

**SUNSHINE PRIMARY CLUB –
RED**

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Big and Little
Shark in a Sack
I Write
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My Friend
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Shoo!
In My Home
My Home
When Itchy Witchy Sneezes
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The Babysitters
I Like Worms!
The Cow in the Hole
Good for You
Let's Have a Swim!
Mr Grump
The Magic Machine
There is a Planet
Look Out!

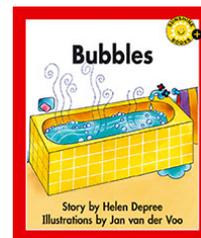
BUBBLES

The Story

A girl having a bath makes lots of bubbles.

High-frequency Words

in, my, on, the



Reading the Text

- Have students look at the cover and tell what they see in the picture. Ask: What do you think the story might be about? What do you think the title might be? What do you know about bubbles? What are they made of? Why are they round? What is inside? What makes bubbles burst? Blow bubbles using liquid dishwashing soap mixed with water.
- Look at the title page and then read the story using the illustrations. Talk through the illustrations together. Ask: What is the girl doing? How do you think she is feeling? Have you ever had a bubble bath? What toys do you put in your bath?
- Students clap the sounds in the word *bubbles*. Together find other words that rhyme with bubbles.
- Students use the title to help them read the text. They can tap a word to hear it read. Have them listen to the words *air*, *hair*. Students tell you how they worked out words when they read the book.

Returning to the Text

- *Bubbles* is the first word of every sentence. Focus on the capital B in *Bubbles* in the text. Have students make the sound and tell other words that start with b. Ask: Can you find the word *bubble* on page 8? Why doesn't it have a capital letter?
- Use the white text box tool to mask the content words in the story. Ask students to tell the content words as you read together. They can use the white text box to make a speech bubble on each page with the words the girl might be saying, e.g. in the air.
- Students use the pen tool to mark the high-frequency words *in* and *the* in the story.

Writing

- Have students make books with the title *Bubbles*, using their own illustrations. They can write words in speech bubbles.
- Write all the words and punctuation in the story on separate cards. Students use the cards to re-make the text. They can sort the words in different ways.

Home/School Link

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

Alphabet letters: E, A, B, I, O

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.

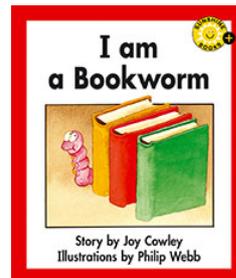
I AM A BOOKWORM

The Story

A bookworm gobbles up his favourite books.

High-frequency Words

am, are, I, up, you



Reading the Text

- Discuss what a bookworm is. Ask: Has anyone ever called you a bookworm? What did they mean? (You love to read so much, you read one book after another.) What sort of books do you love to read? What is your favourite book?
- Look at the cover. Ask students what they think the title might be. Listen to the title. Talk through the illustrations. Ask: What is the bookworm doing? If we call someone a bookworm, does that mean they really eat books? What do you think the little girl might be saying on the last page?
- Work with students to use the pen tool to highlight words that rhyme in the book. They spell the words as they identify them. Ask what they notice about the words that are the same. They can use the pen tool to circle the parts that are the same.
- Listen to the story with students. Talk about what happened. Students retell the story by talking about all the things the bookworm liked to eat. Ask: What do you notice about the page he is gobbling up on page 7? What happened at the end of the story? Who is asking the question? What do you think the little girl will say?
- Have students read the story themselves. They can tap a word to hear it read. Look at the books on the title page and then at the illustrations. Ask: Which book do you think the bookworm is gobbling up? How do you know? Do you think the girl is a bookworm too? What can you see in the illustration on the last page that makes you think so?

Returning to the Text

- Have students talk about their favourite food. Ask: How do you eat it – slowly or quickly? What do you call it when someone eats quickly? Do you gobble up food you don't like?

How do you eat food you don't like?

- Students act out gobbling a food they like and then something they don't like. Ask: Do people really gobble up books when they read them?
- Share ideas about the meaning of the word *bookworm*. Ask: What did the bookworm gobble up? Why do you think Joy Cowley used *gobble* in the story? What other words could she have used? List suggestions. Work with students to make a large chart. They illustrate the chart.
- Talk about the soft and hard /g/ sounds. Listen to the /g/ sound in *gobble*. Have students tell if it a hard g or a soft g. (soft) Work with students to write a list of words that begin with the soft /g /.
- Students reread the story. Talk about the pattern in the story and how there is a one-word change in each sentence. Ask: Which word changes? What happens to the pattern on the last page? Talk about the question mark.
- Say the word *bookworm*. Ask: What do you hear? Which two words can you see? What do you know about compound words?

Writing

Work with students to rewrite the story as a class book.

Room 2 are bookworms.

Luke gobbles up cars.

Hayley gobbles up fairies.

Ben gobbles up animals.

Are you bookworms?

Students illustrate the story and make a book to share with other classes.

Home/School Link

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

Alphabet letters: A, G, B, U, D, W

Words: Match words to pictures

Thinking: Make a sentence from the story

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

BIG AND LITTLE

The Story

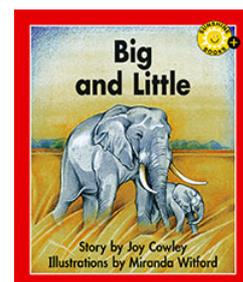
We meet some animals and find out what their babies are called.

High-frequency Words

and, big, have, little

Reading the Text

- Talk about big and little things. Find big and little things in the classroom. Students make themselves as big as they can and as little as they can.
- Look at the cover. Listen to the title. Ask: What do you think the book will be about? Talk about the big elephant and the little elephant and their relationship.
- Look at the title page. Ask: What do we call the big animal and the little animal? What is the calf doing? Talk through the illustrations. Students name the animals and their babies. Listen to the story with students.
- Say *big* slowly, stretching the sounds. Ask: How many sounds can you hear? What are the sounds? Talk about the -ig sound. Ask: Can you think of other words that have -ig in them? What can you see that is the same in the words? Students help spell the words as you list them.
- Discuss with students the sort of books that Joy Cowley writes. Ask: How is this book different from the other books by Joy Cowley that you have read? What do you know about fiction and non-fiction books? What do you notice about the illustrations in this book and in



other Joy Cowley books? (*I Am a Bookworm, Yuk Soup*) Talk about how the illustrations in *Big and Little* look real and in the other books they are humorous.

- Students read the book by themselves. They can tap a word to hear it read. Ask: What do you notice about the pattern of the text? What helped you read the story? What have you learnt from this book? Where did you get your ideas?

Returning to the Text

- Students read the story in pairs or independently.
- Have students tell what they notice about the sentences. Talk about the capital letter at the beginning and the exclamation mark at the end. Ask: What is the purpose of the dash? How does the punctuation help you read and get ideas from the text? What do you notice about the way you use your voice when you get to the dash and the exclamation mark?
- Talk about the letter l at the beginning of *little*. Students name the letter and say the sound.

Writing

- Look at the picture on the title page. Ask: What words do you think the story would have on that page? How do you know? Work with the students to write the text for the title page.
- Do the same for the cover. Ask: What is a baby elephant called? Where could you find out the name of a baby elephant? (non-fiction books, the zoo, parents) When they find the name for a baby elephant (calf), students could write the sentence and illustrate it.
- Talk about how the sentences could be written in other ways. e.g. Big pigs have piglets. Little pigs are called piglets. Work with students to rewrite the story. They illustrate it and make it into a big book for sharing.

Home/School Link

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

Alphabet letters: L, C, P, K, Q

Words: Match the words

Thinking: Match pictures to sentences

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

SHARK IN A SACK

The Story

A boy looks at containers for some animals and a lollipop.

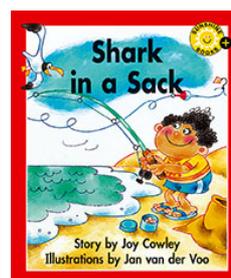
High-frequency Words

can, in, yes, you, your

Reading the Text

- Look at the illustration on the cover. Ask: What is the boy doing? Have you ever been fishing? What do you think is going to happen? Look at the title page. Were you right?
- Listen to the title. Ask: What is a sack? Do you think you could put a shark in a sack? Listen to the names of the author and illustrator. Read their names together. Share ideas about the type of books Joy Cowley writes.
- Talk through the illustrations. Ask: What funny things can you see? Could they really happen? Would a hen really fit in a hat?

