

**SUNSHINE PRIMARY
CLUB –
PURPLE**

Mishi-na
Space Race
Dragon with a Cold
Sloppy Tiger Bedtime
Sloppy Tiger and the Party The
Fantastic Washing Machine
Busy Baby
Icebergs
Incredible Insects
Volcanoes



MISHI-NA

The Story

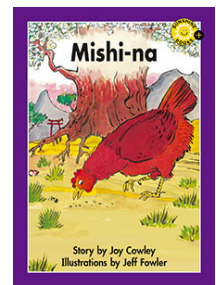
A boy cares for his pet hen during spring and summer but in winter she disappears.

High-frequency Words

afternoon, asked, brown, every, green, heavy, there, under, white, yellow

Reading the Text

- Have students predict who, where and what from the information on the cover and title page.
- Focus on the story elements. Listen to the story together. Ask students to listen for the characters, the setting, the plot and for changes that happen as the story unfolds. They work with a partner to retell the story using the story elements.
- Students read the story and refer to illustrations to identify changes that take place in time, the characters and the setting. They give examples by reading out loud and showing illustrations.
- Ask students to reread the story and jot down ideas about some of the tricky parts. Ask: What made these parts difficult? What did you do to read through those parts? Can you show us how you did it?
- Discuss the story structure together. Ask: What is the main idea of the story? What does the story framework tell you about the characters in the story? What can we say about the sequence of events? What can we say about when and where the story takes place?
- On page 2, say the word *brown*. Ask: What sounds do you hear at the beginning? What are the sounds that follow? What letters will you use to show the sounds? Students practise saying *brown* slowly and suggest letters. Give them letter and blend cards. They match them to -own and read words that rhyme with *brown*. Ask: What happens when we replace br- with t-, fr-, cl-, d-?



Returning to the Text

- Focus on change. Ask students to read the story independently and think about the changes that take place. Ask: Where do we get ideas about the changes? In the text? In the illustrations?
- On page 2, have students identify the simile. (white as snow) They scan the text to find the part where the simile is repeated. (page 14) Work together to write similes for other parts of the story. (Her eyes were as bright as diamonds.) Students notice that similes ask us to picture one thing like another, often using the words as ... as, or like to link the word pictures. They can use the white text box to write labels with similes for illustrations, for example, “chicks as fluffy as grandma’s slippers.”
- On page 2 have students find the word *running* and use the pen tool to circle the base word run. Discuss how the consonant doubles before -ing. Write words like hop, skip, swim. Students add another consonant before writing -ing. Students find the word *calling* in the story and compare. (page 5)

Writing

- Work together to write the story structure.
In spring, the boy calls his brown hen, and it comes to him.
In summer and in autumn, the boy calls the hen and it comes.
In winter, the boy calls, but the hen doesn’t come.
The boy asks the other children if they have seen his hen, but they laugh and say the hen was made into chicken soup.
The boy doesn’t believe them. He continues to call for the hen.
In spring, the hen returns with ten yellow chicks.
- Students rewrite the story in comic strip form. They draw pictures and write the dialogue in speech bubbles.
- Ask: What ideas does this story give us about looking after pets? Have students make charts to show what the boy does to look after his pet hen.

Home/School Link

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

Words: Letter blends

Thinking: Answer five comprehension questions

1. How do you know that a year passed between the beginning of the story and the end?
 - A. The plum tree changed through four seasons. ✓
 - B. The hen looked one year older.
 - C. The boy looked one year older.
2. What did the students say had happened to Mishi-na?
 - A. She had run away.
 - B. She was lost.
 - C. She had been made into chicken soup. ✓
3. Select the word that means between noon and the night.
afternoon
4. How did the boy feel about Mishi-na at the end of the story?
 - A. He was glad that she had come home. ✓
 - B. He was angry with Mishi-na.
 - C. He was worried about so many chickens to feed.
5. Where is the most likely setting for this story?
 - A. Australia
 - B. Arctic
 - C. Japan ✓

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

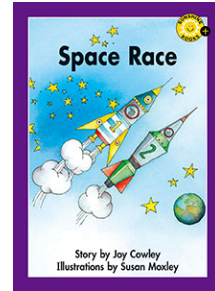
SPACE RACE

The Story

Spaceships in a race run into difficulties one after the other.

