

**SUNSHINE PRIMARY CLUB –  
PINK**

The Birthday Cake  
Down to Town  
My Puppy  
The Big Race  
Building with Blocks  
The Barbeque  
The Birthday Party  
I Can Fly  
Huggles Can Juggle  
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Come On!  
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The Apple  
Run!  
Look!  
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Give Me a Hug  
I Can Jump  
Where Is My Hat?



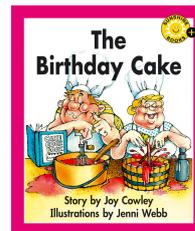
**THE BIRTHDAY CAKE**

**The Story**

Two cooks bake a multi-coloured birthday cake.

**High-frequency words**

the, a, to, you



**Reading the Text**

- Talk about birthdays. Ask students why they do special things on birthdays. Ask: What special food do you eat on your birthday? Talk about birthday cakes.
- Look at the cover. Listen to the title. Ask: Who are the people in the picture? What are they doing? Where do people wear hats like that? Does anyone wear a chef's hat at home when they make a cake for you? Who do you think the cake might be for? Do you think this will be a funny story or a sad story? Listen to the names of the author and illustrator.
- Read the title together. Say the word *cake* slowly, stretching the sounds. Ask students to tell how many sounds they hear. Ask: What other words can you think of that rhyme with *cake*? Give them initial letters (b, l, m, r, t, w) and ask them to say the words.
- Ask: What clues about the story can you find in the pictures on the cover and title page?

Talk through the illustrations. Have students tell the setting for this story. Ask: What are the queen and the cooks doing on the last page? What happens when you blow out the candles? What do you think the words will say on this page?

- Students read the story. They can tap a word to hear it read. Have them talk about how they worked out the words.

### Returning to the Text

- Students reread the story and then retell it. Ask: Where did the story begin? Did it begin on the first page or the cover? How does the cover help us understand the story? What happened at the end of the story? Make a Beginning and Ending chart together.
- Act out the story. Students decide what the characters will say, for example, Queen: Mmm! Lovely presents. Cooks: Mix, mix, mix. More sugar. More flour.
- Write the word *cake* on a sheet of paper. Talk about the letter c and the sound it makes. Students suggest other words that begin with c that they know or can find around the room.
- Students circle the colour word and draw an arrow to identify the cake layer in the picture.

### Writing

- Talk about the pattern of the story. Ask: Which word changes in each sentence? Students use the pen tool to identify the word that changes. They can use the colours with the pen where they are relevant.
- Write a new story together using the same pattern, called *The Birthday Present*.
- Talk about the word *birthday*. On a calendar, mark all the birthdays for the month.

### Home/School Link

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

Alphabet letters: R, C, Y, B, P, H

Words: Match captions to the pictures

Thinking: Sequence pages from the story

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

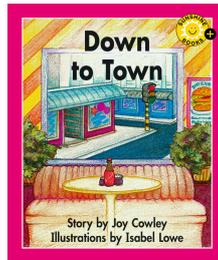
## DOWN TO TOWN

### The Story

Town life and country life are different.

### High-frequency Words

down, go, the, to



### Reading the Text

- Look at the cover. Have students talk about the setting. Ask: How does the illustration give us an idea of what the story might be about? Read the title. Talk about the word *town*. Ask: What other words could you use for *town*? What do you do when you go to town?
- Look at the title page. Listen to the title. Compare the cover setting with the setting on the title page. Ask students who they think these people are. Ask: Have you ever been in the country? What do you think they might be going to town for? Notice how the illustrations show each animal going down and how that helps us read the text.
- Students look at the illustrations and talk about what they think happens. Listen to the story with students and have them focus on the rhythm. They tap out the rhythm as they listen. Have them chant the story and clap the rhythm. (down, town)
- Read the story together or tap a word to hear it read.

### Returning to the Text

- Ask students why they think the farmers and the animals go to town. They use the story to determine who decided to go to town first in this story. Have them look at the title page and tell how this illustration gives a clue.
- Reread the story with students. Talk about the pattern. Ask: What do you notice about each sentence? Have students use the pen tool to circle the word that changes on each page.
- Write the word *go*. Students say and spell the word. Ask: What other words do you know that start with the letter g? Use the white text box to suggest other words that could be used in place of *go*.

### Writing

- Write a story about a family going to town with a new ending. Work with students to transform the sentences.

The cows go down.

The horses go down...

to town.

- Talk about the pattern in the new story. Students highlight the word that changes in their story.

### Home/School Link

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

Alphabet letters: G, C, D, T, H

Words: Match initial letters to words

Thinking: Match sentences to pictures

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

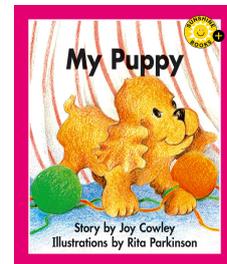
### MY PUPPY

#### The Story

Everyone wants to own the puppy, but he belongs with his mother.

#### High-frequency Words

my, no



#### Reading the Text

- Talk about pets. Ask if anyone has a puppy or a kitten. Talk about the sorts of things they do. Ask: Why do people have pets? What do pets need? Make a list on the board of students' suggestions.
- Listen to the title. Ask: Who do you think is saying, "My Puppy"? What does "My puppy" mean? (the puppy belongs to me) What does "Your puppy" mean? What can you say *my* about in your life? (my brother, my cat)
- Look through the illustrations together. Ask: What do you think the people in the story are saying? How are they feeling?
- Listen to the title again and have students tell how many sounds they hear in the word *puppy*. Use the pen tool to circle the word *puppy*. Ask: What do you notice about the word? (the double p in the middle) Students name the letter at the beginning of *puppy*. They get their mouths ready and say other words that they know that begin like *puppy*. They say *puppy*, stretching the sound. Have them say other words that have a double p. (happy, floppy)
- Students read the story by themselves. They can tap a word to hear it read. Ask: What was the story about? Why did all the people say, "My puppy"? Who did the puppy really belong to?

### Returning to the Text

- Reread the story together. Students retell the story and talk about how the characters were feeling. They look at each illustration and talk about the facial expressions and the body language of the characters in the story. Ask: How do the illustrations help us understand the story? How do the new characters get into the pictures? How do we know who is speaking on each page? Use the pen tool to circle who is speaking.
- Talk about the use of punctuation in the text and how it helps meaning. Ask: How do you use your voice when there is an exclamation mark at the end of the sentence? Talk about speech marks and how they help us read the text.

### Writing

- Students tell the story from the illustrations. Write up what they say.  
Little brother said that the puppy was his. His sister came in and she said the puppy was hers. Little brother felt sad. Big brother came in and said the puppy was his...  
Expand the sentences from the story.  
“It is my puppy.”  
“It is my puppy,” said Mum.

### Home/School Link

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

Alphabet letters: M, N, P, V

Words: Match high-frequency words

Thinking: Sequence pages from the book

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

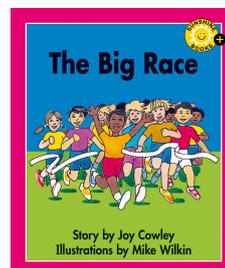
## THE BIG RACE

### The Story

A girl competes in many different sports to win a race.

### High-frequency Words

big, I, in, the



### Reading the Text

- Look at the cover. Have students talk about the action. Ask: How does the illustration give us an idea of what the story might be about? Read the title. Talk about the word *race*. Ask: What other words could you use for *race*? (run, competition) What do you do when you have a race?
- Look at the title page. Listen to the title. Ask: Where do you think these children are. Do you think they are at school, or a sports club? Notice how the illustrations show each different sport and how that helps us read the text. Have students tell about any races they have been in, at school or in a local event.
- Students look at the illustrations and talk about what they think happens.
- Listen to the story with students and have them focus on the pattern.
- Read the story together or tap a word to hear it read.

### Returning to the Text

- Ask students why they think the race is called a big race. They use the illustrations to determine who is telling the story. Have them look at the title page and tell how this illustration gives a clue.
- Write the word *big*. Students say and spell the word. Ask: What other words do you know that start with the letter b?

- Reread the story with students. Talk about the pattern. Ask: What do you notice about each sentence? Have students use the pen tool to circle the word that changes on each page.

### Writing

- Talk about the pattern in the story. Help students to write their own story by changing one word in each sentence.

### Home/School Link

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

Alphabet letters: R, B, P, W, Z

Words: Match initial letters to words

Thinking: Sequence pictures from the story

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

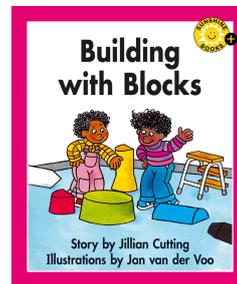
## BUILDING WITH BLOCKS

### The Story

Students build a spaceship from coloured blocks.