Ask: How many sounds can you hear in the word *sack*? What are they? What sounds can you hear in *back*? What is the word to describe what these sounds make? (rhyme) List other words that students suggest belong to the -ack word family. Say the words slowly, stretching the sounds with the students.



- Students read the story themselves. They can tap a word to hear it read. Ask: What helped you read the story? (illustrations, words they know, rhyming words) Reread to find the rhyming words and use the pen tool to mark them.
- Have students tell what part of the story they liked best? Why? Talk about the humour and how the story changed at the end.

Returning to the Text

- Have students notice the alliteration and find examples. (bear in a box/hen in a hat/pig in a pan) Ask: What do you notice about your voice when you are reading? How do the rhyming words help you read the story?
- Students reread to emphasise the rhyming words. Clap and chant the story several times with students.
- Ask students what sound they hear at the beginning of the word *shark*. Coach them to blend s and h to give the /sh/ sound. Have them list other words they know that begin with the sh-blend.

Writing

- Work with students to write and illustrate an alphabet book using the initial letters j, s, a, m.
Can you put an ant in an apple?
Can you put a jaguar in a jar?
Can you put a monkey in a moon?
Can you put a seal in a sandwich?
Read the book several times with the students so they hear the repetition of the initial sounds.
- Students can brainstorm and write a new story called *Shark in a Shop*. Include a sh- word bank at the end of the book.

Home/School Link

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

Alphabet letters: J, X, S, A, M

Words: Match high-frequency words

Thinking: Recognize words that rhyme

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

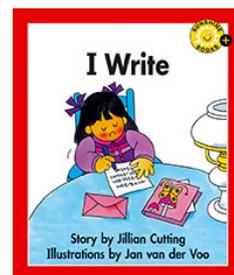
I WRITE

The Story

The characters write messages for different reasons.

High-frequency Words

and, Dad, in, my, on



Reading the Text

- Look at the cover illustration. Ask: What sort of letter could the girl be writing? What words would she use?
- Read the title. Ask: What are your favourite types of writing? Where do we see writing in the world around us? What do you expect to read about in this book? Will the girl write different cards to different people, or will there be other characters who write different things? Students relate to their own experiences and predict other types of writing that may be included.
- Students listen to the sounds in *dad*. Ask: How many sounds can you hear? They use their fingers to show the sounds as they say them.
- Go to page 3. Students listen to the sounds in *card*. They listen as you say *card* slowly and they identify the sound of the initial letter. They say the sound they hear. Teach students the

letter name. They find another word in the story that starts with the same sound as *card* (*can* on page 8). Make an illustrated web of words that start like *can*.

- Go to page 5. Focus on the letter s. Teach students the letter name. They notice where the letter comes in *sand*. They listen as you say *sand* slowly. Students identify and say the sound of the initial letter. Students find another word in the story that starts like *sand* (*sky* on page 8).
- Students read the book, using the illustrations to help read the words. They confirm or reject their predictions about the content.

Returning to the Text

- Reread the story. Focus on the content words. Ask: How do the pictures help you work out these words? What other clues can you find to help you read the words? (*card* starts like come or Carol; *sand* starts like see or Sarah)
- Focus on the words in the illustrations. Students use the initial letters and sounds and the context to read what each message says.
- Focus on the repeated word *the* in the story. Have students identify the letters t, h, e. They find another book that features *the*.
- Students retell the story orally using the illustrations and recalling the content words.

Writing

- Together construct a new story with the title, “We Write”. Talk about the letter w. Practise writing the lower case letter w in the air. Students brainstorm places where writing is found and create an illustrated word bank. Have them focus on punctuation. Ask: What do you notice at the end of the words on each page from page 2 to page 7? Explore the purpose of the comma in a list. Students write their new 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: w

Words: Match high-frequency words

Thinking: Match words to pictures from the story

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

THE AEROPLANE

The Story

The aeroplane whizzes all over the sky.

High-frequency Words

all, go, here, there, up



Reading the Text

- Students use the cover illustration and their knowledge of the high-frequency word *The* to work out the title.
- Go to the title page. Ask: What do you think will happen next? How do you think the story will end? Why?
- Read the story together. Students predict the location words and give their ideas about what they mean. Ask: What does *everywhere* mean to you?
- Students listen as you say the sounds in *go*. They identify the sounds and say what the word is.
- Go to page 6. Students listen to *there* and find a word that rhymes. Write up the pair of rhyming words. Students look at letters used to represent the rhyming sound -ere in the words. (*there, everywhere*) Ask: Do you know any more words that rhyme with *there*? (bear, care, pair, share, wear, stare) Write up words they suggest and notice how the spelling is different.

- Students read the story independently. They tell how they worked out the different parts and read to demonstrate. Ask: Who do you think is telling the story?

Returning to the Text

- Focus on the format. Students look at the cover and notice the placement of the title, the names of the author and illustrator, the publisher's logo and the frame around the illustration.
- Go to page 2 and point out the numeral, and say why this page is labelled 2. Students look at the other pages, noting the placement of illustrations, print and page numbers. They give reasons for the layout.

Writing

- Write up the sentence from the book and look at the illustration featuring clouds. Students suggest places the plane could go in relation to the clouds (in, behind, through, over, under, across, in front of, around). Write new sentences using different location words. They draw an aeroplane and clouds and write a sentence with the structure, *The plane goes through the clouds.*
- Make a class book or mural about things that go up and down. Students write and draw themselves into books about their own experiences on merry-go-rounds, escalators, see-saws and write sentences using the words, I go up and I go down.
- Practise writing the lower case letter x 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: x

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.

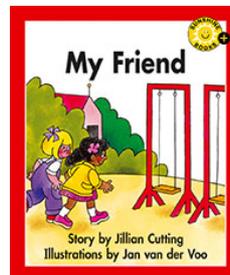
MY FRIEND

The Story

Two friends read a book.

High-frequency Words

a, is, my, not



Reading the Text

- Together look at the pictures on the cover and the title page. Ask: Who do you think the story is about? What will happen at the beginning of the story? How do you think it will end? Read the title together.
- Students listen and predict and then read the story using the pattern and the illustrations to help them. They tap on the speaker icon to hear the text read. Ask: What helps you work out what this sentence says?
- On page 8 they check their predictions about the ending. They describe what happens.
- Ask questions about the story. Ask: How many of the characters were the girl's friend? How many of the characters were not the girl's friend? Can you say why a tiger/spider and so on would not be her friend? What is the difference between the characters who are not her friend and the character who is? What do you like about this story? What don't you like?
- Read the story together. Students use appropriate voices to show what *is not* and *is* mean.
- Students listen to the sounds in *not*. They count and name the sounds and say what the word is. They read *not* in context. They learn to substitute initial consonants to make new words that rhyme with *not*.
- Students listen to *my*, identify the sounds and tell you other words that rhyme.

- Focus on *tiger* on page 2. Students listen to the -er ending. They note other words with the same sound as they read the story.
- Students read words in the context of the story to practise what they have learnt about sounds.

Returning to the Text

- Have students retell the story from the pictures and their memory. They read the story on their own. Ask: What helped you read the words and work out the sentences? When did you work out the pattern of the story? How can you tell from looking at the print that *tiger* says tiger and not leopard or lion or cat? How do you know that the word is *crocodile* and not alligator? If you could ask the girl questions, what would you ask? Why wouldn't you want a tiger for a friend? Are there any animals that you would like for a friend?
- Students list names of animals on one side of a chart and draw pictures to show what they know about the animal on the other.

Writing

- Focus on how much of the story is told in the illustrations. Ask: Does the print tell you that the girls are reading a book? Do the words say who is reading? Does the print tell what a crocodile looks like? Does the story tell us how people look when they say who is or isn't a friend? Students make their own text less books where the illustrations tell the story.
- Students draw pictures of characters. They write messages to one of the animals or the monster.

You are not my friend because...

You are my friend because...

- Read the sentence on page 8. Students think of their own friends (pets, neighbours, family members). They illustrate a two-page story about their friend and tell or write about it.

My grandad is my friend.

- Have students write the lowercase letter y 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: y

Words: Match words to pictures from the story

Thinking: Make a sentence

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

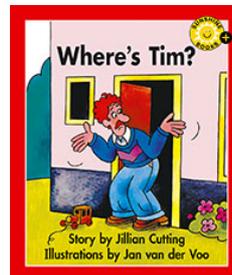
WHERE'S TIM?

The Story

A father tries to find his son Tim.