High-frequency Words

another, around, five, forgot, left, race, ready, seven, six, wrong



Reading the Text

- Students use the cover to predict what will happen from the illustration and the title. Have them go to the title page. Ask: If this is a race, what do you think will happen?
- Listen to the story with students. They anticipate each event and use their knowledge of rhyming language to predict and help read the words. Ask: What do you notice that is interesting about these illustrations? (They match the spaceships in the story with the characters on the title page.) Why has the illustrator only shown the characters on pages 8, 12, 14, 16? (they are speaking)
- Students read the story independently or with a partner. For help, they can tap on the text to hear it read.
- Students identify the onset and rime in the word *space*. They listen to *race* and suggest other words that rhyme. They write the words. Ask: What do you notice about the sound in the middle of the word *space*? What do you notice about the letter e at the end of the word? Do you know any names that have the long /a/ sound in the middle and end with a silent e? (Kate, Dale, Jake, Shane) Students think of other words that have a long /a/ sound and end with a silent e. (wake, ape, gate, late, skate, plate, make, cake, shake)

Returning to the Text

- Have students reread the story and then discuss events. Ask: What happened to the first spaceship? What happened to the second spaceship? (and so on) What did the commander say when the first ship stayed on the launching pad? What did the commander say when the second space ship flew into some meteor dust? (and so on)
- Create a class display showing what happened and what each commander said. Students make pictures of each spaceship, what happened to it and the different commanders with speech bubbles for the words they said. They can use the white text box to create the speech bubbles.
- Students choose their favourite sentence in the story. They read it aloud using appropriate expression. Ask: Why is this your favourite sentence? What does it mean? Why did you read it like that? Are there any other ways you could read it?
- Explore the meaning of space travel words in the story. Ask: What would an alien crew be like? What does “It followed a path around the sun mean”? What do you know about meteor dust?
- On page 3, have students break the word *left* into sounds. Ask: What word do we get when we put these sounds together? What will happen to the word if we replace e with i? How could you use the word *lift* in the story?

Writing

- Students make illustrated charts of rhyming words from the story. They write more words that rhyme with these words. They read their work and say what they did to write new words.
- Have students create a mural depicting events in the story. They help write a recount for each event.

Home/School Link

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

Words: Word family -ace

Thinking: Answer five comprehension questions

- Why did the commander of spaceship 3 get annoyed?
 - His ship was taken by an alien crew.
 - His ship hit an asteroid. ✓
 - His ship stayed on the launching pad.
- Why did the commander of spaceship 5 turn back?
 - Her ship flew into some meteor dust.
 - Her spaceship hit an asteroid.
 - She forgot her lunch. ✓
- What happened to spaceship 6 when it flew into meteor dust?
 - It made a wrong turn.
 - Its computer started to burn.
 - The radio broke. ✓
- Which spaceship won the space race?
 - spaceship 3
 - spaceship 1 ✓
 - spaceship 5
- Select the word for people on board the spaceships.
crew

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

DRAGON WITH A COLD

The Story

The family dragon makes a big fuss when he gets a cold.