### High-frequency Words

a, with



### Reading the Text

- Read the title together. Look at the cover illustration. Ask: What do you think the children are going to do with the blocks?
- Listen to the story together and talk through the illustrations. Ask: What is different about each block? What colour is the first block? What do the children use to help them put the higher blocks on? What have they made with them?
- Students work out the words in the title. They say how many words there are, and use the context of the story, their knowledge of the initial letter b and the high-frequency word *with* to help them.
- Students listen for the two words in the title that start with the same sound. They find other examples on pages 5 and 6. Have them read the names of the author and illustrator and say what they know about them.
- Students read the book themselves. They can tap a word to hear it read. They say what helped them read the story. Lead them to focus on their memory for the text, use of picture cues to predict and confirm words, and use their knowledge of repetitive structure and the way repetition helps us to know what comes next.

### Returning to the Text

- Students listen to the sounds in *red*. They say how many sounds they hear and identify beginning, middle and final sounds. They tell some words that rhyme with *red* and listen to the sounds.
- Have students make a web of -ed words together. (*bed, fed*) They illustrate each word to show what it means.
- Students answer questions about the colour words. Ask: What things do you know that are red? blue?
- Have students look at the words on the last page. Discuss the upper and lowercase a on this page. They can mark them with the pen tool. Have them trace the lowercase A in the air with their finger.

### Writing

- Rewrite the story together with a new pattern. *We put on a green block.* Students help write capital W at the beginning of each sentence and add a full stop at the end. They write the colour words in the appropriate colour.
- Have students write a new story with a different pattern. *This block is blue.*
- Give students sentence strips with the colour word missing. They choose from a word bank of colour words to complete each sentence.
- Students draw the spaceship using page 8 for reference and write or tell a story for a class book.

### Home/School Link

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

Writing the Alphabet Letter: a

Words: Match words to pictures

Thinking: Sequence pictures from the story

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

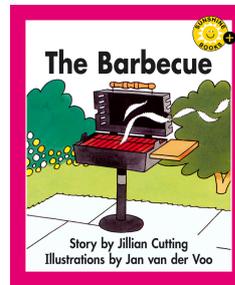
## THE BARBECUE

### The Story

A family prepares a barbecue with yummy food.

### High-frequency Words

the



### Reading the Text

- Read the title and look at the cover illustration. Ask: What do you think the story might be about? What do you know about barbecues? What things would you have in a story about a barbecue?
- Listen to the story with students. They listen to the word *barbecue* in the title. They clap or chant the sounds they hear. They find another word in the story that has three syllables. They identify the sounds in the word *potatoes* by clapping, tapping and chanting.
- Have students listen to the sounds at the beginning of the content words. They tell you the names of the letters that they think would be used to show the sounds and refer to the story to check.
- Students reread the story on their own. They can tap a word to hear it read. Remind them to use what they know about beginning sounds and letters to help them read the content words.
- Students help list the main events of the story. Ask: What story do the illustrations tell? They give their ideas about who the people are and what the occasion is and compare with barbeques they have been to.
- Have students read the word *Barbecue* on the cover. They tell why there is an uppercase B. Ask: What does a lowercase b look like? Write one in the air with your finger.

### Returning to the Text

- Have students reread the story, reinforcing the strategy of predicting content words by looking at the letters they begin with.
- Students look at the illustrations on pages 4–8. They say how they think each character is feeling and point out ways the illustrator has shown these feelings. They say what the characters could be saying. They draw a picture of an event and include speech bubbles to show what the characters are saying.

- On page 8 focus on Y at beginning of *Yum!* Students say other words that begin with the same sound and letter. Have them practise writing the letter y. List other words that begin with y and create an illustrated word bank.
- Students say what they think *Yum!* means. They suggest other words that could be used instead. Mmm! Wow! Oooh! Aaah!

### Writing

- Students create books about a barbecue for their family. They make decisions about what to show in the illustrations, e.g. how many sausages will be needed? How many tomatoes? They compare their story with *The Barbecue*. They write words people in their family say to end the story.
- Create a large mural of the story showing what the characters are thinking or saying in thought balloons or speech bubbles.
- Students make a large illustrated sequence chart with pictures of themselves preparing a barbecue. They can use the illustrations in the story to help write the sentences.  
We cook the chicken.  
We cook the steak.  
We cut up the salad.  
We put in the corn.  
We serve the potatoes.  
We hand out the plates.  
We eat up the barbecue.
- Students draw pictures of themselves with thought balloons showing the things they like best about a barbecue. Support them in writing labels for the food.

### Home/School Link

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

Writing the Alphabet Letter: b

Words: Match initial letters to words

Thinking: Match words to pictures

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

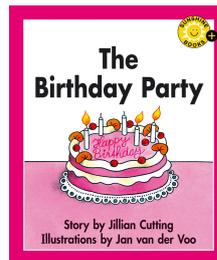
## THE BIRTHDAY PARTY

### The Story

All the important things for a birthday celebration

### High-frequency Words

the



### Reading the Text

- Have students look at the cover. Ask: What do you think will happen at the start of the story? How will it end? What do you think will happen to the cake? Who would you invite to a party of your own? What do you take to someone's party? What day of the year is your birthday?
- Students use their knowledge of the high-frequency word *the*, and initial letters and sounds to work out the title.
- Go to page 2 and have students listen to the sounds in *cake*. They listen and say the word slowly. Have them identify the sound of the initial letter and the first sound that follows (onset and rime). They suggest other words in the -ake word family. (lake, rake, wake, take)
- Students read the story. They can tap on a word to hear it read. Ask: How did the spaces between the words help you to read them? Model pointing techniques and read the words together, using the spaces.

- Have students notice the colours used to illustrate the story. Ask: Why do you think the illustrator used bright colours?

### Returning to the Text

- Look through the illustrations together. Ask: What does the picture on page 2 tell you about the story? (The child having a birthday party is 5 years old.) What did the children have to drink at the party? How many scoops of ice cream did each child have? How many kinds of jelly were there? How many presents were there?
- Students make a chart to show the title, characters and setting of the story. They read the story again to find the word that is repeated on each page. They learn to spell *the* by naming the letters and practise writing the word.
- Focus on the letter c in the word *cake* on page 2. Teach the letter name and find it on an alphabet chart. Students find another word in *The Birthday Party* that begins with the same letter. (*cream*) They think of other words that begin with c. (cat, cow, colour)

### Writing

- Work together to re-write the story using party food that students suggest. They use spaces between words.
- Have students write their own books featuring the word *the*.

The zoo

The lion

The bear

The hippo

### Home/School Link

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

Writing the Alphabet Letter: c

Words: Match initial letters to words

Thinking: Match words to pictures

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

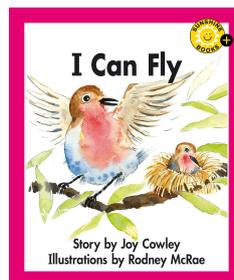
## I CAN FLY

### The Story

A baby bird practises flying.

### High-frequency Words

can, down, I, up



### Reading the Text

- Students make a mind map of the things they can do – ride a bike, swim, write. Ask: Who helped you learn to do these things? How did you feel when you were learning?
- Look at the cover. Read the title. Ask: What do you think the mother bird is saying and doing? What is the baby bird doing?
- On the title page, have students predict what is about to happen. Ask: What is the mother bird saying to the baby bird? What is the baby bird saying to its mother? How do you think the baby bird is feeling? How do you think the mother bird is feeling? Why does the mother bird want the baby to learn to fly?
- Read the title. Say *can* slowly. Ask: How many sounds can you hear? What sounds can you hear?
- Have students talk through the illustrations. They tell the story without the text.
- Read the story together. Students use their hands to act out the story. Ask: What do you notice about the pattern of the story? How would you use your voice as you read the story?

- Work with students to make a story map to show the pattern.
- Students clap and chant the story. They can tap on a word at any time to hear it read.

### Returning to the Text

- Play a guessing game. I have three sounds, I rhyme with *can*, I begin with m. What am I? Repeat with the letters f, p, v. Students say each word and what it means. List the rhyming words. Students can play the game in pairs.
- Talk about the last page. Ask: How do you think the baby bird would say “I can fly”? How was he feeling? How do you think the mother bird was feeling? What sort of things can you do?
- Students look at page 4 and point to the uppercase D and the lowercase d. Ask: Why does one of the words begin with an uppercase D? (beginning of a sentence) They make a list of words that start with d.