High-frequency Words

he, in, is, no, yes



Reading the Text

- Students look closely at the pictures on the cover and the title page and ask and answer questions about them. Ask: Who do you think this story will be about? What might happen? Who do you think the man is looking for? Has anyone ever had to look for you? Have you ever looked for something or someone? Who might the toy belong to? Why is the man looking outside the house? How is he feeling? What is the man doing on the title page? Why is he running? Where could he be going? Why?

- Read the title. Students get clues about the content from the title and tell you their ideas to answer questions. Ask: Who is Tim? Where could he be? What could he be doing? Ask students to tell you their ideas about the apostrophe in *Where's*.
- Students use the question in the title to make guesses about the structure of the story (question and answer). They read the author's name and use their knowledge of the type of stories Jillian Cutting writes to predict the structure of story.
- Students look at the illustrations page-by-page. They describe what is happening. "He is looking in the kitchen." They discuss Jan van der Voo's illustrations. Ask: How does he draw people's bodies, arms and legs to show that the characters are worried or happy? What expressions do the characters have on their faces?
- Read the story together. Students use the illustrations and their knowledge of initial letters and sounds to work out prepositions and nouns.

Returning to the Text

- Focus on question and exclamation marks. Teach students how to write them and what they are used for. Students read the story again, using appropriate intonation. Ask: How would you read this part?
- Students identify the sounds in the words *is*, *he*, *no*. They clap the sounds. They list words that end with the same sounds (rimes). (go, so) Create class word webs that students illustrate to show meaning.
- Focus on the content words. Students tell you what they know about the letters at the beginning of the words, the letter names, other words that begin with the same sound or letter and how to write the letters.

Writing

- Rewrite the story together in a school setting. Students illustrate the story and make a class book. They write a new story and draw themselves as the character.
- Students draw pictures and write words on a chart to show where Tim is and where he is not.
- Students write the letter z 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: z

Words: Match high-frequency words

Thinking: Drag the words to match the pictures from the story

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

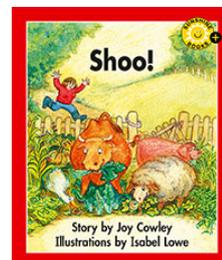
SHOO!

The Story

The animals get into the farmer's vegetables.

High-frequency Words

away, back, came, the, went



Reading the Text

- Look at the cover. Ask: What do you think the animals are doing? Where are they? Who do you think the woman is? What do you think she is saying?
- Go to the title page. Ask: What do you think the animals are going to do? What do you think the title will be? Listen to the title with students.
- Say the word *shoo* slowly. Ask: What sound do you hear at the beginning? What other sounds can you hear in shoo? List words the students suggest that begin with sh-.

- Read the names of the author and illustrator. Talk about the type of books Joy Cowley writes. Ask: Do you think this will be a funny story or a sad story? Talk through the illustrations to pages 4 and 5. Have students tell what they think the animals are going to do next.
- Read the story with students. Talk about the setting. Share ideas about where the animals would be allowed and not allowed. Ask: Why do you think the farmer doesn't want the animals in the garden? What do you think will happen after the farmer goes away again? What should the farmer do so that this doesn't happen again?
- Students retell the story in their own words.

Returning to the Text

- Have students read the story independently. They can tap on a word to hear it read. Ask: What happened at the beginning of the story, in the middle and at the end? How do you think the story might continue?
- Talk about how the new story could go on and on. Students draw a story map to show the cycle of events.
- Ask: What other words do we say to scare things away or get rid of them? List these words on a chart for students to read by themselves, and then turn into a chant.

Writing

- Reread the story to find the pattern. Write up the pattern.
Shoo! The _____ went away.
The _____ came back. Shoo!
- Work with students to rewrite *Shoo!* with a different setting, perhaps a picnic.
Shoo!
The ants went away.
The bees went away.
The flies went away.
- Students think of situations where they have been told off and then repeated the offence. They discuss these personal stories and then make a book about them.
- Model how to form the uppercase A. Have students practise writing it.

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 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.

IN MY HOME

The Story

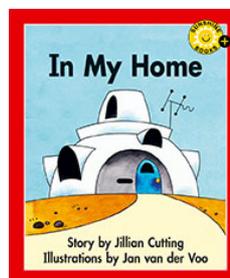
An alien looks for a room for himself.

High-frequency Words

dad, into, mum, there, went

Reading the Text

- Have students look at the pictures on the cover and title page to work out the words in the title. Talk through the illustrations and ask students to tell you their ideas about the home. Ask: Who do you think is likely to live in the house? How many people live there? Does the house in the picture remind you of your own home? What things are different about the rooms in the pictures and the rooms in your house?



- Go to page 2. Focus on *mum*. Students listen as you say the sounds in the word slowly, emphasising each sound. Ask: How many sounds do you hear? What is the word?
- Have students identify the word *dad* on page 3 in the same way.
- Listen to the text page-by-page with students. Use clues in the text. Ask: What is the character on this page doing? What other things are happening on this page? Who is telling the story? When do you expect a new character to appear? What do you think the character who is telling the story looks like?
- Go to page 8. Have students notice the punctuation at the end of the sentence. They listen to the words and tell what the punctuation showed. (surprise)
- Read the story with students. They can tap on a word to hear it read.

Returning to the Text

- Reread the story with students, focusing on one-to-one correspondence of written and spoken words, and return sweep.
- Focus on words that name rooms. Students use information in the pictures and identify clues in letters at beginning of words that help them to read accurately. Ask: How do you know it was *dad* in the bathroom? Why can't the word be *father*?
- Focus on compound words. Students read *bathroom* on page 3 and find another word in the text in which two complete words have been combined to make a new one. (*bedroom*) Students help list other compound words and draw pictures to show what they mean.

Writing

- Write up sentences from the text. Demonstrate rewriting the story in the present tense. Students help write the words and tell you where to put the punctuation as you write. They illustrate the new story for a large sequence chart.
- Students make charts to show where each character was. They write books about their own homes using the same structure.
- Model the formation of the uppercase letter B and have students practise writing it.

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 the high-frequency words

Thinking: Complete the sentences from the story

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

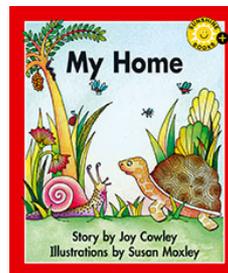
MY HOME

The Story

Some animals and people talk about their homes.

High-frequency Words

can, like, my, said, the



Reading the Text

- Discuss where horses, spiders, birds, rabbits and dogs live? Have students try to name what each home is called.
- Listen to the title. Talk about the cover and the title page. Ask: What do you think you will read about in this book? How are the snail and the turtle the same? What do you notice about the horse's home?
- Talk through the illustrations. Have students tell what they notice about each home.
- Talk about the girl on page 7. Ask: Where do you think she comes from? What do you think the last page will say?

- Have students read the story. They can tap a word to hear it read. Ask: What things in the book helped you read the story? How did the story change at the end?
- Reread the story. Students expand their retelling of the story by talking about ideas they got from the illustrations.
- Have students listen as you say *like* slowly. Ask: How many sounds can you hear in the word? What are the sounds? What other words can you think of that have the -ike sound? Make a list as the students say the words.

Returning to the Text

- Reread the story with students. Ask: What do you notice about the words the characters say? Talk about the use of speech marks. Have them read the words each character says. They can use the pen or white box tool to write the words in speech bubbles.
- Have students listen as you say the word *home* slowly. Ask them to suggest the initial letter and help spell the word. Talk about the initial sound in *home*. Teach students the name of the letter h.
- Play guessing games with students. e.g. I have three letters. My first letter is f. What am I? (fly) Students reread the book to find the word, spell the word and say the word.

Writing

- Students look carefully at the illustrations. Ask: What do you notice about each home that makes it a good home for its owner? Why do you think the owner likes their home? Talk about safety, food and protection. Notice that each illustration is spread across two pages. How does this help us get ideas about the setting? Work with students to rewrite the story. Follow the structure of the last two pages.
 “I like my home,” said the spider.
 “My home can catch insects.”
 “I like my home,” said the bird.
 “My home keeps my chicks safe.”
- Students illustrate the new story. Make it into a big book to share.

Home/School Link

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

Alphabet letters: m, h, f, n

Words: Match words to pictures

Thinking: Insert punctuation

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

WHEN ITCHY WITCHY SNEEZES

The Story

When Itchy Witchy sneezes she blows everything away. When she sneezes again, it all blows back.