High-frequency Words

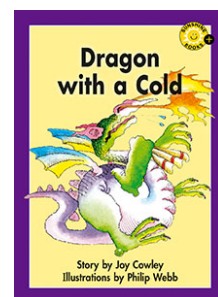
anything, better, caught, every, guess, himself, know, might, thought, without

Reading the Text

- Students predict the setting and character from the information on the cover and title page. They use their knowledge of letter blends and word families (dr-, -old) and high-frequency words to work out the title.
- Listen to the story together and discuss the illustrations. Ask: How has the illustrator shown the personality of the dragon? What do you notice about the dragon as the story unfolds? (tearful, page 9; holding a teddy bear, page 13) On page 15, pause for students to predict what will happen to the dragon and the family.
- Students read for themselves and then with a reading partner. For help, they can tap on the text to hear it read.
- Ask: On page 3, the text reads, *When he sneezed*. Is it saying something that is happening now, is going to happen, or has happened? Have students read through the text and use the pen tool to mark words in the text ending with -ed to show the past tense. They read them in context. (coughed, sneezed, cooked, moaned, groaned, melted, tired, dressed)
- Students find words in the story that start with th-. (the, that, thermometer, thought) They help list others and words with th- in another position (anything, mother, father, with). Explore wh- using a similar process.

Returning to the Text

- Have students retell the story in their own words. Ask them what they would say instead of “I hate to say this.” Would you say, “This makes me feel bad!” “What a bore!” or “How about this?”
- Go to page 2 and listen to *coughed*. Ask: What letters do you expect to see in this word? Have students work together to write other words in which gh is pronounced as /f/. (enough, tough, rough, laugh)



- On page 2 find the word *cold*. Ask: What does this mean in this context? Does this mean the dragon is cold? (The dragon is ill.) What other meanings are there for *cold*? (describing word for the weather; a stare that isn't friendly) Have students use the word in other contexts. They identify the onset c- and rime -old. They suggest other words that rhyme with *cold*. Give students some consonants and blends to create new words using the word family -old. (told, scold, fold, bold)
- Go to page 4 and focus on *pain*. Students suggest other words in the -ain word family. They find out how many -ain words they can make. Ask: What did Mum mean when she said, "that dragon is a pain"? Is she in physical pain? When do you use this word? What other words could you use? (bore, fusspot, nuisance)

Writing

- Students write sentences about events in the story in the correct sequence.
- Students draw pictures of the dragon and one of the children. They write words to describe the characters.
- Students write a story about what it would be like having a dragon for a pet. What would they eat, what exercise would they need and any other special features. (fire extinguisher!)
- Have students write a fire brigade poster that gives helpful fire-safety hints for people who have pet dragons.

Home/School Link

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

Words: Word family -old

Thinking: Answer five comprehension questions

1. Why was the dragon with a cold a big problem?
 - A. He moaned and groaned.
 - B. He needed water.
 - C. Every time he coughed, sneezed and sniffed, something caught fire. ✓
2. What did the family use to take the dragon's temperature?
thermometer
3. How was the dragon's cold cured?
 - A. with lemon drinks ✓
 - B. with cooked apples
 - C. with daisies
4. The children told the dragon that he wasn't the only dragon in the world to get a cold. What did they mean?
 - A. They had other pet dragons.
 - B. He was making too much fuss. ✓
 - C. They knew more about dragons than he did.
5. What did the dragon do when the family caught his cold?
 - A. He rang the fire brigade.
 - B. He took them to the doctor.
 - C. He gave them lemon drinks. ✓

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

SLOPPY TIGER BEDTIME

The Story

Sloppy tiger won't go to bed without getting into mischief.

High-frequency Words

about, around, behind, better, gave, need, once, read, their, wanted



Reading the Text

- Students use the cover and title page illustrations to say who they think the characters will be. Ask: Have you read stories about this character before? What are some words you would use about this tiger? What do you think the tiger's bedtime will be like?
- Listen to the title and the names of the author and illustrator. Ask: What books have you read by Joy Cowley? What sort of books does she write? Is there anything different about the language she uses? Do you like her stories? Why?
- Listen to the story with students. Pause to discuss words that are difficult and reread the phrase or sentence. Focus on events and language. Ask: How do you think the girl was speaking on page 2? What gives you a clue to her stern speaking voice? (the exclamation marks)
- Have students focus on how the illustrations tell us more about sloppy tiger. Ask: What are some of these things on pages 4–5, for example? (the toothpaste squirting everywhere, bubbles, messy mirror, toothbrush in the toilet)
- Have students read the story independently. If they need help, they can tap on the text to hear it read.

