-column chart with the compound words and the two words that make them. Discuss the meaning of these words as individual words and the difference when they are joined as compound words.
- Look for prepositions in the story. (page 11; under, over) Read these together. Make a chart with an arrow beside each preposition to show its meaning.
- Students find words in the story that start with the digraph sh-. (*shook, shoo, she, shirt*) They make a list and read them. Students brainstorm any more they know.
- Students make a timeline of the story and then make a mind map or chart of Mrs Grimble's characteristics. They could use colours to show Mrs Grimble's feelings. They will need to remember all the important things in the story. Ask: What do you think the author thinks about Mrs Grimble?

Writing

- Students research the methods used to keep birds from spoiling fruit in market gardens. They can make drawings and write a sentence to describe the method they are showing.
- Look at page 8 and have students write instructions on how to make a scarecrow. They use the method of steps 1, 2 etc to describe the procedure.
- Ask students to write a paragraph about something that is precious to them. They write how they felt when they first got it and then how they felt when they decided to share it with someone else.

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 gr-.

Thinking: Answer five comprehension questions

1. Why did Mrs Grimble have a grapevine?

A. She liked the birds to eat grapes.

B. She loved to eat grapes. ✓

C. The grapes looked nice.

2. What did Mrs Grimble do first to shoo the birds away?

A. She shook the grapevine. ✓

B. She hosed them with the hose.

C. She made a scarecrow.

3. What did Mrs Grimble do next to shoo the birds away?

A. She shook the grapevine.

B. She hosed them with the hose. ✓

C. She made a scarecrow.

4. What do grapes grow on?

grapevines

5. Find the words that tell why the birds and Mrs Grimble couldn't eat the grapes.

They could not get under the net.

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

MRS MUDDLE MUD-PUDDLE

The Story

Mrs Muddle Mud-Puddle goes to visit her friend, Bert, but she goes into a haunted house instead.

High-frequency Words

again, away, friend, himself, Mrs, poor, some, that's, under, you're

Reading the Text

- Have students focus on Mrs Muddle Mud-Puddle's face on the title page. Ask: What sort of person do you think Mrs Muddle Mud-Puddle is?
- Ask students to go through the pages and highlight what the illustrator did to show that this is a haunted house. For example, page 3, the bats flying over the roof; page 4, the cobwebs on the door knocker.

Returning to the Text

- Reread the story. Have students focus on describing words (adjectives). (wild, nice, giant, old) They tell how these improve the story and what it would be like without them. They suggest substitutes and tell how these would change the meaning of the story.
- Have students look for words ending in y and sounding like /e/ as in *baby*. (doggy, bony, kitty) Students list these and any others they know.
- Have students find the word *giant* on page 8. Say it together, focusing on the soft g sound. Together think of other words with the same sound (giraffe, gem, gentle, genius). Students say these words.
- Students draw a story map showing where Mrs Muddle Mud-Puddle went in the haunted house. Label the places and draw what she saw there.

Writing

- Have students rewrite the story with different creatures in the house.
At the door, she met a big spider.
At the top of the stairs, she met a yellow chicken.
- Create a Problem/Solution chart. On a two-column chart with headings Problem and Solution, have students find the problems in the text and show the solution that Mrs Muddle Mud-Puddle found.

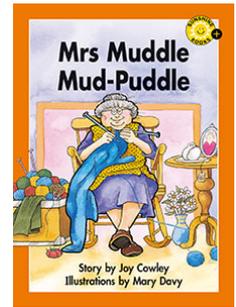
Home/School Link

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

Words: Match the adjectives to the nouns in the story

Thinking: Answer five comprehension questions

1. What is the main idea of the story?
A. Mrs Muddle Mud-Puddle is kind.
B. Mrs Muddle Mud-Puddle can't see very well. ✓
C. Mrs Muddle Mud-Puddle is silly.
2. How do you know no one visits the house?
A. The spider's web on the door ✓
B. The dragon at the door
C. The lion on the stairs
3. What did Mrs Muddle Mud-Puddle think the lion was?
A. a curtain
B. a kitten ✓
C. a lion
4. Where on the stairs was Mrs Muddle Mud-Puddle when she met the bat?
halfway



5. Find the word that means the bones in the body.

She saw a bony skeleton.

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

THE LITTLE YELLOW CHICKEN

The Story

The little chicken is having a party but his friends won't help.