High-frequency Words

and, away, she, the, when

Reading the Text

- Have students tell what they notice about the character on the cover. Ask: What do her clothes tell us about her? What is she doing with her nose? Talk about the humour in the illustration.
- Listen to the title. Ask: What does itchy mean? What things make you itchy? What happens when you have an itchy nose?



- Look at the title page. Listen to the title with students. Ask: What do you think happens when Itchy Witchy sneezes? What do you notice about the cat and the mouse in the illustration? Share ideas about why they look frightened.
- Talk through the illustrations. Ask: What do you think is happening on page 7? What do you think will happen if she sneezes again?
- Students listen as you say *sneeze*. Ask: What sounds can you hear in the word? They say the sounds after you /sn/ /e/ /z/. Talk about the sn- sound at the beginning of the word. Work with the students to write a list of words that begin with sn-.
- Read to the end. Talk about what happened at the beginning of the story and how it linked with the end.
- Talk about how the rhyming words help us read the text. Students use the pen tool to circle the words that rhyme. (mouse/house, rain/again)

Returning to the Text

- Have students look carefully at the illustrations. Ask: How do the lines, stars and shapes in the pictures help us understand what is happening? (they show movement) Talk about how pictures help us to read the story and get meaning.
- Students reread the story. They can tap a word to hear it read. Ask: What pattern did you notice? What changes at the end of the story? Students find the word that changes.
- Talk about the meaning of the word *away*. Ask: When do you say *away*? (Go away!) When do you hear other people using the word?

Writing

- Turn the story into a play. One student reads the story aloud. Another student plays Itchy Witchy. The rest of the students pretend to be the various things that Itchy Witchy blows away.
- Students write and illustrate their own Itchy Witchy books using the same pattern. They can think of other things that Itchy Witchy blew away.

Home/School Link

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

Alphabet letters: w, s, a, l

Words: Match rhyming words

Thinking: Match pictures to words

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

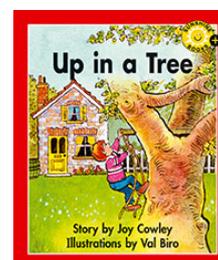
UP IN A TREE

The Story

A boy in a tree house tells about the things he sees that look back at him.

High-frequency Words

do, it, me, up, what



Reading the Text

- Have students look at the cover. Ask: What is the boy doing? Where is he? What can you see in the tree? Share stories about tree houses. Discuss safety when climbing trees.
- Look at the title page. Ask: What is the boy looking at? Listen to the title. Talk about what students can see happening in the story.
- Listen to the title. Ask: What sounds do you hear when you say *tree*? What sound is the same in *tree* and *see*? List other words that students know that rhyme with *tree* and *see*. Talk about words that have the /ee/ sound but a different spelling. (sea, tree, he, me, she, flea, pea, be)

Talk about the items on page 5. Ask: Where do you think she is getting them? What word gives you a clue? (old) What do you think the last page will show?

- Have students read the story. They can tap a word to hear it read. Ask: What did you notice about the naming words? (they rhyme)
- Reread the story together, pausing to let students fill in the rhyming words.
- Look at *zoo-oo-oom* on the last page. Ask: How else could this have been written? Voo-oo-oom? Are there other ways of writing sounds like this? What makes a br-rr-mmm sound? A-a-ch-ooo sound?
- Have students listen as you say the word *zoo-oo-oom* slowly. Ask them to suggest the initial letter. Talk about the initial sound in *zoo-oo-oom*. Teach students the name of the letter z.

Returning to the Text

- Reread the story with students. Ask: What else do you notice about the word *zoo-oo-oom!* on page 8? Talk about the use of bold type and the exclamation mark. Have students read the word using these clues.
- Students use the pen tool to mark the rhyming words, using a different colour to differentiate the rhymes.
- Play guessing games with students. e.g. I have five letters. My first letter is t and I rhyme with fires. What am I? (tyres) Students reread the book to find the word, spell it and say the word.

Writing

- Have students rewrite the story with new components and new rhymes, for example:
Dr Sprocket makes a rocket.
She makes it from old bottles.
She makes it from old mugs.
She makes it from old televisions.
She makes it from old plugs.
- Have students to write a list of instructions on “How to Make a Rocket”. For example: This is how to make a rocket. You will need ... (The items must be able to make the story rhyme.)

Home/School Link

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

Alphabet letters: d, r, x, z

Words: Rhyming words

Thinking: Sequence pages from the story

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

SNOW

The Story

Snow falls, melts and becomes water.

High-frequency Words

come, falls, the



Reading the Text

- Look at the cover and title page together. Have students predict what this book might be about. Ask: What is different about this book than the stories you have been reading so far? (photographs)
- Have students tell whether this book is real or fantasy. Discuss the features of a non-fiction book. Go to page 1 and discuss the purpose of the Contents. Go to page 4 and check that the text there is about snow melting to demonstrate.

- Listen to the text with students. Pause between each page to discuss “what happens next” and why.
- Have students retell what happens in the book. Clear up any misunderstandings about the reasons for the changes.
- Have students read the text independently.

Returning to the Text

- Reread the text, pausing before the verb to ensure students read the words that end in s. They read the book independently to note and read words that end in s.
- Have volunteers find examples of words ending in s to list on a chart. Students suggest other words that end in s.
- Focus on the c at the beginning of *come*. Remind students how to form this letter and have them practise writing the letter Cc.
- Together make a chart highlighting the various aspects of the water cycle. Students illustrate the different weather situations.

Writing

- Make a chart with a record of the weather over the past week. Students illustrate the weather and write a sentence to describe it.
- Reread the text and have students draw a chart with seven sections. They draw pictures and copy the sentences from the book onto their chart. They reread their chart to make sure they haven't left anything out. They add arrows to show what happens to the snow.

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: Remake content words from the text

Thinking: Sequence pictures from the text

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

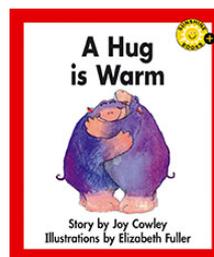
A HUG IS WARM

The Story

A girl compares a hug with other nice things.

High-frequency Words

a, and, as, is



Reading the Text

- Have students talk about things that are warm. They may suggest things like microwaves and ovens. They may also think of food they eat warm. This gives an excellent opportunity to talk about what makes things warm. List ideas about warm things.
- Talk about the characters on the cover. Ask: Have you read any other books about Huggles? What do you know about them? What are the Huggles doing on the cover and title page? Read the title. Ask: What do you think you might read about in this book?
- Talk through the illustrations. Ask: What do you notice about the items in the illustrations? What do you think the items are called?
- Have students read the title again. Ask: How many sounds can you hear in the word *hug*? What are they? What letters do you think make those sounds? Write up the letter h. Teach students the name of the letter.
- Listen to the story with students. Then have them retell the story, list the things in the story and list the words.
- Students read the story themselves.

Returning to the Text

- Reread the text together. Talk about what *as warm as a* means. Share ideas about this. Ask: Do you think a hug is really as warm as a hot-water bottle, a fur coat, a stove?
- Talk about what Joy Cowley means when she says *a hug is warm*. Ask: How does a hug make you feel warm?
- Talk about how the items in the story feel warm to touch whereas the hug is a feeling. It is the feeling of love and someone caring that makes us feel happy and warm inside. Share ideas about other things people can do that make us feel warm or good inside. List the ideas. (a kiss, wink, thumbs up, a sticker from the teacher)
- Discuss things that are cold and feelings that are cold. Work with the students to make a comparison chart.

Writing

- Look closely at the sentences in the story. Ask: What do you notice about the sentences? What do the sentences on each page tell us? Talk about the pattern and structure of the sentence. Students suggest other ways the sentences could be written. Record the ideas.
A hug is warm. A stove is warm.
A bath is warm.
Or
A hug is warm like a stove.
A hug is warm like a bath.
- Students make and illustrate an opposites chart of warm and cold things.
- Model the formation of the uppercase D and have students practise writing it.

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 the letter to the word that begins with the same letter

Thinking: Caption pictures from the story

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

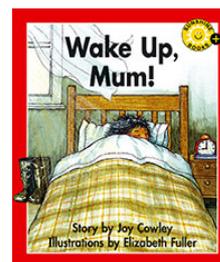
WAKE UP, MUM!

The Story

On the farm, the animals want their breakfast. Mum must wake up to feed them and Harry.