### Writing

- Work with students to write a story from the pictures. Make an enlarged version for shared reading. Students illustrate the story.
- Ask: What other things go up/down? Students work in pairs to answer the question. They choose one thing to illustrate to be made into a big book.
- Have students watch birds fly and use the original story as the pattern for a new science story. The pigeons go up. The seagulls go down.

### Home/School Link

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

Writing the Alphabet Letter: d

Words: Match high-frequency words

Thinking: Match words to pictures

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

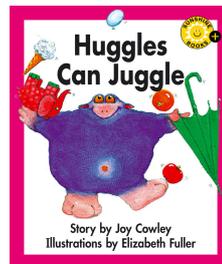
## HUGGLES CAN JUGGLE

### The Story

Huggles juggles until he drops everything.

### High-frequency Words

an, can



### Reading the Text

- Look at the cover. Have students talk about Huggles and what it is doing in the cover illustration?
- Listen to the title. Talk about the word *juggle*. What do students know about juggling? They can try juggling beanbags or small balls. Ask: What is Huggles juggling? What things can you see on the cover? Would they be good for juggling with or not?
- Read the names of the author and illustrator. Students talk about what they know about books written by Joy Cowley. (*I Can Fly*)
- Have students read the title slowly. Ask: What sounds can you hear that are the same? How many sounds can you hear?
- Play a guessing game. Give students the initial sound if they need help.  
I rhyme with jug, I lie on the floor. I am a... (rug).  
I rhyme with hug, I am a beetle. I am a... (bug).
- Notice that the title page has the same words as the cover but a different picture. What is Huggles doing? When have you seen people bowing like that?

- Students talk through the illustrations. On the last page ask them to suggest words to describe what has happened. Ask: Why do you think Huggles had an accident at the end?
- Listen to the story with students. They take turns to retell the story in sequence. Then they read the story themselves. For help, they can tap on a word to hear it read.
- Have students talk about how they think Huggles is feeling on each page. Ask: How has Elizabeth Fuller drawn Huggles to help us understand what it is feeling? What do you notice about Huggles' belly-button on the last page? Why do you think it has it changed colour? Why is Huggles upside-down on page 6? Compare the illustration on the title page with page 8. Talk about the difference in body language and facial expressions.
- Have students find words beginning with the letter e in the story. (*egg, elephant*) They practise writing the lowercase e in the air with their finger.

### Returning to the Text

- Have students act out the story as they listen to it. They think about how to use their faces and bodies to show how Huggles was feeling.
- Students reread the story to find words that begin like *accident*. (an, apple) Ask: What letter do these words begin with? What other words begin with a? Record their responses.
- Have students point out the capital letters and tell why they are used.
- Have students tell what happened at the end of the story. Ask: What does *accident* mean? Why do accidents happen? Where can accidents happen? Talk about serious accidents and funny accidents and how people feel. Ask: Was Huggles' accident serious or funny? Why did Huggles have an accident? What words could Joy Cowley have used instead? What other stories have you read about accidents? Have you ever had an accident?

### Writing

- Write a new story together, *I Can Catch*, using the same structure as *Huggles Can Juggle*. Students say what they can catch and think of a funny ending. They illustrate the story to show how they are feeling.
- With support, students can write and illustrate their own imaginative stories about juggling.
- Students make a timeline to show the events that led to Huggles' accident.

### Home/School Link

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

Writing the Alphabet Letter: e

Words: Match initial letters to words

Thinking: Match words to pictures

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

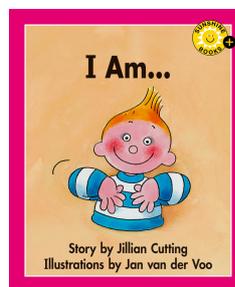
### I AM...

#### The Story

A child lists the things he does in a day.

#### High-frequency Words

am, I, in



#### Reading the Text

- Students look at the cover and tell who this story is about. They use their knowledge of high-frequency words to read the title.
- Listen to the story together, pausing for students to use illustrations to predict and read content words. They say what the content words mean to them. Ask: Do you do these things in each day? Which ones don't you do? Which things in the story do you like to do the most? What other things do you do that the boy in the story does not?

- Say *am* slowly and ask students to listen to the sounds. Ask: How many sounds can you hear? Can you say some other words that rhyme with *am*?
- On page 8, ask students to say *bed* slowly, listening to the sounds. They tell you some more words that have the same rimes. (red, fed) Talk about *fed*. Practise formed f-ed in the air.
- Students read the story. They can tap on a word to hear it read. Ask: What helped you read this story. Did the pattern and repetition help you?

### Returning to the Text

- Focus on the letter I in the text. Students learn how to write the letter and say why it is a capital letter.
- Focus on the words *reading* and *riding*. Ask: What do you notice about the words? Teach the letter name for r. Students listen to the sound as it is said at the beginning of the words. They make r word webs.

### Writing

- Use the structure I am... to rewrite the story together to include things the students can do. They illustrate the new stories.
- Rewrite and illustrate another story about things students do in a day at school, using the structure We are...
- Students use the structure I am... or We are... to make their own books about themselves or their friends.
- Students tell what they do during a day and draw the events on a timeline. Help them write sentences using I am... Write each sentence on a strip of paper. Give a strip to each student. They act out the activity for others to guess. Students read the sentence together to confirm guesses.

### Home/School Link

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

Writing the Alphabet Letter: f

Words: Match initial letters to words

Thinking: Match words to pictures

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

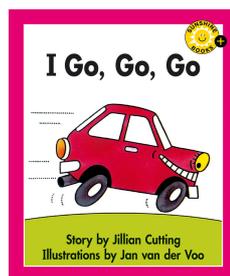
## I GO, GO, GO

### The Story

A little car goes to town.

### High-frequency Words

down, go, I, into, up



### Reading the Text

- Look at the cover together. Read the title to students. Ask: What does the word *go* mean? Where do you like to go? What do you think is going to go in this story? Where do you think it will go?
- Read the title. Teach students the purpose of the comma. Students read the title, pausing at each comma. Have them listen to the sounds. Ask: What do you notice? Say *go* slowly. How many sounds can you hear? Students clap or tap the sounds as they say them. What other words do you know that sound like *go*? (slow, so, no, low) Students can help list these words. They chant them and say what they notice about the words on the list.
- Look at the illustrations. Ask: Why do you think Jan van der Voo put a smiling face on the car? Students say how the car is feeling throughout the story.

- Listen to the story together. Ask students to tell you what they think the content words and phrases mean. (*up/down, fast/slow; into town, go, go, go; away*)
- Have students read the story. They can tap on a word to hear it read. Have them listen for rhyming words. (down/town) Ask: How do rhyming words help you read and remember the story?

### Returning to the Text

- Reread the story together. Students tell how the story begins and ends. Ask: Where do you think the car came from? Where could it be going? How do the pictures help you work out what the words are?
- Have students draw pictures on a chart to show the beginning and end of the story.
- Focus on fast/slow, up/down. Students say what they know about these words. Have them suggest more pairs of words that are opposites. They draw pictures to illustrate the meaning of pairs of words with opposite meanings. They make them into a big book.
- Focus on the letter g. Teach students the letter name. Students notice where the letter g comes in the word *go*. Ask them to help write the word.
- Have students chant the text in unison. They find the words that rhyme and use the pen tool to put a circle around them.

### Writing

- Rewrite the story together. Students choose new characters and titles.
- Write a sentence from the text on a large sheet of paper. Students suggest other ways the car could go (around, in, on, back, across, through, over). Transform the sentence by substituting words. They listen to the sounds in words to help them write and illustrate the sentences. You can use the pen tool to replace words in the story.

### Home/School Link

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

Writing the Alphabet Letter: g

Words: Match high-frequency words

Thinking: Match words to pictures

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

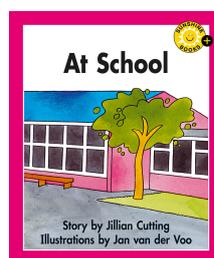
## AT SCHOOL

### The Story

The things you like to do at school

### High-frequency Words

at, I, like, me, my



### Reading the Text

- Have students look at the cover illustration. Ask: Where do you think the story takes place? Who do you think the characters in a story about a school will be? They go to the title page to check their answers.
- Ask: What is happening on the title page? What other things are the characters in the story likely to be doing? What do you do at school? Have students predict the story structure and wonder what the surprise might be at the end.
- Students listen to the sound at the beginning of the word *like* and tell other words that start with the same sound.