Returning to the Text

- On page 2 circle *sloppy* with the pen tool and focus on the sl- letter blend. Have students suggest other words beginning with the same sound. List these.
- Students offer explanations for the purpose of quotation marks. Concentrate on the concept that they show the words someone is speaking (direct speech) by framing them. Ask students to use the white text box to insert the words spoken by the girl. Discuss how the exact words spoken are framed by quotation marks or as a speech bubble.
- Students look through the story and find examples of how the illustrator has shown the emotions of the girl. Ask: What facial feature has the illustrator used to show feelings?
- Focus on high-frequency words. Students think of other words that feature the same letter and sound patterns at the beginning, middle and end.
- Students reread the text independently or to each other.

Writing

- Have students rewrite the story from sloppy tiger's point of view. They can use the words in the text to tell what tiger was thinking.
She told me to brush my teeth but I didn't answer.
I turned off the TV and moaned.
She told me to clean my teeth and go to bed.
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 sl-

Thinking: Answer five comprehension questions

1. What did sloppy tiger like to watch on TV?

- A. a program about tigers ✓
- B. the news
- C. a program about cars

2. Why did sloppy tiger want some milk?

A. He was thirsty.

B. He wanted to blow bubbles. ✓

C. He wanted to put out a fire.

3. Why did sloppy tiger chew his pillow?

A. He was hungry.

B. He wanted to make a mess.

C. He was excited because the book was about tigers. ✓

4. How did the girl know sloppy tiger wanted a story about tigers.

A. He shook his head.

B. He gave a very tigerish growl. ✓

C. He pointed at the book.

5. Why did sloppy tiger hide under the bed?

A. He was frightened of losing his stripes. ✓

B. He didn't want to go to bed.

C. He was looking for his pillow.

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

SLOPPY TIGER AND THE PARTY

The Story

Sloppy Tiger gets into mischief at the party.

High-frequency Words

always, couldn't, going, much, never, please, should, very, wanted, was

Reading the Text

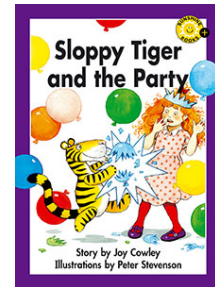
- Students use the cover and title page illustrations to help read the title. Discuss the word *sloppy* and what they think it means from the illustrations.
- Students listen to the story. They identify setting, characters and plot. Ask: Who are the characters? Where does the story take place? What happens in the story? Is there a main problem? How is this solved? Record this on a three-column chart headed Setting, Characters, Plot.
- Have students tell why they think sloppy tiger behaved like this.
- Students find sound words in the story. (Pop! page 4, WHOO-OOO-OOSH! page 10) They think of other alternative sound words.
- Read the story. Have students look for plural words in the story. (*parties, hats, balloons, claws, teeth*) They can circle these with the pen tool and write the singular form in a white text box. Discuss the way *party* becomes *parties* and *tooth* becomes *teeth*.

Returning to the Text

- Reread the story. Ask: What happened to change the pattern of events and language in the story? How did you feel when you read that part? Have them draw and label events on a timeline to show the pattern.
- Students find action words that end in -ed. They circle these with the pen tool and make a list. Have them notice any patterns. For example, *grin/grinned* and *nod/nodded* have a double d in the past tense.

Writing

- Students write and illustrate five true statements about sloppy tiger. (Sloppy tiger gets very excited.)
- Discuss who is telling the story. Have students rewrite the story as if the tiger is telling it.



- Students write a new story using the same framework but a different event. Sloppy Tiger and the Sports day/Fun Park/Pet Day
- Students design and draw pictures for a wall story innovation. They label it with sound words in bubbles. (dribble, slurp)
- Have students write a list of party rules for sloppy tiger.
Keep paws off food.
Leave balloons alone.