High-frequency Words

for, Mum, their, up, want



Reading the Text

- Look at the cover and the title page. Students identify the animals on the title page. Ask: What do these animals eat? What sounds do they make?
- Read the title. Ask: What do you think the story might be about? What things in the pictures make you think that? Look through the illustrations on pages 2–7 together. Ask: What is happening? How do the animals feel? How has the illustrator shown their feelings? When do you look like that?
- Go to page 7. Students say what they think will happen next. Remind them to think about the picture on the cover and the words in the title.
- Go to page 9. Ask: What is the boy saying to his Mum? What do you think Mum is thinking on page 10? When has something like this happened to you? How will Mum waking up change the story?

- Read through pages 11–16. Ask students to say what they think will happen next before going to each page.
- Students listen as you say the word *want*. They practise saying *want* slowly. Ask students to suggest other words that start with the same sound as *want*? (was, wand, water)
- Focus on the word *dog*. Say the sounds slowly and deliberately. Ask: What other words do you know that belong to the same word family as *dog*? (fog, log, frog)

Returning to the Text

- Students retell the story using the illustrations. They tell how they worked out the names of animals and the sound words.
- Focus on the use of the comma to separate repeated words. Students read the sound words using the comma. Ask: How would you read the sounds the pigs made? Why would you read it like that?
- Focus on animal names that end with s. Write the word *pig*. Ask: How do we change this word so it means more than one pig? Students write words on a chart to show the difference between singular and plural forms. They illustrate their charts to show the difference between singular and plural nouns.

Writing

- Write sentences about the story with students. Encourage students to “think the sentence in your head before you write it.”

Mum was fast asleep in bed.

The animals were standing around in the yard.

They wanted their breakfast.

Little Harry wanted his breakfast as well, so he told Mum to wake up.

Mum woke up.

She got dressed and gave the animals and Little Harry their breakfast.

Students decide which sentences are about the beginning, middle and end of the story.

Together create an illustrated Beginning/Middle/End wall display.

- Write a story about zoo animals, using the sentence pattern of the story.

The lions want their breakfast.

Roar, roar, roar!

Wake up, zookeeper!

- Create a new book in which students draw themselves feeding breakfast to the animals and eating their own breakfast. Use the sentence pattern:

Cows like to eat turnips for breakfast.

I like to eat pancakes.

- Model the formation of the uppercase E and have students practise writing it.

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 high-frequency words

Thinking: Complete sentences from the story

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

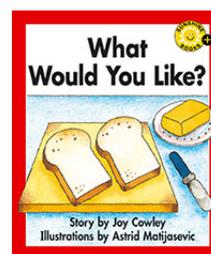
WHAT WOULD YOU LIKE?

The Story

Would you like to eat a worm, a mouse or peanut butter?

High-frequency Words

like, no, what, yes, you



Reading the Text

- Look at the cover and read the title. Ask: What do you think will happen in the story? Have you ever made a sandwich? What do you do? What do you like in your sandwiches?
- Look at the title page. Ask: What is the boy thinking? What would you be thinking if you were about to make a sandwich?
- Students listen as you say the word *like*. They practise saying *like* slowly. Ask: What other words do you know that belong to the same word family as *like*? (bike, hike)
- Students listen to the sounds in *no*. Ask: What is this word? How many sounds can you hear? How many letters will be needed to write the word? What other words do you know that rhyme with *no* and have two letters? (go, so)
- Listen to the story together. Then have students read it independently. Using copies of the printed book, teach or reinforce book handling skills. Ask: Can you show me how to turn the page? Why do we need to know this? Where do we start reading? Where next? What happens next? What helps you read the word at the end of the line? What do you do when you get to the end of the line? Students track the text in the right order making one-to-one correspondence between the written and spoken words. They talk about the book using the words cover, beginning, end, page, line, word, letter.
- Students read the story by themselves.

Returning to the Text

- Reread the story. Ask: Does it help you read when each word is highlighted as it is read? How does looking at the beginning letter of some words help? Can you show how you use the beginning letter in a word to help you work it out? How much help do you get from the illustrations?
- Students identify the sound at the beginning of *you* and tell you words that begin with the same sound. Model the formation of the letter y. Review the letter name of y. Work together to make a chart of words that begin with y.
- Focus on *would*. Create new words by substituting initial letters sh and c for w.
- Focus on bold print. Ask: Why is text presented in this way? How would you read these parts? Students read the words in bold print with emphasis to demonstrate.

Writing

- Together make a list of the main events of the story. Students recall what happened after the boy started making a sandwich. They illustrate the events on a chart.
- Students make books using pictures in place of words.
- Rewrite the text on a large sheet. Students help write capital letters and put punctuation marks in place. Ask: Where does the sentence begin/end? Why is there a question mark or exclamation mark at the end of this line? Why is there a comma after No/Yes?
- Create a Readers' Theatre version of the story in which one child acts as narrator and reads the questions. The rest of the group chorus the refrain.
- Model the formation of the uppercase F and have students practise writing it.

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 high-frequency words

Thinking: Complete a sentence from the story

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

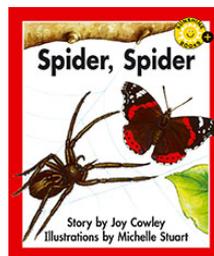
SPIDER, SPIDER

The Story

The spider asks the animals to tea.

High-frequency Words

come, me, no, not, to



Reading the Text

- Look at the cover illustration together. Ask: What do you think is happening? What do you think will happen next? Turn to the title page. Students check their predictions. Ask: What do the cover and title page illustrations tell you about what might happen in the story?
- Have students work out the words in the title? Help them to focus on the beginning of the words. Ask: What clues can you find? Why wouldn't you read the title as Butterfly, Butterfly?
- Walk through the illustrations in the story. Have students identify the animals. Ask questions about each event. Students give reasons for their answers. Ask: What do you think the spider is saying to the bee? What do you think the bee is replying? Why? What do you think will come next? How do you think the story will end?
- Students listen to the words *tea/me/bee*. Ask: What can you say about these words? Can you think of other words that rhyme? They write some rhymes using the words. (see, flea, tree, be, we, he)
- Focus on *spider*. Students listen to the word and say what letters they expect to see at the beginning. They suggest other words beginning with sp-.
- Focus on rhyme and repetition. Listen to pages 2 and 3 with students. Ask: What do you notice about the language? How will that help us read the next pages?
- Read the story together page by page. Students look at the illustrations. They predict the language and read the text. They identify rhyming words and repetitive parts of the text.
- Look at pages 14 and 15 together. Ask: What has the author done to end the story?

Returning to the Text

- Reread the story with students demonstrating how to read the dialogue, using a different voice for each character.
- Write up the text on a large sheet for students to illustrate. Read it together. Ask: Can you find the parts that rhyme? Can you find the parts that are repeated?
- Focus on high-frequency words. Students listen to each word. Ask: What letters are used to spell this word? Students write the words using the pen tool or magnetic letters.
- Have students write other words with the same letter/sound pattern as the high-frequency words in the story. Ask: What word rhymes with *come* but begins with an s? What word rhymes with *to* but begins with d? Can you make words that rhyme with *not*, by writing g, h, p, l in place of the n?

Writing

- Together write a new story about other animals. Ask: What are some animals that a fox might ask to tea? What are some animals that a crocodile might ask to tea?
- Students write and illustrate sentences about the events in the story, using the pattern The spider is asking the ____ to come to tea.
- Ask students why they think the animals in the story don't want to go to the spider's house. Research spiders in library books and on the internet.
- Have students make a fact chart about spiders with illustrations and information about what spiders eat, how they catch their food and so on.
- Model the formation of the uppercase G and have students practise writing it.

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 words to pictures

Thinking: Complete sentences from the story

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

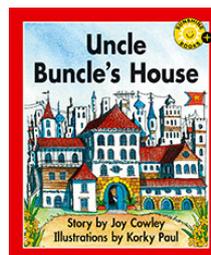
UNCLE BUNCLE'S HOUSE

The Story

Count the things in Uncle Buncle's house from 7 down to 1.