- Listen to the story together. Model how to predict the last word in the sentence by looking at the beginning letter(s).
- Students read the story themselves and find the other word in the story that starts with the same letter. (*painting*) They can tap on a word to hear it read.

### Returning to the Text

- Students say who is telling the story, and tell you the main idea. Ask: How do you think we should read the word *like* each time? They reread the story as the girl in the story would say the words.
- Students tell you words they know with a similar meaning to *like* (love, enjoy). They think of words with the opposite meaning.
- Have students tell you what the content words mean. Ask: What is reading? What is writing? Is reading something you do for yourself, for other people, or is it something other people do for you? Write up the content words as a list. Students notice the -ing ending and name the letters.
- Put the beginning letters of the content words on a timeline. Students use the initial letter to predict each word, then retell the story.

### Writing

- Students talk through the illustrations to remember the storyline and use them to tell their own story. They rewrite the story to include themselves and all the things they like doing at school. Ask: What will you have for a surprise ending?
- Write up sentences from the text. Students say what they like doing at school. They help transform sentences. I like playing. I like building. I like helping. Take digital photos of students doing these activities and create a slide show or a new book.
- Rewrite the story with the students using one of these new structures.  
“I like reading,” said the girl.  
Sandra said, “I like reading.”  
Link with the title and rewrite again.  
I like reading at school.  
Ask students who, what, where questions about their sentences.
- Have students rewrite using *we*. We like reading.

### Home/School Link

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

Writing the Alphabet Letter: h

Words: Match high-frequency words

Thinking: Match words to pictures

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

## MY FAMILY

### The Story

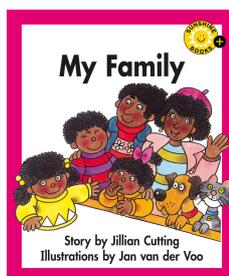
Meet the people in the girl’s family.

### High-frequency Words

and, is, me, my, this

### Reading the Text

- Look at the picture on the cover. Ask: Who do you think the grown-ups are? Who do you think will be telling the story? What is a family? What kinds of things do families do together?



- Go to the title page. Ask: What do you think the girl is pointing at? Where else do you find photos? Who would be in a book about your family? How is the family on the cover different to your own family? Ask students to draw pictures of the people and animals they would include.
- Have students notice the left-to-right direction in the pictures on the cover and title page. Ask: Why do you think the illustrator showed the girl pointing from left-to-right? On pages 2–3, which part will you read first. Why did the illustrator decide to draw the pictures this way? Talk about the double-page spread.
- Look at the cover and title page again. Students notice that the words and picture on these pages tell us the beginning of the story. They match the characters on the cover with the photos on the title page.
- Listen to the story together. Have students notice how the highlighting goes from left to right. Focus on print concepts such as directionality, return sweep and one-to-one correspondence of written and spoken words. Talk about these techniques with the students.
- Students read the story. They can tap on a word to hear it spoken.
- Students reread on their own, practising what they have learnt about reading print and using their voices to show what the story means.

### **Returning to the Text**

- Focus on the capital letter at the beginning of each sentence and the punctuation at the end. Ask students to tell you what the capital letters, full stops and exclamation marks are for.
- Teach the letter name for *i* at the beginning of *is*. Students practise forming *i* and find it in other stories they have read.
- Focus on *is* on each page. Students listen to the sounds and say how many they hear. Use the pen tool to change the *s* to an *n* or *t*. Say sounds in *it* and *in* slowly. Students repeat and tell what the words are.
- Have students focus on the content words. Write up the content words one by one and ask questions about them. Ask: How do we know this word is *father* and not daddy?
- Work together to list names of people in the family that end in *-er*. Students say what they notice and help list other words that end the same way. Make and illustrate an *-er* word bank.

### **Writing**

- Students write books about their own families using the pattern of the story. They draw pictures or use family photos to illustrate their stories.
- Students create *My* books. They draw the people in their family and use *My* to label the illustrations. *My* mother. *My* father.
- Create a class display. Students paint self-portraits and show their family in a thought balloon.

### **Home/School Link**

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

Writing the Alphabet Letter: *i*

Words: Match high-frequency words

Thinking: Match words to pictures

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

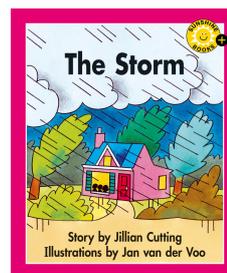
## THE STORM

### The Story

Look at the things that happen in a storm.

### High-frequency Words

see, the, us



### Reading the Text

- Look at the cover together. Students use the high-frequency words and letters and sounds they know to work out the title. Ask: What things happen during a storm? What does the sky do? What does the wind do? What does the picture tell you about the story? Who might the people be inside the house?
- Look at the title page. Ask: Do you think the children will be safe from the wind and the storm? Why?
- Listen to the story together. Ask: How do you feel when there is a storm? Why? What makes storms scary? What makes you feel better if a storm scares you? What sort of place is very unsafe during a storm? Why?
- Students read the author's name and use what they know about other books she has written to say how they think the story will end.
- Have students read the story. They can use the illustrations to help them work out the text and they can tap on a word to hear it read.

### Returning to the Text

- Together, retell the story. Ask: What happened first? What happened next?
- Students listen as you say the sounds in *see* slowly and deliberately. Ask: How many sounds can you hear? What are they? What other words do you know that have the -ee sound? List words together and notice similarities and differences.
- Students read in unison, using their voices to show how the children in the story feel about what they are seeing.
- In re-readings, students can act out each weather word individually, and then work in groups to act the whole storm. They can make storm sound effects by scrunching up sheets of newspaper, for example.
- Focus on the ellipsis on page 7. Students work out that it shows that there is more story to follow.
- Write up the content words. Students use what they know about letters and sounds and their memory for text to read these words in isolation. They tell you what the words mean.
- Students look at the weather words and compare their structure: *wind* has four letters, so does *rain*, *lightning* ends in -ing. They practise reading the words in context.
- Have students read the names of the author and illustrator. Notice that they both begin with J. Practise writing the upper- and lowercase j in the air with students.

### Writing

- Create a big book in class about children looking out the window at a storm. Rewrite the story together with a new structure. e.g. We can see the wind. Students decide how the illustrations will change on the cover, title page and pages 7 and 8.
- Rewrite the text, using a new pattern. Can you see the wind? Who can see the wind? Write up the text from the book and write the new versions underneath to show how the sentences have changed or use the pen tool or white text box to write the new text on the story pages and take a screen grab and print them.
- Students make a story map and use it to retell the story. They include the title, pictures and content words. They read the story again to check they have included everything.
- Students paint large pictures or make collage pictures of a storm. They think of colours they would use for the storm and compare with Jan van der Voo's illustrations.

### Home/School Link

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

Writing the Alphabet Letter: j

Words: Match initial letters to words

Thinking: Sequence pictures from the story

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

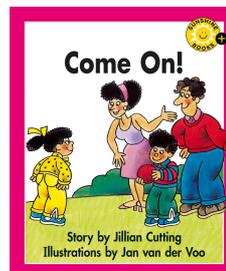
### COME ON!

#### The Story

Enjoy many of the things you do everyday.

#### High-frequency Words

come, on, to, up



#### Reading the Text

- Focus on the characters on the cover. Students link what is happening in the picture with the words in the title. Ask: Who do you think the people are in the picture? What might they be saying to the girl? What could the title be? What do you think will happen next?
- Have students tell when people in their family say, “Come on!”
- Look through the illustrations together. Ask: Where does the story begin and end?
- Listen to the story with students, model pointing techniques. Students listen and join in as they catch on to the sentence pattern.
- Students read the story. They can use the illustrations and the pattern of the story to help work out the words they don’t know. They can check any word by tapping on it to hear it read.
- Students look closely at each picture. Ask: Who is saying “Come” in this picture? How do the people in the pictures look and act when they ask the girl to come?
- Reread the story with students using voices and bodies to match the characters who are speaking.

#### Returning to the Text

- Have students look at the title and focus on *on*. They say the sounds.
- Turn to page 6. Say the sounds in *play* slowly and deliberately. Ask students to listen to the sounds and look at the illustration to say what the word is. Ask: What other words do you know that belong to the same word family as *play*? (day, may, hay)
- Draw a diagram to show students the circular structure of the story. They compare with what they do in their own days and draw circular diagrams.
- Look at the sentence that matches each event. Teach students the purpose of speech marks and review learning about full stops.
- Have students find the word *breakfast* in the story. They name the letters in *breakfast* and practise writing the word. Teach students how to write the letter k which sounds like the /k/ in come and can.