High-frequency Words

about, done, friend, himself, little, ready, stop, thought, yellow, yourself

Reading the Text

- Read the title together. Look at the illustrations on the cover and title page. Have students describe how the chicken looks. Ask: What part of the illustration tells you this?
- Read the story to the class emphasising the different characters and the rhyme. Ask: Was it a good ending? Why? What other story does this remind you of?
- Students find the lines that are repeated through the story. Ask: On page 3, how does it help the story to have repetition? Notice the words starting with /b/. They read the page emphasising the b alliteration.
- Discuss the meaning of *Hop it!*; *Buzz off!*; *Stop bugging me!* Ask: What do the exclamation marks tell you about how to read these lines?

Returning to the Text

- Read the story together enjoying the rhyme and rhythm. Then reread the story looking for contractions in the text (*we're, I'm, don't, he'd*). List these with the two words they came from. Add any others students know. Read and discuss the meanings of them.
- Have students look at the syllables in words, for example, de-lic-i-ous; fan-tas-tic; a-maz-ing; chick-en; scrumpt-i-ous. They list the words in a three-column chart for one, two, or three syllable words. They clap and say the words.

Writing

- Students make a problem/solution chart for the events in the story and illustrate it.
- Have students write a new ending for the story. Ask: What else could his grandmother, the little red hen, have said?
- Students write a story about a party they have had or have attended and they describe what happened there.

Home/School Link

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

Words: Match the contractions to the two words that make them

Thinking: Answer five comprehension questions

1. What sort of chicken was the little yellow chicken?

A. lazy

B. red

C. kind ✓

2. Who did the little yellow chicken phone?

A. the little red hen ✓

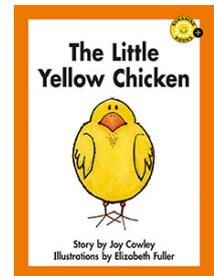
B. the frog

C. the big brown beetle

3. What did the friends want to do?

A. the shopping

B. the eating ✓



C. the cooking

4. How did the friends show they didn't want to help?

turned their backs

5. Find the word that means not doing anything.

lazy

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

SOUP

The Story

Souperman makes soup for the workers. He uses his soup for another purpose too.

High-frequency Words

after, can't, made, more, over, people, shall, something, sometimes, soon

Reading the Text

- Look at the illustrations on the cover and title page to work out the title. Read the title together.
- Discuss what types of soups might be made. Look through the pictures together noting the different soups and events.
- Listen to the story together. Ask: What is a hero? Students tell about any heroes or people they admire or look up to. Ask: Why are both Souperman and Souperwoman heroes in the story? Discuss the different spelling to that of the film "Superman".
- Go to page 12 and discuss the meaning of *Alas!* Ask: How would you read this word?

Returning to the Text

- Read the story together. Have students notice the sound word on page 10. Read it as if you can hear the fire hissing.
- Retell the story. Students find words that start with the letter blend gr-. List them and add any others they know. Read the list together.
- Have students find and list compound words from the story. They write next to each one the two words that make them up. Discuss their meanings.
- Students make a timeline from the text on pages 6-11, showing how a spark turns into a huge fire and how it was put out. Label and illustrate it.

Writing

- Students list all the types of soup in the story and add any others they know. Each student states what their favourite is. They collaborate to present the information as a class graph.
- Talk about the way the author uses problems and solutions to construct the story. For example, What happens first? – An accident occurs; Souperman saves the situation; Another problem occurs; Souperwoman to the rescue. Students can use this as a basis to write a personal story.

Home/School Link

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

Words: Join two words to make compound words

Thinking: Answer five comprehension questions

1. What shows that the soup was hot?

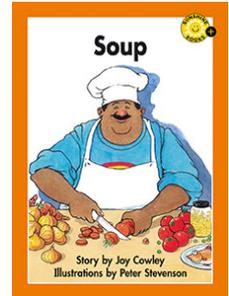
A. the red soup

B. the orange soup

C. the white steam ✓

2. Find the word that means a place where things are made.

factory.



3. Why was the fire in the factory blazing?
 - A. The soup burnt.
 - B. Some oil burnt. ✓
 - C. The noodles burnt.
4. What did the people do when the fire went out?
 - A. They grumbled and growled. ✓
 - B. They had lunch.
 - C. They went back to work.
5. What word did the people call Souperman?
hero

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

MY SLOPPY TIGER

The Story

A little girl encounters a series of problems when she decides to take her sloppy tiger to town.

High-frequency Words

again, comes, made, never, new, over, pleased, think, very, wants

Reading the Text

- Students use the cover and title page illustrations to say who they think the characters will be. Ask: What is the tiger doing? What are some words you would use about this tiger? Can you think of one that begins with sl-?
- Listen to the title and summarise the story using this story structure as you read the illustrations.

The little girl tells her sloppy tiger they're going to town.

Her sloppy tiger gets so excited he spills jam on his fur.

While cleaning up the jam, he gets water all over the place.

While cleaning up the water, he gets the girl's T-shirt dirty.