High-frequency Words

are, but, in, one, there



Reading the Text

- Talk with students about uncles. Ask: What is an uncle? (mother or father's brother)
- Read the title. Look at Uncle Buncle's house. Ask: What do you think he might have in his house? Focus on the uppercase letter H in *House*. Model the formation of the letter for students and have them practise it.
- Look at the title page. Ask: Who do you think the people in the illustration are? If the man is Uncle Buncle, how are the children related to him? What do you think Uncle Buncle might be saying to them? Do you think the children like going to his house? Why?
- Read the names of the author and illustrator and have students tell what they know about the books that Joy Cowley writes.
- Talk through the illustrations. Ask: What do you notice in each illustration?
- Students listen as you say *Uncle* slowly, stretching the sounds. Ask: How many sounds can you hear? What are the sounds you hear? What sounds can you hear that are the same in *Buncle*?
- Talk about the sound students hear at the beginning of the word *uncle*. Work with them to say and listen to other words that begin with the /u/ sound in *uncle*. (up, under). Ask: Do you know any words that have the /u/ sound in the middle? (cup, truck, suck)
- Listen to the story together. Read the story, pausing for students to join in with the content words.
- Students talk about each page as they look through the story. Talk about how the numbers count down from seven. Ask: Can you remember how many clocks? Can you remember how many dogs? Students reread to confirm.
- Students say what helped them read the story.

Returning to the Text

- Students look carefully at the illustrations and talk about how they helped them read the story. Ask: What ideas do we get about the type of person that Uncle Buncle is from looking at the illustrations?
- Talk about Uncle Buncle's clothes, hair, his furniture and all the unusual things he has in his house. Ask: What things do you have in your house that Uncle Buncle has? What things don't you have? What do you notice about the clocks? How does Uncle Buncle know which is the right time? Why do you think Uncle Buncle has all his TVs next to each other? Have students tell their own story from the illustrations.

It is night time and Uncle Buncle is watching TV with the children.

He is not watching one TV. He is watching five TVs!

They are on different channels.

- Students reread to find the number words. List these and write the numeral beside them.

Writing

- Enlarge the text. Ask: What do you notice about the pattern of the story? Which words change in each sentence? What would the pattern be if we wrote a story about things in Room 2? Work with students to write a story following the same sentence structure.

There are seven girls in Room 2.

There are six boys in Room 2.

There are five tables in Room 2

But there is only one teacher!

Students illustrate and use as a Big Book for Shared Reading.

- Students write their own number story, called “In My House” in an eight-page booklet. The stories could be factual.

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: Put pictures from the story into the correct sequence

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

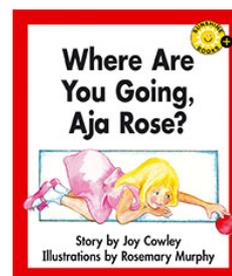
WHERE ARE YOU GOING, AJA ROSE?

The Story

Aja Rose is happy to do things by herself. Her friends ask if they can join in.

High-frequency Words

are, can, come, my, where



Reading the Text

- Listen to the title with students. Ask: What do you think will happen in this story from the words in the title? Students look at illustrations on the cover. Ask: Why do you think the girl is alone? Do you think her name is Aja Rose?
- Look at the title page. Ask: What is happening? How does the title page help us guess what might happen in the story? What might happen next?
- Look at the picture on page 2. What do you think the boy is saying to Aja Rose? Talk through the illustrations. Have students construct their own story from the illustrations.
- Listen to the story. Have students listen for rhyming words and circle them using the pen tool. Ask: How do rhyming words help you work out a story?
- Read the story together to work out words in the text. Take time to study words that are difficult and then reread the sentence or phrase in which it appears. Students can tap a word to hear it read. Ask: How can you work out who is talking in the story? Are the clues in the pictures? Are the clues in the words that the characters say? Identify the speech marks and discuss what they are for.
- Focus on the exclamation mark and the question mark. Use the terms as you ask students how they would read the parts featuring them. Students read the story aloud with intonation and expression appropriate to the grammar and punctuation.

Returning to the Text

- Students read the story. They demonstrate how they read parts and how they worked out difficult words.
- Discuss the use of the comma before Aja Rose’s name. Students show how to read that part of the story.

- Discuss the contractions I'm (I am) and I'd (I would). Students use the pen tool to circle examples in the story. They say why the apostrophe is used and tell the two words that make up the contraction. Write contractions and the words they stand for on separate cards. Students match the cards and use them when they are writing their own stories.
- Write the word *go*. Students say what letters are needed to make *going*. They check in the text. Make other words that end with -ing. (look/looking, jump/jumping, play/playing)
- Have students mime activities for the rest of the class to guess. Begin by asking one student, "Where are you going, Sarah?" The student then mimes an action, such as rowing a boat. Students try to guess what she is doing.

Writing

- Have students rewrite the story using their own names and activities they like to do by themselves.
"Where are you going, Jason?"
"I'm going to read my book."
- Students can rewrite the story using *Why* in place of *Where*.
Why are you going, Aja Rose?
- Look and listen to the beginning sound and letters in *why* and *where*. Students help write other words that feature the blend wh-.

Home/School Link

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

Alphabet letters: w, y, g, v

Words: Rhyming words

Thinking: Insert punctuation

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

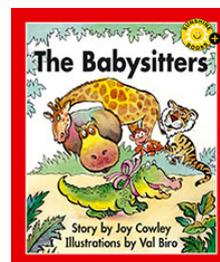
THE BABYSITTERS

The Story

When a crocodile leaves her baby with the animals, one of them finds a way to control the baby crocodile.

High-frequency Words

no, said, the, to, you



Reading the Text

- Look at the cover together. Have students share ideas about crocodiles. Listen to the title. Ask: What do you think this story will be about? Which are the babysitters and which is the baby? How do you know?
- Look at the title page. Ask: Are you still sure that your predictions are correct?
- Talk through the illustrations and about the structure of the story. Ask: Did you notice the circular structure? The mother crocodile is on page 2 and reappears on the last page.
- Listen to the story with students. Talk about what happened. Students retell the story by telling how the animals responded to the baby crocodile. Did they notice the repetitive language? Ask: Which is your favourite character? They can wonder why Joy Cowley chose to portray a monkey as the "smart" character. Can students think of other animals that could be written into the story instead of the monkey. Ask: What do you think of crocodiles as characters? Are they smart, silly, cunning characters?
- Have students read the story themselves. They can tap a word to hear it read. Ask: What do you notice about the ribbon on page 6? Why was this important to the ending of the story?

Returning to the Text

- Students reread the text in pairs, using special voices to show how they feel about the characters and how they can make sense of the text.
- Discuss how some words are written in bold type. Ask: How did you read these? Do you use bold type in your own writing?
- Discuss the order of the babysitters (tallest to shortest). Ask: Who looked after the baby crocodile first, next, last? Who was the biggest animal? Who was the smallest or tallest?
- Students use the pen tool to label the babysitter in each illustration.

Writing

- Write a list of instructions that parents might give to a babysitter or to children. Rewrite the story in terms of what parents say to their children when they are left with a babysitter. “Remember! No yelling or crying! Or playing! Or gobbling!”
- Students rewrite the story using different animal characters. They can use the white box tool to type in new sound words for the story. “No crunch-crunch!”

Home/School Link

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

Alphabet letters: b, e, k, h, y

Words: Match high-frequency words

Thinking: Insert punctuation

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

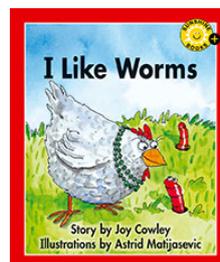
I LIKE WORMS

The Story

The hen enjoys a diet of all sorts of worms.

High-frequency Words

for, good, in, like, me



Reading the Text

- Listen to the title with students and look at the illustration on the cover. Ask: What do you think will happen in this story from the words in the title? What do you think the hen will do with the worms? Have students make a list of what they know about worms.
- Look at the title page. Ask: How does the title page help us guess what might happen in the story? What might happen next? What would be in a recipe book called *Cooking With Worms*? Would there be a recipe for worm pie? For worm soup?
- Look at the picture on page 2. What do you think the hen is going to do?
- Talk through the illustrations. Ask: What do you notice about the illustrations of the worms? (They are all different.)
- Listen to the story. Have students listen for rhyming words and circle them using the pen tool (pies/fries, jug/mug, tea/me). Ask: How do rhyming words help you work out a story?
- Read the story together to work out words in the text. Take time to study words that are difficult and then reread the sentence or phrase in which it appears. Students can tap a word to hear it read.

Returning to the Text

- Students read the story. Ask: How can you work out the describing words in the story? Are the clues in the pictures? (big, fat, pink, purple, little, skinny, red, orange)
- Circle the word *jar* on page 8. Students say what letter the word begins with. Work with students to write a list of words that begin with the letter j.