Home/School Link

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

Words: Match the words with their plural form

Thinking: Answer five comprehension questions

1. Who are the main characters in the story?

- A. sloppy tiger and Jim
- B. sloppy tiger and the girl ✓
- C. sloppy tiger and Jim's mother

2. Where did sloppy tiger try to warm his paws?

- A. on a plate of frankfurters ✓
- B. on balloons
- C. on the candles on the cake

3. How did Jim feel when the sloppy tiger blew the candles off the cake?

annoyed

4. What word means all the time?

always

5. What did Jim's mother give to the sloppy tiger?

- A. a balloon
- B. some birthday cake
- C. a plastic ball ✓

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

THE FANTASTIC WASHING MACHINE

The Story

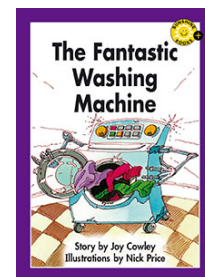
This fantastic new washing machine has a mind of its own.

High-frequency Words

after, again, cried, doing, having, itself, little, round, thank you, them

Reading the Text

- Look at the illustrations on the cover and title page. Talk about the signs Mr Smiles is holding. Have students work out the title and read it. They predict what might happen in the story.
- Listen to the story. Discuss the ending and the parts that students liked best. Ask: What message do you think the author was trying to get across? (New is not always better? If something sounds too good to be true, it often is.)
- Students read the story. Have them look for words in the past tense. (rinsed, spun, washed, looked, turned, dried) They can circle these with the pen tool. They work out what the present tense or base verb for each one is.



Returning to the Text

- Have students reread the text with a partner.
- Students find examples of catchy sound words, repetitive words and rhyming words that Joy Cowley uses to make this story exciting and enjoyable. (All those sheets! All those towels! page 2; Washing again! Oh, what a pain! page 3; Spishitty-splosh! More for the wash! page 8)
- Discuss the illustrations. Have students list the techniques they notice, for example, every little crease in the clothes and the details on the machine.

Writing

- Discuss what machines are helpful to parents and caregivers at home. (stoves, microwaves, washing machines, driers) Ask: How do they help? Have students invent another fantastic machine to write a story about. A machine to weigh an elephant; A mouse-cage cleaning machine; a story-writing machine; a machine that makes all the beds. Students can use some catchy phrases like Joy Cowley did. They draw their machine using the illustrations from the story as a guide.

Home/School Link

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

Words: Match the verb with its past tense

Thinking: Answer five comprehension questions

1. Why did Mr Smiles do so much washing?
 - A. He liked it.
 - B. He had a motel. ✓
 - C. He was dirty.
2. In what order does the machine wash the clothes?
 - A. spin, rinse, wash, dry
 - B. wash, rinse, spin, dry ✓
 - C. rinse, wash, dry, spin
3. What word tells how the washing machine moved?
wheeled
4. What words mean faster than you can see?
quick as a wink
5. What happened at the end of the story?
 - A. Mr Smiles kept the washing machine.
 - B. Mr Smiles went back to his old washing machine. ✓
 - C. Mr Smiles read a book.

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

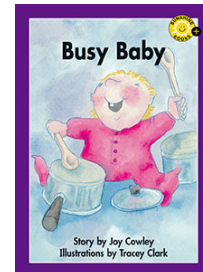
BUSY BABY

The Story

Looking after babies isn't easy as the children find out.

High-frequency Words

another, anything, better, doing, mind, outside, quite, soon, took, worse



Reading the Text

- Read the title together. Have students notice the alliteration with the letter B in the title and the ending of the words *baby* and *busy*.
- Listen to the story. Together discuss how Peter reacted to the baby. Ask: How could Peter have dealt with the baby better.
- Read the story together. Have students find words that rhyme and list them. (*stay/away/play; get/let/wet/jet; had/mad; pot/a lot*)

- Ask students to give examples of something they have said is boring and then found out later that it wasn't.