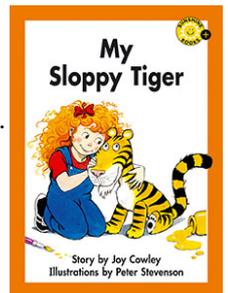
Finally, they are ready to go to town.

The sloppy tiger gets so excited, he steps in a pot of paint.

- Listen to each page with students. Pause to discuss words that are difficult and reread the phrase or sentence or tap the text to hear it read. As each page is read, ask questions about events and language. Ask: What word describes the tiger on page 2? (sloppy) What did he wipe his face with? (tablecloth) What happened to his milk? Why? How long does it take the girl to clean up his room on page 4? How long is all morning?
- Have students focus on how the illustrations tell us more about sloppy tiger. Ask: What are some of these things? Students read and show relevant parts to give examples as they respond to questions.
- Have students read the story themselves. If they need help, they can tap on the text to hear it read.

Returning to the Text

- On page 2, have students identify the onset sp- and rime -ills. They suggest other words that rhyme. Give them some consonants and blends to create new words using the word family -ill. (bill, fill, hill, Jill, kill, mill, pill, still, till, will)
- Read out a selection of words – will, today, spill, hill, thrill, cat. Have students name the “odd ones out”.
- Go to pages 14–16. Have students use the pen tool to mark the word *gets*. On page 16, have them mark the word *steps*. Say the words together. Students identify the medial vowel. Have them make new words by substituting the medial vowel. Change get to got, got to not, not to net and net to nut?
- Students look closely at *sloppy* on page 2. Ask: What do you notice about the word?



Have them suggest other words that begin with the blend sl-. (slimy, slug, sleep, slide, sleeve, slipper, sled) Write the words on a sl- chart. Have them suggest other words that end with -y like *sloppy*.

- Focus on words that begin with a blend of three consonants. Students listen to identify the sound of each consonant as you say the words slowly. Ask: What are the three sounds you hear at the beginning of *splish*, *splash*, *scrub*? Can you tell me more words with a blend of three consonants at the beginning? Together make a chart of these words.

Writing

- Create a cloze activity using sentences from the story. Write the sentences on strips, leaving out words for students to find substitutes with a similar meaning.
- Students draw and write on charts to illustrate what made the tiger sloppy in this book.
- Students find out about tigers. They prepare two charts, What we know about tigers and What we want to find out about tigers.

Home/School Link

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

Words: Letter blend scr-

Thinking: Answer five comprehension questions

1. What is the first thing sloppy tiger messes up in the story?
A. He steps in a pot of paint.
B. He spills milk. ✓
C. He spills jam.
2. What is the last thing sloppy tiger messes up in the story.
A. He steps in a pot of paint. ✓
B. He spills milk.
C. He spills jam.
3. Why couldn't the girl go to town in the morning?
A. She had to clean up sloppy tiger's room.
B. She had to wash her T-shirt.
C. She had to clean the bathroom. ✓
4. Why did sloppy tiger make so much mess?
A. He didn't like to go to town.
B. He loves to go to town. ✓
C. He is naughty.
5. What were the girl's feelings about sloppy tiger?
A. She didn't like him being sloppy but she loved him. ✓
B. She didn't like him because he was sloppy.
C. She liked shopping more than she liked sloppy tiger.

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

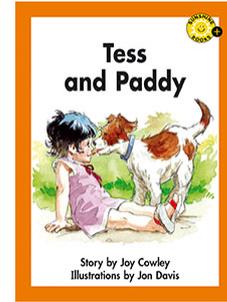
TESS AND PADDY

The Story

When a two-year-old girl goes to stay with the next-door neighbours, she makes friends with their dog.

High-frequency Words

after, also, asked, became, gave, more, most, nearly, next, why



Reading the Text

- Students look at the illustrations on the cover and title page. They make guesses about the main idea of the story. Ask: Who are the main characters? What do you think will be important about this story?
- Talk through the illustrations. Ask: How do you think this story will begin? Have students tell what will happen next after each event and look carefully at illustrations to confirm their ideas. They listen to the story with a partner.
- Read the story together. Ask students to identify what happens in each paragraph. Focus on mood. Ask: How do the characters feel about each other at the beginning and at the end of the story? How did the characters' feelings change? When did they change? What happened to make them change? What things in the illustrations give us ideas about the characters' feelings? What words give us ideas about the characters' feelings? How would you read those parts?