- Talk about the pattern in the story (*I like*) and how this is followed by lists of worms. Ask: How do we separate words in a list? Look at page 4 and have students mark with the pen tool the commas in the list.
- Have students use the pen tool to connect the describing words with the worms in the illustrations.

Writing

- Make an innovation on this story with students writing about something they like. Use the same pattern, for example:
I like chocolate, chocolate fish, chocolate frogs, chocolate puddings,
I like chocolate for lunch and chocolate for tea.
- Write a recipe for the hen for “Worm Burgers” or “Worm Pie”. Make the recipes into a book “Cooking with Worms”.
- Write the last page of the book onto a card and use as a poem:
I like worms in a bowl.
I like worms in a jug.
I like worms in a jar.
I like worms in a mug.

Home/School Link

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

Alphabet letters: i, j, z, o

Words: Match words to pictures

Thinking: Insert punctuation

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

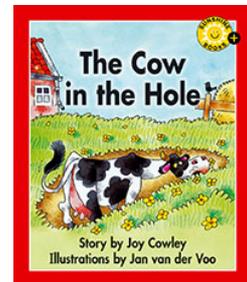
THE COW IN THE HOLE

The Story

The children are smart enough to know how to get a cow out of a hole, where everyone else failed.

High-frequency Words

did, for, not, they, was



Reading the Text

- Ask students what they notice about the illustrations on the cover and title page. Listen to the title. Ask: What do you think you will read about in this book? Why do you think the people are running towards the cow?
- Talk through the illustrations. Have students tell what they notice about each page. Talk about the illustration on page 6. Ask: What are the children carrying? What do you think the last page will show?
- Have students read the story. They can tap a word to hear it read. Ask: What do you notice about the pattern of the story? What words tell about movement? (pushed) What other action words could the author have used? (pulled, shoved) Reread the story together, pausing to let students chant the movement words.
- Look at *Hooray!* on page 8. Ask: Why is this written in bold type? Are there other words the author might have used? (Good job! Thank goodness! Fantastic! Yippee!) Have students listen as you say the word *hooray* slowly. Ask them to suggest the initial letter. Talk about the initial sound in *hooray*. Talk about the letter h, its name and the sound it makes.

Returning to the Text

- Encourage students to ask questions to clarify their interpretations about the meaning of the story. Ask: How do you think the cow got in the hole? Where do you think the idea came from? Could the author, Joy Cowley, have had a similar experience? If so, where would she have been? Have any of you been to a farm? Have you seen pictures or films of country life?
- Read the story together. Ask: What would you say about the cow? Is she stubborn? Lazy? Greedy? Have you ever behaved like that?
- Ask: How can you work out who is talking in the story? Are the clues in the pictures? Are the clues in the words that the characters say? Identify the speech marks and discuss what they are for. Students can use the pen tool to identify who is talking on each page.

Writing

- Students can imagine Joy Cowley in their class author's chair and think of the questions that they would want to ask her. Help them to write them down.
- Rewrite the story using different characters and with a changed action, for example, replacing *pushed* with *pulled*. Students will have to think about illustrations for their new story and develop ideas about the way in which the expressions of the characters might change.

Home/School Link

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

Alphabet letters: c, h, f, p

Words: Match sentences to pictures

Thinking: Insert punctuation

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

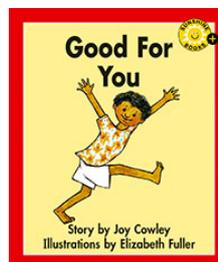
GOOD FOR YOU

The Story

A boy lists the things that are good for you.

High-frequency Words

are, for, good, me, what



Reading the Text

- Look at the cover and listen to the title. Ask: How do you think the boy on the front cover is feeling? Why? What clues does the illustration give about the story? What other things might we read about that are good for us? Do we need rest and fresh air and exercise as well as healthy food? What else do we need to make us feel really good?
- Look through the illustrations on pages 2–9. Students say what things are good for you on each spread. On page 10 they predict what will happen to end the story.
- Focus on *is* in each line of print. Students listen to the sounds and say how many they hear. Change the s to an n or t. Say the sounds in *it* and *in* slowly. Students repeat and tell you what the words are.
- Read the story together. Students identify the words that name the things that are good for you. They look at the letters at the beginning of the words and make predictions. Ask: Why has the author used the word *fruit* rather than apples? How do you know that the word *playing* on page 4 isn't skipping? How do you know that the words on page 6 say *fresh air* and not wind?

Returning to the Text

- Students read the story independently. They practise what they have learnt about reading print and use their voices to show what the story means.

- Focus on high-frequency words *you, for, good*. Spell the words. Students listen to the letters, guess the word and help write it using markers or magnetic letters.
- Teach the letter name for f at the beginning of *for*. Students practise forming the letter and find it in other stories they have read. They write their own f books.

Writing

- Model the formation of the upper case letter I and have students practise it.
- Rewrite the story with students in the class as the characters. They help list all the things that are good for them. They write sentences and illustrate them.
- Students write sentences and illustrate their own books about what is good for others. Talk about things we can do that would be good for others. Ask: What could you do that would be good for your families? They write a book called “Good for our Family”.

I help cook dinner.

I help wash the dishes.

That’s good for our family.

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: Caption pictures from the story

Thinking: Make a sentence from the story

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

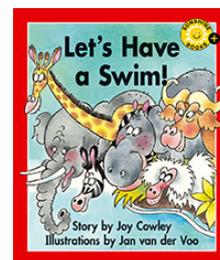
LET’S HAVE A SWIM!

The Story

Some animals are enjoying a swim until a crocodile jumps in.

High-frequency Words

had, have, in, jumped, out



Reading the Text

- Focus on learning how to find information on the cover to help read the story. Read the title. Ask: Who is saying, “Let’s have a swim?” What clues do the words in the title give us about the story? What clues does the picture on the cover give us?
- Have students look at the title page. Ask: What is happening now? When do you think the crocodile will come into the story? What do you think will happen first? How do you think the story will end?
- Focus on *Let’s*. Students learn the name and purpose of the apostrophe. Ask: What words could we use in place of *Let’s*? Why didn’t the author write *Let us* have a swim? Make a chart with students of contractions and write the expanded forms.
- Students listen to the blend at the beginning of *swim*. Ask: Can you hear the sw- sound before you hear the end of the word? They help write other words that begin like *swim*.
- Focus on using the illustrations to understand the story and predict events. As students look at each illustration, ask: What are the animals doing? How do you think they are feeling? What could they be saying? What clues do you get from the illustrations?
- Go to page 8. Ask: What will happen now? Now look at pages 10–15. Ask: Do you think the crocodile will jump out? Why? Why not?
- Read the story together. Ask: Where does the story take place? Who are the characters? What do they do?

Returning to the Text

- Students make a chart showing setting, characters and events. They notice how the characters and events change but the setting remains the same.
- Reread the story together, focusing on punctuation. Teach students the purpose of the full stop, comma, exclamation mark and quotation marks.
- Reread the story with students using punctuation to give meaning to the different situations. Ask: How would you read the part where the animals say “Let’s have a swim!”? How would you read the sentence on page 8? What about the sentence at the end of the story?
- Focus on *jumped*. Write *jump* on the board. Ask: What letters have been added to *jump* to make *jumped*? Have students find *jumped* in the text. Ask: What other words could we add -ed to? (stayed, looked, played) Students make a class dictionary of words that end in -ed.

Writing

- Write sentences on strips for students to illustrate. They match pictures and sentence strips and put them in order. Ask: Which parts can be changed without making any difference to the story? Which parts must stay the same?
- Students create their own books, or help construct a class book. Focus on drawing pictures on the cover that give clues about the story. Then they write the story in their own words. One day the animals jumped in a waterhole to have a swim. When the crocodile came they all jumped out. The crocodile had the waterhole to himself.
- Have students notice the difference between the upper and lowercase letter Jj. Model the formation of the uppercase J and have students practise it.

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 the 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.

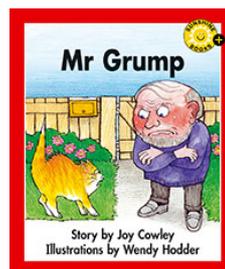
MR GRUMP

The Story

Mr Grump is just like his name until...