#### Writing

- Students use copies of the book to help them draw pictures of each event on a sequence chart. They write what the characters are saying in speech bubbles. Explain why they do not need to include speech marks in bubbles.
- Students help create an illustrated word bank for the content words in the story. They use the word bank as they rewrite and illustrate stories about their own days.
- Rewrite the story together using *said*. “Come on. Wake up!” said Dad.
- Students draw timelines of a day in their lives and refer to the book to compare their day with the girl’s day.

### Home/School Link

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

Writing the Alphabet Letter: k

Words: Match high-frequency words

Thinking: Sequence pictures from the story

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

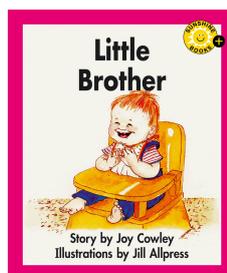
### LITTLE BROTHER

#### The Story

A sister looks after her little brother.

#### High-frequency Words

he, little



#### Reading the Text

- Have students look at the picture on the cover. Ask: How old do you think the little boy is? What things can little children do at this age? What can't they do? Students share their own stories about younger brothers and sisters.
- Listen to the title. Ask: What do you expect to read about in this story? Look at the title page and have students tell who they think the girl is. How does the title help you work this out?
- Look through the illustrations and have students tell the story from the illustrations.
- Listen to the title and ask: How many sounds can you hear in *little* and in *brother*? Students clap the sounds several times
- Students read the book themselves. They can tap a word to hear it read. Talk together about what helped them read the words. Ask: Who do you think is telling the story? What did you notice about the cat in the story? Why do you think the illustrator drew a cat?
- Have students retell the story in sequence. Use the pen tool to circle the content words and reread them together to confirm the retelling.

#### Returning to the Text

- Ask students what they know about little brother and record their responses. They read the story, looking at the illustrations to extend their ideas. Talk about how the illustrations helped them to read the story. Prompt students by asking questions. What colour is the boy's hair? How is he feeling? How do we know he has a big sister or brother? Does the story tell us?
- Have students tell what they know about the beginning and end of a sentence. They reread the story to find the capital letter (page 2) and the full stop (page 8).
- Talk about words that mean the opposite. Reread the story to find pairs of words like this – laughs/cries, climbs/falls. Use the pen tool to mark the words. Work with students to find more opposites. Make an opposites chart.
- Say the word *he*. Ask: What sound can you hear at the beginning? What is the name of the letter?

#### Writing

- Discuss the pattern of the story together. Work with students to write a new story about themselves. For example,

Room 2 students

They read, they write, they count, they have fun.

Students illustrate the pages or use digital photographs taken in the classroom. Together make a big book to share with other classes.

- Students rewrite the story using family members as the main characters. They take it home to share with their family.

### Home/School Link

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

Alphabet letters: E, F, L, D, H

Words: Match sentences to the pictures from the story

Thinking: Sequence pictures from the story

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

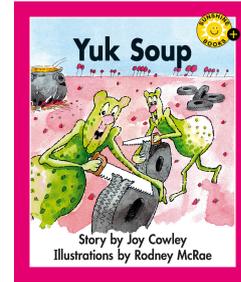
## YUK SOUP

### The Story

Two aliens make soup using a variety of unsuitable ingredients.

### High-frequency Words

go, in, some



### Reading the Text

- Ask students if they like soup and what things go in their favourite soup. Look at the cover. Have students talk about the characters. Ask: What do you think they might be? What are they doing? What else can you see in the picture?
- Listen to the title. Ask: What does *yuk* mean? What do you think would go into yuk soup? Look at the title page. What are the aliens doing? Look through the illustrations and talk about the things that go into the soup. Ask: What do you think the creatures are saying on the last page?
- Say the word *yuk* slowly. Ask students how many sounds they hear. Talk about the -uk sound. Ask: What words do you know that rhyme with *yuk*? (duck, luck)
- Students read the story by themselves. If they need help they can tap a word to hear it read.

### Returning to the Text

- Have students look carefully at the illustrations. Ask: What do you know about the things that went into the soup? What are snails, feathers, thistles? What would each of these things be like in soup? Record their responses.
- Students reread the story. Ask: Where do you find the content word in each phrase? (Mark them with the pen tool and draw an arrow to show where they appear in each illustration.) What do you notice about each phrase?
- Talk about the letter y at the beginning of *yuk*. Students name the letter. Work with them to make a chart of words that begin with y. Model the correct formation of the letter y.

### Writing

- Discuss the structure and pattern of the story and work with students to rewrite using a different structure.
  - Some snails go in.
  - Some feathers go in.
  - Some thistles go in.
 They suggest other ways the story could be written.
  - Put some snails in.
  - Put some feathers in.
- Students make a list of ingredients for yuk soup. Ask them how these ingredients could be listed, e.g. a shopping list or ingredients in a recipe. They write the recipe and their story on a large sheet of paper and highlight or circle the content words.

### Home/School Link

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

Alphabet letters: G, F, I, S, Y

Words: Match the words to the pictures

Thinking: Make a sentence from the story

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

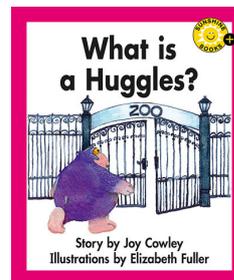
### WHAT IS A HUGGLES?

#### The Story

Huggles walks around the zoo looking for another huggles to hug.

#### High-frequency Words

a, is, not, what



#### Reading the Text

- Look at the cover. Read the title. Students describe the huggles. Write down as many of the words and phrases they provide. Ask: Where is the huggles? What do you think it might be doing? Look at the title page. Ask: What do you think the huggles might be saying to the elephant?
- Read the title together. Say *huggles* slowly. Ask: How many sounds can you hear in the word? What sound can you hear at the beginning of the word? Students name the initial letter. Write *hug* on the board. Work with students to list words that rhyme with *hug*. They help spell the words. Talk about the initial sound and the end sound. Ask: What do you notice about the words?
- Listen to the text and talk through the illustrations on each page. Ask: What do you think the huggles might be saying to the animals? How are the animals feeling?
- Have students read the book. They can tap a word to hear it read. Ask: What helped you read the story? What happened in the story? Why do you think the huggles was looking for a huggles? How does the huggles know a tiger is not a huggles? How does he know a huggles is a huggles?
- Talk about the feelings of the animals in the story. Look at the illustrations and talk about their eyes. Ask: Why are they feeling like this? Students talk about times when they have felt annoyed when someone got too close to them.

#### Returning to the Text

- Talk about where the story is set. Compare the illustration on the cover with the illustration on the last page. Ask: How do you know the huggles is going into the zoo at the beginning and leaving at the end? How do the illustrations tell us this?
- Students retell the sequence of the story and then reread to confirm.
- Work with the students to make a story map. They label the animals. Discuss the initial letter of each animal.

#### Writing

- Have students discuss the pattern of the story. Talk about the one word change in each sentence. Ask: How does the pattern change at the end? Have them use the pattern of the story to form the basis of a new story.

What is an elephant?

A cat is not an elephant.

A dog is not an elephant.

An elephant is an elephant.

### Home/School Link

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

Alphabet letters: A, S, K, N, T, B

Words: Match high-frequency words

Thinking: Match words to pictures (names of animals)

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

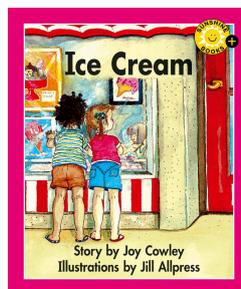
### ICE CREAM

#### The Story

Too much ice cream can make you feel sick.

#### High-frequency Words

in, like, on, the, we



#### Reading the Text

- Look at the cover and discuss what the children are doing. Go to the title page. Ask: Were we right? Students work out the title and read the name of the author and illustrator.
- Look through the illustrations and talk about the different settings. Have students tell what the children are doing on each page. Ask: What do you notice about the amount of ice cream they are eating? What do you think might happen at the end? Listen to the story together.
- Ask: What do you notice when you say *plane* and *rain*? What sounds can you hear that are the same? List other words that rhyme with *rain/plane*.
- Talk about words that have the same sound and different spellings. Ask: How many sounds can you hear when you say *hill*? What are they? What happens if you take away the /h/ sound at the beginning? Record students' comments. What does *ill* mean? What makes children feel ill? Can you think of other words that rhyme with *hill/ill*? What do you notice about the words? List them.
- Students read the book. They can tap a word to hear it read. Ask: What helped you read the story? Did the rhyming words help you?