Returning to the Text

- Say the word *like*. Ask: How many sounds can you hear? What is the beginning sound? What sound can you hear at the end? Have students listen and say the word, identifying the sound in the middle. They suggest letters that show the sounds in *like*. They use their knowledge of *like* as a high-frequency word to spell the word correctly. Ask: Can you help write other words that rhyme with *like* and end with a silent e? (*bike, hike*) Students go to page 14 and find the other word in the text with a long /i/ sound and a silent e (*time*).
- Say the words *cried* and *tried*. Ask: What letters would you use to show the sounds in *cried* and *tried*? Have students find the words in the context of the story (pages 4 and 6) and check their guesses. They write the words and suggest other words that rhyme. (*fried, died, dried*)
- Discuss action words, called verbs. Have students find verbs in the story and create a three-column chart with the verb and its past and present forms using -ed and -ing endings.
- Focus on the apostrophe to show possession. Have students find examples in the text. Ask: One page 2, whose baby is it? (The baby belongs to the neighbour.) How is this shown in the words *neighbour's baby*? (by adding 's) On page 6, whose dish is it? (Paddy's) On page 10, whose pool and whose bowl? (Tess's and Paddy's)
- Have students use the pen tool to circle the verb on each page and link it with the action in the illustration where appropriate.

Writing

- Students write sentences about events in the story, using punctuation to help the reader know where to pause and how to read them.
- Students use the white text box to write words to describe the characters on the pages of the story.
- Students make collage pictures of their pets. They write sentences about what they look like, what they eat, what exercise they need and any other special features. Students give a short talk about pets and what they do to look after them.

Home/School Link

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

Words: Match the verbs

Thinking: Answer five comprehension questions

1. At the boy's house, who did Tess like most of all?

- A. Mum
- B. Paddy ✓
- C. the boy

2. Why did Mum yell when Tess ate Paddy's food?

- A. Dog food wasn't good for Tess. ✓
- B. Paddy would be hungry.
- C. She wanted to eat it herself.

3. What did Paddy do when Mum was yelling?

- A. He jumped in the pool.
- B. He cried.
- C. He went under the table. ✓

4. When Paddy splashed in Tess's pool, what did Tess splash in?

- A. a puddle
- B. Paddy's bowl ✓
- C. the bird bath

5. What did Paddy do to show he liked Tess?

licked

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

THE TRAVELLER AND THE FARMER

The Story

A traveller fools a farmer into providing him with food.

High-frequency Words

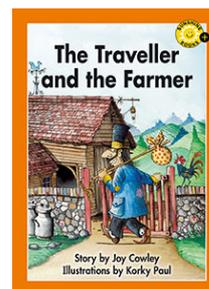
again, be, better, can't, from, give, good, ran, soon, would

Reading the Text

- Students look at the cover and work out the title. Ask: What is the man carrying? Does the illustration give you a clue to what he might be? Where might you find roosters?
- Look at the illustrations on pages 2–3 and have students confirm the title.
- Listen to the story together. Talk to students about the way in which the traveller manages to trick the farmer into adding more food to the soup.
- Students discuss 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?
- Give students time to read the story on their own.
- Work through the text finding sentences with exclamation marks. Students practise reading the sentences with expression. Ask: How do you think the author wants us to read this sentence? Why? Why has she used an exclamation mark? How would you read this sentence?

Returning to the Text

- Have students brainstorm the characters in the story. They tell the sort of person they think the traveller is. They can think of some describing words about him. (sly, clever, cheeky, smart) They then think of words to describe the farmer. (mean, foolish, lonely) Students draw a Venn diagram to record this discussion about the sort of people the traveller and the farmer are, showing their similarities and differences. Or work together to do this, with the students recording the finished diagram themselves.
- On page 8, ask: How did the traveller fool the farmer when he talked about the soup? (Only the traveller tasted the soup.)



- Read the story on page 2. Discuss words that end in -er and their meaning, for example, the *farmer* is a person who farms; the *traveller* is a person who travels. Have students list other -er words. (teacher, player, speaker, learner)

Writing

- Support students in rewriting the story in indirect speech.
The traveller told the farmer that he was hungry and asked for food.
The farmer told him there was no food in the house.
- Have students write a newspaper report about the stone soup.
- Have students write the recipe for stone soup.

Home/School Link

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

Words: Words ending in -er

Thinking: Answer five comprehension questions

1. Why did the farmer tell the traveller he had no food?

- A. He had no food.
- B. He forgot he had food.
- C. He didn't want to share. ✓

2. What did the traveller put in the soup?

- A. water, stone
- B. water, stone, potato, carrot, onion, meat ✓
- C. water, stone, sand, carrot, potato, rock

3. Select the words that show how the traveller tricked the farmer?

it would be better with some meat

4. How did the farmer feel by the end of the story?

- A. angry
- B. sad
- C. amazed ✓

5. What did the men eat with the soup?

bread

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

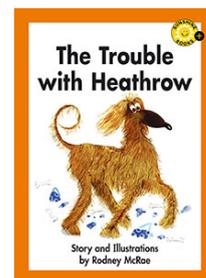
THE TROUBLE WITH HEATHROW

The Story

Heathrow is a beloved family pet, but he is naughty.