Returning to the Text

- Students reread the story to a partner. They discuss whether the baby was being naughty or just learning. They brainstorm the ways we all learn and whether these are similar to the way a baby learns. Pairs then share their discussions with the group.
- Students find contractions in the story and circle them with the pen tool. (*don't, why's, didn't, let's, can't*) They give the expanded version of these contractions and discuss the meaning.
- Have students make a comic strip of the book. They think of as many sound words as they can for the actions, for example, squeezed toothpaste – squelch!

Writing

- Students design a machine to take care of the baby – maybe a music-playing machine. They suggest the songs or rhymes it might play.
- Have students write a new ending to the story. Ask: What happens if Vanessa goes to football with Peter?
- Students write a story about babysitting. Maybe they have had a babysitter looking after them. They describe what happened.

Home/School Link

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

Words: Match the rhyming words

Thinking: Answer five comprehension questions

1. Why does the baby squeeze toothpaste on the floor?

A. Peter thinks it's fun.

B. She wants to eat it.

C. She thinks it's fun. ✓

2. Why couldn't Peter hear the TV?

A. The baby yelled.

B. The baby banged on the pots. ✓

C. The baby wanted to play games.

3. What word means looking after babies?

babysitting

4. How did the baby sound when she yelled?

like a jet taking off

5. Why was the baby busy?

A. because she liked to eat worms

B. because she banged on pots

C. because she was a baby ✓

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

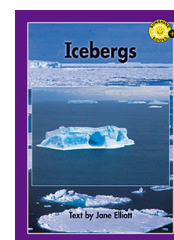
ICEBERGS

The Story

Look at the Arctic and Antarctic regions.

High-frequency Words

actually, around, away, bottom, middle, only, sometimes, through, time, together



Reading the Text

- Read the title and the name of the author together. Ask students what they know about icebergs and what they would like to know.
- Scan the contents page and ask if students can predict whether any of the sections will answer their queries.
- Go to pages 2–3 and model how to use headings, photographs and captions to make oral predictions about the text.
- Listen to pages 4-7 together. Ask students to fill out a Venn diagram to show the similarities and differences between the Arctic and the Antarctic.
- Students listen to the text being read. They relate the glossary to the reading as it is read.
- Read the text together.

Returning to the Text

- Have students reread the text with a partner. They look for compound words and list them. They discuss their meaning as compound words and the two words that make them up.
- Have students find three words in the text with either one, two, three or four syllables. They list these, then clap and say the words. (ice/1; arc-tic/2, gla-c-ier/3, Ant-arc-tic-a/4)

Writing

- Have students use the index to choose one item to write a description of.
- Model how to make a How? When? Where? Why? What? graphic organiser for one of the index items. For example, write the word *Icebergs* in the middle of a large sheet of paper with the question words all around it and have students write their own answer for each of the question words on a sticky note. They share their answer with the class using the graphic organiser to stick their answers on.
- Have students refer to page 19 and think of an idea or invention that would work to tow an iceberg. They write about it.
- Model a Cause/Effect chart for one potential problem in the text, such as on page 22, sea rises; page 11, danger to ships; page 21, pack ice jams. Students write their own Cause/Effect example and illustrate if possible.
- Model writing a glossary item. Students choose a word from the text that they think needs to be in the glossary and write the meaning.

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. When did the last ice age end?
 - A. 12 years ago
 - B. 12,000 years ago ✓
 - C. 120 years ago
2. Which region is at the North Pole?
 - A. Antarctica
 - B. Arctic ✓
3. What are icebreakers?

- A. Ships that are friendly
 - B. Ships that break a path through pack ice ✓
 - C. Ships that tow icebergs
4. What took this photo of an iceberg from space?
satellite

5. What words tell what an iceberg is?
a big chunk of ice breaks off from an ice shelf.

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

INCREDIBLE INSECTS

The Story

Look at some of the more amazing insects in our world.