#### Returning to the Text

- Write up the high-frequency words – in, like, on, the, we. Students read the words and find the words in the story.
- Have students look carefully at the illustrations. Ask: What do the illustrations tell us? List their ideas – setting, feelings and ideas about the characters. Relate the story to their experiences. Ask: Are you allowed to eat in the car? Have you ever been in a plane? What did you eat?
- Share ideas about the types of food people might eat in the snow. Ask: What would happen if you ate ice cream in the rain? What does the illustration tell us?
- Students talk about what happened at the beginning and the end of the story. They retell the story in their own words. They make a Beginning and Ending chart for the book.

#### Writing

- Reread the story with students. Ask: What do you notice about the pattern of the story? What word changes in each sentence? How does the pattern change at the end of the story? Have students rewrite the story.

### Home/School Link

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

Alphabet letters: R, F, C, I, H

Words: Match high-frequency words

Thinking: Recognize rhyming words

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

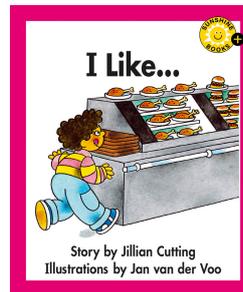
## I LIKE...

### The Story

Favourite foods and one that isn't a favourite

### High-frequency Words

I, like



### Reading the Text

- Listen to the title together. Students use the picture on the cover to say what they think will happen. Ask: What do you think the story will be about? Who do you think is telling the story? What does the ellipsis tell us? Can you read the words on the cover?
- Look through the illustrations. Ask: What sort of food does the boy like? What sort of food doesn't he like? Students use the illustrations to help work out the words and the meaning.
- Have students point to the place where each sentence begins. They read the words, pointing slowly along the line. Identify the full stop and discuss what it is for.
- Students use what they know about repetitive structure in stories and information in titles to make guesses about the written text. Ask: What do you think will happen at the end?
- Students listen to the word *like*. They practise saying the onset and rime slowly (l – ike). Ask: What other words do you know that belong to the same word family as *like*? (bike, hike)
- Students read the story. They can tap on a word to hear it read. They check their predictions by reading selected sentences.

### Returning to the Text

- Students use what they have learnt about the text to retell the story from memory.
- Reread the story together.
- Focus on the letter l at the beginning of *like*. Teach students how to write the letter and find l on an alphabet chart. They list other words that begin with l. Ask: How is the little letter l different from the capital letter L?

### Writing

- Students rewrite a story about things they like. They need to think about information they will give on the cover, how their story will begin and end, and the punctuation and print they will use. Ask: Can you draw pictures of the food you like? Students write or tell sentences about their pictures.
- Have students write and illustrate content words in a word bank. They use these words to complete sentences. "I like..."
- Students draw pictures of other things they like. They write sentences about their pictures on separate strips. Other students match the pictures and sentences.

### Home/School Link

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

Writing the Alphabet Letter: l

Words: Match initial letters to words

Thinking: Match words to pictures

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

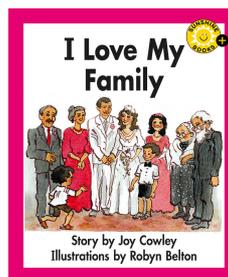
## I LOVE MY FAMILY

### The Story

Everyone in the family is at the wedding.

### High-frequency Words

but, I, love, my



### Reading the Text

- Talk about families. Ask: What is a family? Who is in your family?
- Look at the cover. Talk about the setting. Ask: Where are the people? Have you ever been to a wedding? Who do you think the people are?
- Read the title. Talk about how this gives us an idea about who the people are. Have students tell what they think the story will be about.
- Talk through the illustrations. Ask: Who do you think each person is? What do you think is happening on the last page? Talk about Grandpa and his whiskers. Do students know anyone with whiskers? How do they feel?
- Say *family* slowly to students stretching the sounds. Ask: How many sounds can you hear in the word? Students chant the sounds together.
- Students listen to the story then read the story together. Talk about the humour at the end. Talk about how you can love someone, but don't always love everything about them. Share ideas with students. "I love my brother, but I don't love his dirty socks."
- Students read the story themselves. They can tap on a word to hear it read. Ask: What helped you read the story? How did the story end?
- Have students look closely at the word *my*. Practise writing m in the air. Notice the difference between the upper and lower case m. Use the title page from the cover.

### Returning to the Text

- Ask students what they now know about weddings after reading this story. List their ideas (food, drinks, flowers, cake, music, dancing, clothes, family). Ask: How are the people in the story feeling? How do you know?
- Work with students to make a chart about who does what at a wedding. They write the names of the family members. Stretch the sounds of the words and have them help spell the names. Talk about the initial sound in each word.
- Students make a Family Word Bank. They can illustrate their word bank.

### Writing

- Reread the story with the students and ask: Why do you think the boy loves his mother? Why do you think the boy loves his father? (and so on) Students share their ideas. Support students to write stories about their own families.
- Have students expand the sentence structure.  
I love my mother. She is pretty.  
I love my father. He is funny.

### Home/School Link

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

Writing the Alphabet Letter: m

Words: Match words to pictures

Thinking: Make a sentence

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

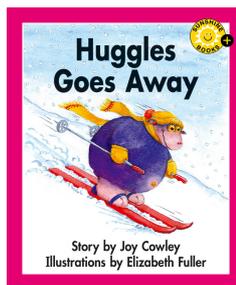
## HUGGLES GOES AWAY

### The Story

Huggles packs a bag to go on holiday.

### High-frequency Words

away, some



### Reading the Text

- Look at the cover. Talk about the character Huggles. Ask: What other stories has it been in? What do you know about skiing? Share experiences.
- Read the title. Ask: Where do you think Huggles is going? What gives you a clue? Have you ever gone away? Where did you go? What sort of things might happen in this story?
- Look at the title page. Have students tell what Huggles is doing. Ask: What sort of things do you pack when you are going away? List their ideas.
- Read the title and focus on the word *goes*. Have students tell how many sounds they hear in the word. (g-o-es) Now say the word *go*. Ask: How many sounds can you hear? (g-o) What is the other sound you hear in *goes*? How many sounds can you hear in *away*? Say the sounds slowly. Students chant the sounds in the title.
- Talk through the illustrations to page 7. Students tell what Huggles is putting into its suitcase. Ask: Are these sensible things to pack or not? What do you think is going to happen at the end of the story?
- Listen to the story and then read it together. Students predict the word on the last page. They talk about what helped them read the words. Talk about the humour.
- Have students read the story themselves. They can tap on a word to hear it read. Ask: What problem did Huggles have? Why? What should it have done? What will happen when Huggles arrives at the holiday?

### Returning to the Text

- Reread the story together. Students talk about lists of words. Ask: What do you notice about the way the story is written? What sort of things do we write on lists? What do you notice about the way a list is written? Write a list of things Huggles packed together.
- Write up the word *some*. Say the word, stretching the s sound. Ask: What sound can you hear at the beginning of *some*? Students name the letter and say the sound.
- Students scan the book to find another word that begins with s. (*sandwiches*) They get their mouths ready and say other words that begin with s. Write up the words. Have them find the letter n in *sandwiches*. Teach them how to write the lowercase n in the air with their finger.

### Writing

- Set up a Writing Table where students can write lists. Some lists might be
  - packing a bag to take on holiday
  - shopping
  - books they have read
  - books they are going to read
  - packing a school bag
  - favourite foods
  - friends' names
- Have students write their own *Huggles Goes Away* stories using words that begin with s.
  - Some socks
  - Some shoes
  - Some soap
  - Some slippers
  - Goodbye!

### Home/School Link

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

Writing the Alphabet Letter: n

Words: Match initial letters to words

Thinking: Sequence pictures from the story

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

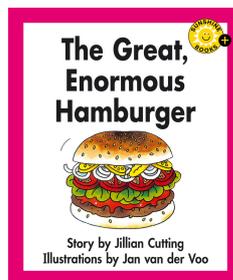
## THE GREAT ENORMOUS HAMBURGER

### The Story

Children co-operate to make a giant hamburger.

### High-frequency Words

it, now, on, some, up



### Reading the Text

- Have students look at the cover. Ask: What could this story be about? What might the title say? What things might happen in this story? Describe a hamburger to give students clues about content.
- Look through the illustrations together. Ask: What foods have been used to make this hamburger? What things do you like to put in a hamburger? Students compare hamburgers they have eaten with the one the children make in the story.
- Students read the story, using the illustrations to help read the words. They can tap on a word to hear it read. Ask: What do you think the children will do when they finish making the hamburger? What other things can be *great* and *enormous*?
- Look at cover again. Students point to the names of the author and illustrator. They use those words to describe the people who wrote and illustrated the book.
- Students read all the print on the cover. They decide where to start, notice the spaces between words, give reasons for these and point along each line as they read.
- Talk about page 8. Ask: Why do you think the girl is happy? What do you say when something tastes good?