High-frequency Words

anyway, been, don't, everyone, fast, having, much, never, too, very



Reading the Text

- Look at the cover. Ask: What animal is this book about? What do you think the title is? What do you think the dog's name is?
- Look at the illustration on the title page. Ask: Why is the dog lying like this? Have students predict what the trouble with Heathrow might be.
- Talk through the illustrations. On pages 8–9, have students discuss what is happening. Ask: How is Heathrow feeling? On pages 10–11, how is Dad feeling? Listen to the story together.
- 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 the list of trouble Heathrow causes? Add their statements to the structure chart and display for others to share.

- Ask students to read the text independently. For help, they can tap the text to hear it read. They discuss how correct their predictions were.

Returning to the Text

- Circle *trouble* with the pen tool and focus on the tr- letter blend. Have students suggest other words beginning with the same sound. List these.
- On page 14 circle the word *loudly* with the pen tool. Discuss the suffix -ly and have students think of other words that they know ending with -ly that tell how something was done.
- Students look through the story and find examples of how the illustrator has shown the actions of Heathrow. Ask: What facial feature has the illustrator used to show feelings? (the eyes)
- Students reread the text independently or to each other.

Writing

- Work with students to write and draw the sequence of Heathrow's actions. They can draw a timeline of his antics and write captions for the action at each stage until he is caught by the dog catcher.

Home/School Link

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

Words: Letter blend tr-

Thinking: Answer five comprehension questions

1. What other pets do Heathrow's owners have?

A. a rabbit and a cat

B. a bird and a cat

C. a rabbit and a bird ✓

2. Why does the dog catcher catch Heathrow?

A. He goes for walks and fights other dogs. ✓

B. He lies on the floor.

C. He never wipes his feet.

3. Select the word that tells what Heathrow would like to be.

person

4. How do you know Heathrow isn't a clever dog?

A. He never learns his lessons. ✓

B. He goes for long walks.

C. He lies on the floor.

5. Which sentence is the best summary of the story?

A. Our dog causes trouble but we love him. ✓

B. Our dog is bad.

C. We like our rabbit more than our dog.

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

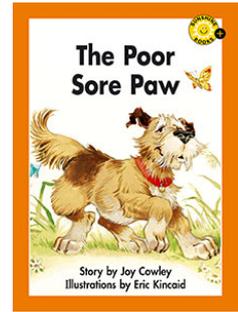
THE POOR SORE PAW

The Story

When Dog gets his paw stuck while crossing a bridge, other characters in the story cannot get home for their dinner, until two children come along.

High-frequency Words

across, because, can't, couldn't, down, going, over, stopped, want, way



Reading the Text

- Students look at the detail on the cover illustration. Ask: What can you say about the dog? How does he feel? Why do you think he feels like that? How does this illustration help us work out words in the title? What clues are there in the illustration and the words? Where else can we get other ideas about the story?
- Students look at the title page. Ask: What more do we find out about this story? How does the dog look on this page? What do you think could happen to make the dog look miserable? What could happen to make him feel better?
- Students listen to the words in the title. Ask: What do you notice about these words? They suggest words that rhyme with *sore* and *paw*. Write up the words (jaw, door, bore, for, law, more, gnaw, raw). Have students look closely at the words. They notice that they feature sounds that rhyme, but have different spellings. Help students to sort the words into groups of words with the same spelling. Write the words into a chart.
- Read page 2 with students. Ask: What language do you think you might find on the next page? Turn to page 4. What will the goat say? Continue to read the story together, asking what might happen before they turn each page. Students construct their own story based on what they see in the illustrations, and what they expect from the pattern of the story.

Returning to the Text

- Students work with their reading partner to reread the story. Ask: How would you read a story like this? Would you read one page each? Would you take parts? Would you read the whole story together? Students share what they have done in a group sharing session.
- Talk about the text. Ask: How did the language in the story help you work out what was going to happen even before you turned the page? What happened to your reading when you got to a difficult part? Can you read that part and show us what you did? How soon did you know that the pattern of the story was going to change? What can you say about the characters? If you were asked to give some of the characters advice, what would it be?
- Together focus on capital letters for proper nouns. Students find words that name the characters. They give reasons for the capital letters at the beginning of each name. They find more examples in other texts or suggest other categories of words that always start with a capital letter. (days of the week, months, brand names)

Writing

- Reread the story. As sentences are read ask students who, what, where, how, why questions. Dog was going across the bridge, when he got his paw stuck. Who was going across? Where was he going? What happened? Students work with a partner. They read and ask questions about each sentence. Then they write their own sentences about things that happen in the story. They can look at the illustrations for ideas.
- Work together to write an innovation on the story, involving pets, students in the class or people in a family.
- Create a chart that matches characters and sound words. Students create a comic strip for the wall. They write the animal sounds in speech bubbles.
- Discuss opposites and have students find the opposites to words in the story. (yes/no, up/down)

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. What noise did Cow make?