High-frequency Words

at, me, who, with, you



Reading the Text

- Tell students that this story is called *Mr Grump*. Ask: What sort of things do grumpy people do? What sort of things do happy people do? What do you do when you are grumpy/happy? Students draw their ideas about grumpy and happy emotions.
- Read the title again. Ask: Who will the main character be? What do you think the story will be about? Look at the cover. How is the man feeling? What could have happened to make him feel grumpy? How do you know? How is the cat feeling? Do you think the man is Mr Grump?
- Talk through the illustrations. Ask: Who is Mr Grump growling or shouting at on each page? Go to page 6. What clue does this picture give you that the story might change? Who is this character? Can you guess what will happen next?

- Together look at the picture on page 9. Ask: What is Mrs Grump saying to Mr Grump? Students use what they know about story structure and link this with their ideas about being grumpy and happy to say who they think will be on the following pages and what they will do.
- Listen to page 2 with students. They read the rest of the story by themselves and talk about what helped them read the story. Ask: What made it easy to work out the last page?

Returning to the Text

- Students retell the story. Write up the text on a large sheet, using different colours for the questions and refrain. Give a Readers Theatre presentation of the story. One child acts as the narrator and reads the questions. The rest of the class chant the refrain together.
- Students listen to the blend at the beginning of *grump*. They identify the letters that represent the sound. Say the word *grump* slowly, stretching the sounds. Work together to record words that rhyme with *grump*. (bump, dump, hump, stump, lump, jump, pump) Use some of the words to write simple rhymes for students to illustrate.

Writing

- Work together to transform sentences by substituting verbs and nouns. Write the sentence structure Who ____ at the ____? on a strip of card. Write different verbs and nouns on separate cards. Students use the word cards to transform the sentences. They illustrate transformed sentences to show what they mean.
- Students include themselves in the story as the main character in a familiar setting. They draw themselves on a double-sided chart showing their contrasting moods and write a sentence telling what makes them grumpy or happy.
- Model the formation of the uppercase K and have students practise it. They notice the difference between K and k.

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: Caption pictures from the story

Thinking: Put pictures from the story into the correct sequence

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

THE MAGIC MACHINE

The Story

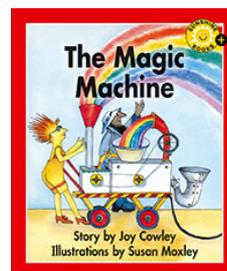
The rain man and the sun woman make a rainbow.

High-frequency Words

and, came, out, put, they

Reading the Text

- Explain that this story is about a fantastic machine. Ask: What machines can you name? What do they do? Are they useful in your life?
- Have students look at the cover. Ask: What is happening here? What do you think the people are putting into the machine? What is coming out of the machine? Who do you think the characters are? Can you tell anything about them by the clothes they are wearing?
- Read the names of the author and illustrator? Talk about which picture you think Susan Moxley liked drawing. Think about her ideas. Ask: What might have given her the idea for the shape of the machine? What about all the different parts?
- Read the title. Have students tell what the initial letter is in *magic* and *machine*. They say the words slowly, emphasising the /m/ sound.



- Talk through the illustrations. Ask: What do you think will happen at the end of the story?
- Listen to the story. Students can tap a word to hear it read. They discuss whether their predictions were correct.
- Read the story together. Students tell what strategies helped them to read.

Returning to the Text

- Talk about rainbows. Ask: What are the colours in a rainbow? When do rainbows occur? (sunshine after rain) Has the illustrator given you clues with the clothes the man and woman are wearing?
- Students retell the story using the pictures. Write down the story as they tell it and then read it together.
- Say the word *rain* slowly, stretching the sounds. Work together to record words that rhyme with *rain*. (pain, train, drain)
- Say the word *sun* slowly, stretching the sounds. Work together to record words that rhyme with *sun*. (fun, bun, run)

Writing

- Have students innovate on the pattern of the story. They could write about things going into a supermarket trolley.
Abby and Mum had a magic machine.
They put some honey and butter in the magic machine.
And out came breakfast.
- Discuss colour mixing. Ask: Do you know what happens when we mix different combinations of colours? Students can use crayons to experiment. (red + blue = purple; yellow + red = orange; blue + yellow = green) Students create a chart showing the results of mixing colours.
- Model the formation of the uppercase L and have students practise it.

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 the letter to the words that begin with the same letter

Thinking: Put pictures from the story into the correct sequence

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

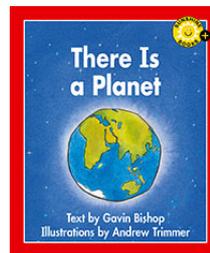
THERE IS A PLANET

The Story

This is text is a story around a non-fiction theme.

High-frequency Words

in, is, on, that, there



Reading the Text

- Have students imagine they are in a spaceship, looking out of the window. Ask: What do you think you would see? If you looked through binoculars, what could you see on our planet? If you looked through a telescope, what could you see then?
- Discuss the picture on the cover. Read the title together. Ask: Can you see the countries on the planet? What country do we live in? What do you think this book will be about?
- Go to page 2. Have students find the word *planet*. Ask: Where would you be if you could see our planet like that? Can you find the word *country*? Can you name a country in the illustration?

- Go to pages 4–5. Ask: What is happening? We're getting closer and closer to the ground. What can you see in the town? Do you live in a street like that?
- Listen to the story. Ask: Do you notice something special about the way the story is written?
- Read the story together, pausing and encouraging students to predict and read the next line. Talk with them and share ideas about the way the story is written with a repetitive and cumulative structure so that the reader can anticipate what will come next and read the story easily. Focus on how the last part of each line becomes the first part of the next line.
- Have students tell what changes on page 7. Ask: What do they notice? Does the rhyme make the end easy to remember and read? What do you notice about the ending? Is it surprising? Is it funny? How do you think it should be read? How do they feel when they read it? What do they think the author is expecting the reader will do?
- Discuss the illustration on page 7. Ask: How do you know that it is a dog? What is the flea doing? What sound did the flea make laughing? Why is the last line in bold print? Have students find another word with a long /e/ (*street*). Students can suggest other known words to add to the list.
- Students read the story independently. Provide support where needed.

Returning to the Text

- Discuss what makes this story different. Ask: Does this story provide you with some real information? Why do you think there is an index on page 8? What does an index do? Talk about other features that might be found in a non-fiction book.
- Have students retell the story. Ask: Was this what you thought the story would be about? Ask volunteers to be the storyteller and tell the story to the class. Encourage them to read the story many times to make sure they haven't left anything out.
- Give students hints about reading the story to themselves, closing the book and remembering everything that happened. They practise telling the story to a friend.

Writing

- Write a story with a different ending. Have students talk with friends about surprise endings that they think would be good.

In that house,
there is a table.
On that table,
there is a cake.
On that cake,
there is some writing
Happy Birthday!

- Model the formation of the uppercase M and have students practise it.

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 high-frequency words

Thinking: Make a sentence from the story

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

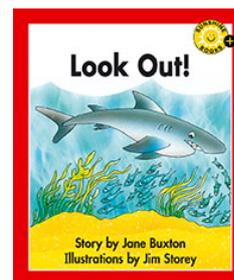
LOOK OUT!

The Story

Every fish in the sea has to look out for a bigger fish.

High-frequency Words

for, look, out, said, to



Reading the Text

- Look at the cover and read the title together. Ask: What is the danger in this picture? What other sea creatures might be in this story? Do you think the shark will catch them?
- Go to page 2. Identify the creatures from the illustration. Ask: Which one is talking? What might it say to warn the shrimp about the shark? Can you find the words? Do you think they are said loudly or softly? How do you know? Read the words.
- Go to page 4. Ask: Who is talking this time? Who is it talking to? Find the word *octopus* using the initial sound. Read page 4 together with expression.
- Go to page 5 and have students suggest what the ellipsis is for.
- Students continue through the story, using the pattern of the text and the illustrations to help them read the words.
- Read the story together. Students can tap on a word to hear it read.

Returning to the Text

- Go to pages 2–3 and have students find two words with the /sh/ sound. (shark, shrimp) List them on the board. Discuss what letters make the sound. Can students think of any other words with those sounds to add to the list? (shell, shoe, shout)
- Students reread the story independently.
- Students make a dictionary of words that start like *look*. Encourage them to collect as many words as they can to add to the dictionary.

Writing

- On chart paper, have students list the characters in the story by writing their names and drawing them.
- Model the mapping of the story by drawing and labelling the events on a large chart. Have students use cut, coloured paper collage techniques. Include in the mural all the sea creatures, rocks, plants, the ocean floor and language from the story.
- Model the formation of the uppercase N and have students practise it.

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 a word to a picture from the story

Thinking: Make a sentence from the story

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