### Returning to the Text

- Students listen to the sounds in *on*. Ask: How many sounds can you hear? What is the word? What does *on* mean? Students find and read *on* in each sentence in the story. Ask: What is the letter that *on* begins with? Have students write the lowercase letter o in the air with their finger.
- Say the sounds that make the word *it*. Ask: What is the word? What does *it* mean? (the hamburger) Students help list other words with the same beginning sound.
- Reread the story together. Students recall what came first, next and so on. They help list names for different foods and use the story to check the order and letters in words. They can illustrate the list or find pictures in magazines. Use the list to retell the story orally. Then make a timeline by illustrating the sequence of events and writing labels.
- Focus on -ome in *some*. Students help write *some* and tell you another word they know that rhymes with *some* (come).

### Writing

- Have students choose some other things they could put on a hamburger and rewrite the story.

I am eating a great, enormous hamburger.

I put some worms on it.

I put some bugs on it.

I put some slugs on it.

I put some grubs on it.  
Yuk!

- Students draw themselves eating a great, enormous hamburger. They write or tell sentences to show what they put on it. Work together to write instructions for making a hamburger.

### Home/School Link

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

Writing the Alphabet Letter: o

Words: Match high-frequency words

Thinking: Sequence pictures from the story

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

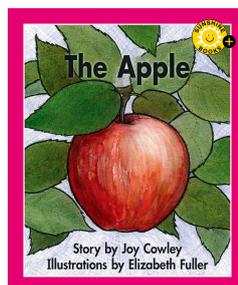
## THE APPLE TREE

### The Story

Everyone claims the apple, but the goat gets it.

### High-frequency Words

my, said, the



### Reading the Text

- Look at the apple on the cover. Discuss with students what they think will happen to this apple. Write their predictions down and then listen to the story together.
- Talk about how to make sense of the story. Ask: How do you read the words in quotation marks? What do speech marks tell you? How do you read the word *Crunch*?
- Have students say what letter the word *apple* begins with. Add this to the class dictionary or list. Write up students' names beginning with A.
- Have students make up stories using the letter a, for example:  
An alligator ate an apple. An ant ate an apple. An apple ate an alligator.
- Students read the story by themselves. If they need help they can tap a word to hear it read.

### Returning to the Text

- Have students retell the story of *The Apple* in their own words. They can choose their own fruit or vegetable and have different people (or animals) wanting to eat them. Encourage them to use their own words. Write up the story as they tell it.
- Cut fruit or vegetables into halves or shapes and use them to make print patterns on paper. These prints could be further developed with pastel and crayon to fill in between the printed pattern and to embellish the patterns themselves.
- Have students find the double letter in the word *apple* (p). Find p on an alphabet chart and show students how to write it. They practise writing the letter p with their finger in the air.

### Writing

- Students can write and illustrate their own stories, or the story retold in class could be made into a wall story and illustrated with each student contributing a page. They add speech bubbles where appropriate.

The Banana

by Room 6

“My banana,” said John.

“My banana,” said Sally.

“My banana,” said the monkey.

### Home/School Link

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

Writing the Alphabet Letter: p

Words: Match initial letters to words

Thinking: Match words to pictures

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

### RUN!

#### The Story

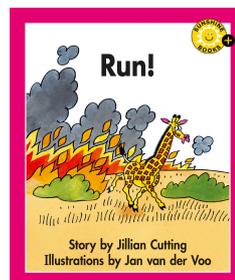
The animals all run away from the fire.

#### High-frequency Words

jump, run, said, the

#### Reading the Text

- Read the title. Ask: What do you think the story will be about? Does the illustration on the cover give you any clues? How do you think the story will start?
- Go to the title page. Ask: What animal is this? What other animals do you think will be in the story? What do you think the lion is saying?
- Say the sounds in *run*. Students listen and identify the sounds and say what the word is. They say and listen to words that rhyme with *run*. (fun, bun, gun) Discuss how it is the beginning letter that changes for each word.
- Talk through the illustrations using words students will meet in the text. Students notice the left-to-right flow of the illustrations and show you how they will read the print. They read the story by themselves and check their ideas about content. They can tap on a word to hear it read.



#### Returning to the Text

- Have students give their ideas about how the illustrator has shown feelings. They talk about why the animals are saying, “Run!” and look at their eyes, facial expressions and bodies. Ask: How do the animals feel about jumping on the last page? What has happened to their eyes?
- Focus on the punctuation. Students identify the speech marks and tell you what they are for. They read the words “Run!” and “Jump!” with animal voices.
- Students notice the exclamation mark in the title and read it appropriately. They read the story on their own and give examples from the text to show how they use punctuation.
- Students spell the word *jump* using magnetic letters. They learn the names of the letters in *jump*. They identify the beginning and end of the word. They tell you what the word means and think of other times when someone might jump.

I jump when ...

Grandad jumps when...

- Students read *jump* and *said* in the context of the story.
- Retell the story by asking students to say in their own words what happened on each page. There was a big fire and the lion was scared and said, “Run!”
- Talk about the letter q and words that start with q. Practise forming the lower case q in the air.

#### Writing

- Write up sentences from the text. Students notice the one-word change at the end of each sentence. They think of other animals and actions and help transform the sentences. They illustrate the new sentences.
- Teach students what to do in case of a fire. Support them to list and illustrate five of the most important things to remember during a fire. Create a class book.

### Home/School Link

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

Writing the Alphabet Letter: q

Words: Match initial letters to words

Thinking: Make the sentence

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

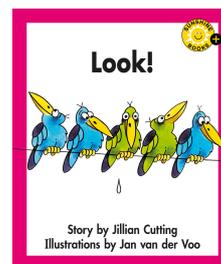
### LOOK!

#### The Story

The birds see dogs, cats and children but bread is what interests them.

#### High-frequency Words

look, said, the



#### Reading the Text

- Students use their knowledge of the high-frequency word *look* to read the title. Ask: What could you do to work out the title if you didn't know this word?
- Link the meaning of the title with the illustrations on the cover and title page. Ask: What do you think the birds are looking at? Could they be looking for something?
- Listen to the story together. Have students listen to the dialogue and guess what might be happening in the story. Ask them to say where they think the story starts. Work through the illustrations page-by-page.
- Have students read the story again. They can tap on a word to hear it read. They check their ideas about the story.
- Ask students what happens on pages 2 and 3. They notice that the illustrations give information from left-to-right and say why. Ask: Which part of the story do we read first? They learn about the double-page spread and say why they think the pictures have been drawn this way.

#### Returning to the Text

- Students listen to the sounds in *cat* and *dog*. They tell you the first, middle and final sounds, identify the sounds, say how many there are and say the word. They tell what letters are used to represent these sounds and help write the words. Make the sounds for rat (*cat*, *rat*, rhyme). Teach students how to write the lower case r.
- Focus on the written text. Lead students to notice the speech marks and explain how to use them. They decide who is speaking as you re-read the story.
- Have students use their voices to show how the birds are feeling. They tell their ideas about the parts of story that are told in pictures.

#### Writing

- Students decide on three main events and illustrate these on a chart. They use the chart to retell the story.
- Reread the story and work together to rewrite it with a new pattern.  
"Look at the cats," said the birds.  
Write up the text and make a large class book for students to illustrate.
- Have students tell how the language would change if there was only one bird, one cat...?  
"Look at the cat," said the bird.  
They rewrite the story using the singular form.  
"Look," said the bird. "A cat."
- Students illustrate each page of the story and write what the birds say in speech bubbles.

Then they draw thought balloons with pictures of cats, dogs and bread inside to show what the birds are thinking.

### Home/School Link

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

Writing the Alphabet Letter: r

Words: Match high-frequency words

Thinking: Sequence pictures from the story

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

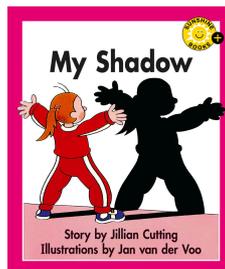
## MY SHADOW

### The Story

A girl plays with her shadow.