A. Boo-hoo-hoo-hoo!

B. Moo-oo-oo-oo! ✓

C. How-ow-ow-ow!

2. What order did everyone go onto the bridge?

A. Goat, Cow, Dog, farmer

B. Dog, Goat, Cow, farmer ✓

C. Dog, Cow, Goat, farmer

3. What noise did Goat make?

A. Boo-hoo-hoo-hoo!

B. Maa-aa-aa-aa! ✓

C. How-ow-ow-ow!

4. What got stuck in the bridge?

paw

5. Find the words that tell that everyone was stuck on the bridge.

traffic jam

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

MUM'S BIRTHDAY

The Story

A girl who wants to buy her Mum a present gets lots of ideas from the people she asks.

High-frequency Words

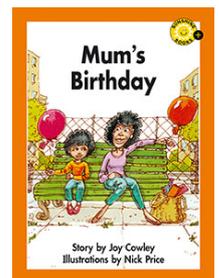
about, best, better, give, going, what, when, who, whole, would

Reading the Text

- Students use the cover and the title page to say what they think will happen in the story. Ask: How will the story begin? What might happen then? How will it end? They look at the title page and decide why the girl is helping her mother with the dishes.
- Read the story to students. Ask them to describe the pictures they have in their minds as you read about each event. Ask: What is the picture you have in your mind of the woman with tattoos? Where do you think she is? What might she be doing? How do you think the girl will look? What sort of expression might she have? Students confirm their predictions in the illustrations and text as they read independently and then with a partner.
- Students listen to *was, want, what, wanted*. They identify the sounds in the words and suggest the letters used to represent those sounds. Ask: What do you notice about the sounds in the words? Students help write other words with a pronounced o. (wash, wand, squash)
- Have students listen to the sound at the end of *mother*. They find the word in the text and notice the letters. They find other words that end with -er in the text and notice that they have the same sound. (her, flowers, teacher, better)
- Students read the story to find what each character suggests for a present, and what they say about the previous person's idea. Write up the ideas on a chart.

Returning to the Text

- Reread the story together. Explore the use of the comma to separate dialogue from the speaker. Students practise reading these sentences and pausing at the commas.



- Have students find questions in the story. Write the questions on a chart. Ask: What do you notice about the way the questions are written? What words do they begin with? How will you read them?
- Have each student choose a sentence from the story. They use all the information on the page to read their sentence aloud, with the appropriate expression. They can illustrate their sentence.
- Students find words used for asking questions and read them in context. Ask: What do you notice about the letters at the beginning of the words? How many letters make wh-? How many sounds? What other words begin with two letters for one sound (ch, sh, th)? Make a chart of words like these.

Writing

- Students make large pictures of the characters and write what the characters said in speech bubbles.
- Students say what they think would be wrong with the presents and make some suggestions of their own. They make drawings and write their own suggestions. Have them explore the good points of the present suggestions.
- Students write characters' names and descriptions on separate cards. They arrange the cards in sequence to make a timeline. They use the timeline to retell 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 assorted letter blends

Thinking: Answer five comprehension questions

1. On the cover, what shows you this book is about a birthday?

A. red balloons ✓

B. the seat

C. Mum's basket

2. What did the man upstairs say Mum would like?

A. flowers

B. perfume

C. chocolates ✓

3. What did the woman have on her arms?

tattoos

4. What did Mum do when she was thinking?

shut her eyes

5. What did Mum want for her birthday?

A. perfume

B. flowers

C. birthday card ✓

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

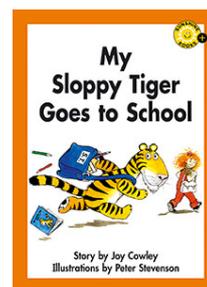
MY SLOPPY TIGER GOES TO SCHOOL

The Story

A girl who takes her tiger to school experiences a string of disasters until they go outside to the playground.