High-frequency Words

before, brown, even, everywhere, green, however, might, quickly, sometimes, suddenly

Reading the Text

- Look at the cover illustration and together read the title. Have students notice the alliteration. Read the name of the author.
- Students use the contents page to help predict what will be in the text. Ask them to scan the pages to identify non-fiction text features and graphic elements. They list the things they notice on a chart headed “Features of Non-fiction Text”. (glossary, contents page, index, photos, captions, labels, headings, photographs) Read the list together and discuss any that are unfamiliar. Model how to use the Glossary. For example, how knowing the meaning of *mimic* would be useful as they read page 4. Have a brief discussion to focus students on the topic.
- Listen to the text being read. Ask students to find the names of three different insects and note their features. They share with the group.
- Read the text together

Returning to the Text

- Have students reread the text with a partner.
- Model how to write a caption for a photo or illustration. Ask students to write one for a photo that hasn’t got one or use the text white box to cover a caption and write a new one.
- Repeat this procedure for a label.

Writing

- Have students draw an insect and label the parts.
- Students write a new glossary entry for a word in the text.
- Students choose an unusual beetle to describe so that someone looking for it would know what to look for.
- Students draw and describe an insect they know or have seen.

Home/School Link

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

Words: Match words to pictures

Thinking: Answer five comprehension questions

1. What does to camouflage mean?
 - A. to spin a silk case
 - B. to blend with surroundings ✓
 - C. to copy how something behaves
2. How does the dead-leaf mantis frighten its enemies?
 - A. unfolds its wings ✓



- B. flies away
 C. rubs its wings together
 3. What do weevils do?
 A. bore into wood ✓
 B. spin a cocoon
 C. sing by rubbing its wings
 4. What word means copies?
 mimics
 5. Find the word that means enemies.
 predators

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

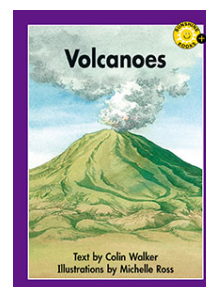
VOLCANOES

The Story

Volcanoes can be active or dormant – find out why.

High-frequency Words

both, even, inside, many, middle, often, their, they, under, when



Reading the Text

- Ask students to sketch their idea of a volcano and label things they associate with it. Ask: Can you sketch what happens inside a volcano, under the ground? They write a description and brainstorm with the group about what they think happens.
- Read the title together and skim the text for information. Students can add more to their sketches and they can also add more labels. Use pages 4–5 for labelling using the white text box tool.
- Listen to the text together. Then have students read the text with a partner. They note terms for a glossary.
- Have students find words that start with letter blends in the text and circle them with the pen tool. They read the words. (*spit, grumbling, crater*, page 2)

Returning to the Text

- Reread the text. Choose one chapter to summarise together. Use a hand graphic organiser to write the main idea in the palm and the supporting ideas or facts in the fingers.
- Prepare a grid showing the differences between an extinct and an active volcano. Have students use the index to help.
- have students use the internet or reference books to find out and write the meaning of *eruption* and *crater*.

Writing

- Students write their glossary entries and make drawings to go with them.
- Have students refer back to the labels they wrote earlier. They arrange these into a poem to describe what goes on in or on a volcano. (e.g. lava gushes down in thick rivers)
- Have students think about how they could best reflect the author's word images, e.g. on page 2 *They hiss out gases. Rumbling and grumbling they empty out their crater.* They can use reds, greys, blacks and browns from magazines or scrap paper to create a collage of a volcano to go with the poem.

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 begin with the same letter blends

Thinking: Answer five comprehension questions

1. Which words tell about volcanoes as well as a person?

A. spit, hiss, grumble ✓

B. erupt, boil, puff

C. smoke, boil, sizzle

2. What is the mouth of the volcano called?

A. the atoll

B. the lava

C. the crater ✓

3. What is the melted rock called?

lava

4. Which words mean underwater volcanoes?

volcanic atolls

5. What is a sleeping volcano called?

dormant

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