### High-frequency Words

I, it, jump, my, when



### Reading the Text

- Read the title and ask students what they think the story will be about. Ask: Does the picture on the cover give you any clues? What is happening in the picture? What do you know about shadows? What kind of weather do you need to see your shadow? Can you see your shadow at night? What happens to your shadow when you move? What happens to the shadow when the girl stretches or bends over? Why?
- Students predict what will happen in the story.
- Listen to the first two pages to establish the pattern. *When I (hop), it (hops)*. Have students link the text and the illustrations. Ask questions to prompt them. Ask: What's this word? Can we find a clue in the picture?
- Have students read the story. They can tap on a word to hear it read. They show you where they start reading. On page 7 students guess what the ending will be and read to check.
- Talk about the reason for the capital letter at the beginning and the full stop at the end of the sentences.
- Talk about the comma with students. Ask them to tell you their ideas about the comma as it is used in this text. Talk about what a comma shows us and ask students to read the words with a pause at the comma.

### Returning to the Text

- Students listen to the sounds in *it*. Have them say how many sounds they can hear and what they are. They listen to other words that have a short i sound (is, in), and help write them, changing the last letter. Together write a rhyme using words with a short i sound. Is it in here? Is it in there? No, it isn't. It's everywhere!
- Together make a list of the action words in the story on a two-column chart. Students help write what the shadow does on the other column. They listen to the sound at the end of the words that describe what the shadow does and name the letter. They make comparisons.
- Focus on the letter s at the beginning of words in the story. (*shadow, stop, skip*) Students learn to write the letter s and practise writing it in the air with their finger.
- Students make a story map and use it to retell the story. They include pictures and action words. They refer back to the book for help.

### Writing

- Write up the story leaving out the action words. Students refer to the story and use their memory for words to complete the text. Read the completed text in unison.

- Students think of new actions and write sentences with the same structure as *My Shadow*. They will need to think about capital letters and punctuation, as well as drawing pictures to match the words. When I climb, it climbs.

### Home/School Link

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

Writing the Alphabet Letter: s

Words: Match high-frequency words

Thinking: Match words to pictures

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

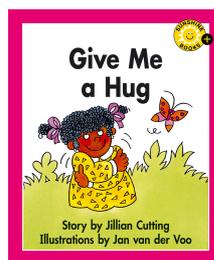
## GIVE ME A HUG

### The Story

A girl finds the best hug.

### High-frequency Words

are, big, little, too, you



### Reading the Text

- Students look at the cover and title page illustrations. Ask: What do you think the story will be about? What makes you think so?
- Students use this understanding and their knowledge of the high-frequency words *me* and *a* to work out and read the title. Ask: What is a hug? When do you like to have a hug? Why do you like hugs? How do you think the story will end? What other characters might be in the story? What things do you think might happen?
- Focus on the word *hug*. Students help list and read other words that rhyme with *hug* by replacing the initial letter. (bug, mug, dug, tug, rug)
- Students listen to the story. They name what or who is too big, too little as the story is read.
- Have students read the story themselves. They can tap a word to hear it read.

### Returning to the Text

- Students listen to the sounds in *me*. They say how many sounds they hear and what they are. Have them make a list of other words that sound the same. They circle words that have one e (he, we, she) and compare them with words that have two (see, tree, bee). Students notice that the words sound the same but have different spellings.
- Ask questions that require students to match each animal with an adjective. Ask: Can you name the animal that is too fat? Can you say why the girl did not want to hug the bear? List the describing words on a chart. Students match the animal with the describing word.
- Students use the chart to ask questions about animals and adjectives. They make their own charts, matching animals and adjectives.
- Focus on the letter t. Have students find examples of the letter in the story. (*little, fat, too, tall, just, right*) Students learn the letter name t and how to write a lowercase t.

### Writing

- Write up the text of the story. Students suggest other animals and help to write more sentences for the story.

You are too cunning. (crocodile)

You are too slithery. (snake)

Then help them to rewrite the sentences using the animal's name.

A crocodile is too cunning.

- Support students to write another version of the story.

You are too big for me.

You are too big to give me a hug.

### Home/School Link

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

Writing the Alphabet Letter: t

Words: Match high-frequency words

Thinking: Match words to pictures

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

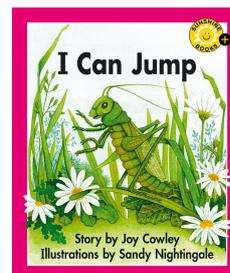
## I CAN JUMP

### The Story

The snail can't do what the insects can do.

### High-frequency Words

but, can, jump, run, said



### Reading the Text

- Have students look at the cover. Ask: What do you know about grasshoppers? What else can jump? Look at the title page. Ask: What do you know about snails? Can snails jump? Share ideas about what snails can do.
- Talk through the illustrations. Students listen as you say *jump* slowly, emphasising the sounds. They tell how many sounds they hear and what they are. Then they say the sounds slowly. Ask: What words can you think of that rhyme with *jump*? What do you notice that is the same about these words? (bump, pump)
- Listen to the story with students. Pause on page 7. Ask: What do you think the snail will say on the last page?
- Read the story with the students joining in.

### Returning to the Text

- Students retell the story by talking about the characters and what they could and could not do. Make a Can/Can't chart. Share ideas about who the main character is in the story. Ask: What makes the snail the main character?
- Talk about how students feel when they can and cannot do something. Look at the illustrations. Ask: How do the illustrations help us understand how the characters are feeling? Look at the snail's face. Do real snails have a face like this? Why do you think Sandy Nightingale drew a face on the snail?
- Students reread the story, using their voices to show the characters' feelings. They act out the story in small groups. Talk about how they will use their bodies, their faces and their voices to show how their feelings.

### Writing

- Have students identify punctuation marks in the story. Talk about what each punctuation mark is for and how it helps us read the story. They read aloud what each creature said and use the text to help them write the words in speech bubbles.
- Students draw the characters on large sheets of paper and attach the speech bubbles to their illustrations to make a wall story.
- Students reread the story to find the verbs. List the verbs. For a cloze activity, put unfinished sentences on a sentence strip or on the board.

Fish can \_\_\_\_\_ .

Dogs can't \_\_\_\_\_ .

Rabbits can \_\_\_\_\_ .

Make verb cards (run, jump, hop, swim) or write the verbs on the board. Give students the sentence strips or ask them to look at the unfinished sentences. They choose and write a verb to finish the sentences.

- Put headings on a wall – Jump, Swim, Fly, Run. Have students draw or find pictures of creatures that can do these things and place them under the appropriate heading.
- Have students find words containing the letter u in the story. They practise writing the lower case letter u in the air.

### Home/School Link

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

Writing the Alphabet Letter: u

Words: Match high-frequency words

Thinking: Match words to pictures

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

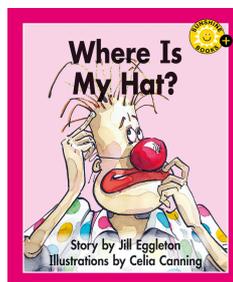
## WHERE IS MY HAT?

### The Story

A clown has lost his hat.

### High-frequency Words

here, in, my, on, where



### Reading the Text

- Have students read through the pictures in the story. Ask: The clown is looking for his hat. Can you see who has it? Have students predict what will happen at the end of the story.
- Listen to the title. Ask: What do you expect to read about in this story? Look at the title page and have students tell what they think the monkey is doing. Ask: How does the title help you work this out?
- Listen to the story and have students give the clown directions for finding his hat. For example: Look behind you! It's beside you! Look down! (And so on.)
- Students read the story themselves. They can tap a word to hear it read. Talk together about what helped them read the words. Ask: What did you notice about the monkey in the story? Why do you think the illustrator drew a monkey the way she did? Did the clown find his hat?

### Returning to the Text

- Write up the high-frequency words – here, in, my, on, where. Students read the words and find them in the story.
- Have students tell what they know about the beginning and end of a sentence. They reread the story to find the capital letters (*Here, Where, It's*) and the full stops.
- Build up a story for the clown getting dressed with the help of students. Use the pattern of the story: Here is my spotted shirt. Here is my red sock. Here is my red shoe. When the story is finished, cut each sentence into a strip. Then get students to read each sentence and put it in the correct sequence. Read the story together.

### Writing

- Discuss the pattern of the story together. Work with students to write a new story about a lost book. For example, Here is a blue pen. Here is a red crayon. Where is my book? It's on the table!
- Students illustrate the pages or use digital photographs taken in the classroom. Together make a big book to share with other classes.
- Teach students how to write the lowercase v in the air with their finger.

**Home/School Link**

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

Writing the Alphabet Letter: v

Words: Match high-frequency words

Thinking: Sequence pictures from the story

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