High-frequency Words

always, couldn't, goes, having, himself, outside, saw, take, that's, where



Reading the Text

- Tell students the story using the following framework. The sloppy tiger goes to school. He is very excited. First, he tries the computer, but he messes it up. Next he tries reading, but he messes up the books. Next he tries painting, but he gets paint all over the place. Next he messes up the play and the singing. Classroom activities are not for tigers. At playtime he wins all the races. Playgrounds are good for tigers. Students listen to identify setting, characters and plot. Ask: Who are the characters? Where does the story take place? What happens in the story? Is there a main problem? How is this solved?
- Read the title. Students listen to the sound at the end of *sloppy*. Ask: What sound can you hear? What letter would you use to show that sound? Can you find other words in the story that end with a y that makes a long e sound? (*definitely*) Students add the words to a class dictionary.
- Students read the first sentence on page 2. Ask: How do you feel when you read this sentence? What sorts of things do you think will happen in a story that starts like this?
- Support students to read the story with a partner. Ask them to pause, think and talk as they read. They practise retelling the story with their partner. Ask: What can you remember about the setting, the characters and the story?
- Ask students to find selected parts of the story. They say how they found out about the setting, events and the characters and their reactions and feelings from that part of the story. Have them point out detail in illustrations and read relevant parts out loud. Ask: Why did the sloppy tiger behave like this?

Returning to the Text

- Students identify the pattern of events and language in the story. Ask: What actions are repeated? Is there language that repeats? Can you read or show us those parts? What happened to change the pattern of events and language in the story? How did you feel when you read that part?
- Students identify the action words as you read the text. (bounded, jumped, licked, tore) They spell the words as you write them on a chart. Ask: What do you notice about the words? Students look at similarities and differences. Make a chart to show how the endings of the action words change.
- Have students find the compound words in the story (*playtime, classroom*), list them and discuss the two words that are joined to make the compound words.

Writing

- Reread the story together. Ask: What information about the sloppy tiger can you find in the words and in the pictures? Ask students to describe the sloppy tiger by giving five true statements. They read parts of the text to give examples. Students write and illustrate sentences describing the sloppy tiger. Then they demonstrate how to read the sentence they have written. They point out the capital letters and punctuation they have used and give reasons.
- Read the three sentences at the start of page 6 together. Ask: Why are these sentences in the present tense? (Because they are about the things the sloppy tiger always does.) Work together to rewrite the rest of the story in the present tense.
- Students help rewrite the story from the tiger's or the teacher's point of view. Ask: How would the story change if the sloppy tiger or the teacher were telling it? When did the girl tell

the story? Before she went to school with the sloppy tiger, when she was at school, or after she had been to school?

Home/School Link

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

Words: Make compound words

Thinking: Answer five comprehension questions

1. What did the teacher think sloppy tiger was doing?

A. kissing her

B. licking her

C. tasting her ✓

2. What is the sloppy tiger doing?

A. playing hide-and-seek

B. scratching his eyes

C. pretending to cry ✓

3. Who won the races in the playground?

A. the sloppy tiger ✓

B. the girl

C. the teacher

4. What sort of noise did sloppy tiger make when he was singing?

terrible

5. Find the word that means rushed.

bounded

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

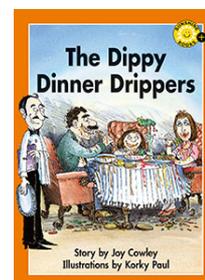
THE DIPPY DINNER DRIPPERS

The Story

The Dippy family are very messy eaters. They drip and drop so much food on their clothes that their clothes become a meal, too.

High-frequency Words

ate, ever, gone, new, night, our, their, them, they, were



Reading the Text

- Students look at the detail in the cover illustration. Ask: What can you say about the people eating and the tablecloth? How does this illustration help us work out the words in the title?
- Look at the title page illustration for more clues. Ask: What do you notice on the floor?
- Students listen to the words in the title, then read them together. Ask: What do you notice about these words? This is called alliteration when an author uses words that start with the same letter.
- Have students predict what might happen in the story. They read the first two pages and predict what might come next. Notice the delight on the faces of the people eating on pages 4–5. On pages 6–7, ask: What do you think will happen next?
- Continue reading to the end of page 11. Ask for prediction again and then read to the end. Ask: What do you think the monkey will do?

Returning to the Text

- Reread the story noticing the repetition. Ask: How does the repetition help the flow of the story? *Slip and drip. Slip and drop.* What do you notice about these words? Think of other words that end with -ip and -op (snip, sip, skip; pop, hop, top, stop)
- Have students find more examples of alliteration (on page 6, weird and wonderful and on page 14, Peanuts and popcorn).

- Students add to their list of compound words. (cornflakes)

Writing

- Students make a timeline of the story. They label the events and illustrate them.
- Have students continue the story after page 16. Ask: What happens next when the monkey follows the family home? They can illustrate their story.

Home/School Link

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

Words: Match verbs with the past tense form

Thinking: Answer five comprehension questions

1. What did the Dippy family eat at midday?

A. cornflakes, marmalade and milk

B. spaghetti, salad and custard

C. soup, bread and melon ✓

2. What looked like works of art?

A. their clothes ✓

B. their meals

C. their home

3. What did they eat at the circus?

A. soup, bread and melon

B. spaghetti, salad and custard

C. peanuts, popcorn and hot dogs ✓

4. What word tells about the goat?

hungry

5. Find the word that means strange.

weird

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

THE GIANT PUMPKIN

The Story

Mr and Mrs Pip discuss what to do with their giant pumpkin.

High-frequency Words

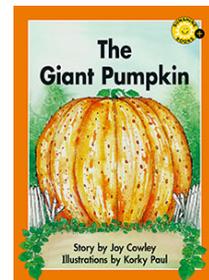
good, grew, idea, make, Mrs, suddenly, what, which, would, wouldn't

Reading the Text

- Look at the cover and title page illustrations. Ask: What could the title say? How do the illustrations help? Mention the soft g sound in *giant*. Ask: Who are the characters on the title page? What are they doing?
- Ask students for ideas on what they think might happen in the story. Ask: What would they do with a giant pumpkin?
- Listen to the story together. Ask: Was it a good ending? Why?
- Have students retell the story using the illustrations. Talk about the way ideas are illustrated in thought balloons or bubbles.

Returning to the Text

- Read the story together changing voices for Mr and Mrs Pip.
- Have students reread in pairs with one taking the part of Mr Pip and the other Mrs Pip.
- Have students notice words that have a hard g sound compared to the soft g in *giant*. They make a list and read them together. (*garden, good, grew*)



- Discuss sound words or onomatopoeia in the story. Have students find the word *bang* on pages 12–13. Ask: How would you read this word? Discuss the purpose of onomatopoeia in the text and invite students to recall other examples.
- Find contractions in the story and say what two words they are short for. (that’s – that is; let’s – let us)
- Find the word *squashed* on page 8. Say the beginning sound /squ/? Have students think of other words they know starting with /squ/. (squeeze, squeal, square)

Writing

- Students rewrite the story using a different vegetable and different ideas about what it could be.
- Students rewrite the story as a play.
- Have students write about a week-long party. Ask: What would you do each day for a week if your birthday party lasted that long?

Home/School Link

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

Words: Match the contractions with the two words that make them

Thinking: Answer five comprehension questions

1. Is this story real or made-up?

A. real

B. made-up ✓

2. What word tells about the pumpkin?

A. good

B. giant ✓

C. red

3. What is a cradle?

A. a baby’s bath

B. a baby’s bed ✓

C. a food plate

4. Find the word that means times two.

double

5. Find the words that tell what happened to the pumpkin.

“make some pumpkin soup.”

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

SUPERKIDS

The Story

Superkids rid the town of the giant, the monster and the dragon.

High-frequency Words

afraid, again, back, let’s, people, out, over, threw, was, we’re

Reading the Text

- Look at the cover illustration and read the title together. Look at the title page. Students look for clues that would help them predict what will happen in the story.
- Listen to the story. Discuss why the children are called *Superkids*.
- Read the story together focusing on words that rhyme. (*drown/town*) Students notice that when reading this story aloud, it has a catchy rhythm. Together clap the rhythm/pattern as you read page 2.



Returning to the Text

- Students reread the text noticing the repetitive parts. Ask: How do these help the flow and the meaning of the story?
- Students tell how sound words make the story interesting. (*crack* page 4, *bubbled* page 6, *flashed* page 8) They say these words imitating the sound and then think of more sound words like crash, splash.
- Students make an illustrated timeline showing the interesting words the authors used. They first draw a dragon and write the words *dragon*, *hot air*, *brown leaves* under it and then *giant* and so on.
- Have students scan the story to find words with one, two or three syllables. Together clap and say – su/per/kids, gi/ant; mon/ster; a/fraid; drag/on; cel/e/brate.

Writing

- Have students write a three-column chart of one, two or three syllable words from the story. They read the lists aloud.
- Students write a story describing how the people felt before Superkids came along. They use the illustrations of the faces of the people to help them. They describe the party the people had and how they felt at the end of 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 words that rhyme

Thinking: Answer five comprehension questions

1. Who came to town first?

A. the monster

B. the dragon ✓

C. the giant

2. Find the words that tell this wasn't the first time the giant had come to town.
not again

3. Where did the Superkids throw the monster?

A. into the river

B. out to the stars ✓

C. over the mountain

4. Find the words that tell how brave the Superkids were.
not afraid

5. Find the word that means to have a good time.

celebrate

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