

## SUNSHINE PRIMARY CLUB – TURQUOISE

Mr Whisper  
The Tiny Woman's Coat  
Quack, Quack, Quack!  
The Bag of Smiles  
One Thousand Currant Buns  
The Giant's Boy  
Mrs Grindy's Shoes  
A Hundred Hugs  
Bother Those Barnetts!  
Road Robber  
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In the Middle of the Night  
Lizard's Grandmother  
Letters for Mr James  
A Magician's House  
Tracks in the Sand  
Seeds  
The Desert Machine  
Bees



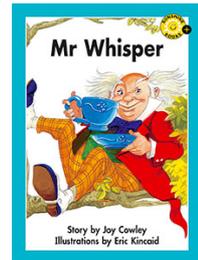
### MR WHISPER

#### The Story

When Mr Whisper breaks his blue cup, he has problems shopping for a new one.

#### High-frequency Words

again, can't, loud, louder, much, need, please, shouted, still, too



#### Reading the Text

- Look at the cover and title page illustrations. Ask: What clues about the story can you find? Listen to the title. Ask: How will a character called Mr Whisper fit into a story about a blue cup that gets broken?
- Have students work with a partner to use the illustrations to tell the story. They share their retellings in a group session.
- Read the story together. Students use their memory of the events and the detail in the illustrations to work out the text. They say how they would read the various parts of the story, and read out loud to demonstrate. They can tap the text at any time for help.
- Ask: How do you shout in a whispery voice? How would you read in a voice so loud that it would shake the shelves? How will you read the word for the noise the cups made when they fell down? How would you read the singing part at the end?
- Students suggest words that rhyme with *blue*. List the words. Ask them to say what they notice about them. (blue, two, new, to, do, zoo, crew, shoe, too, few, who, you, true, too) Write the words on separate cards. Students sort them into groups of words with the same spelling.
- Students listen to the sounds in *cup*. Ask: What sounds do you hear? What letters do we need to show those sounds? Students listen to the sounds in *up* and *pup* and name the letters.

#### Returning to the Text

- Circle the word *whisper*. Discuss the digraph wh- and have students suggest other words they know beginning with wh-. Then have them suggest words that end with -er and help write them.

- On page 2 have students use the pen tool to mark words with *whisper* in them (*whisper*, *whispery*). They look at the words and make comparisons. They think of other words that describe things and end with the letter y. (wind/windy, friend/friendly)
- Spell the letters of the high-frequency words. Students find the words in the text and read them in context. They write the words and check the spelling in the text.
- Have students use the text and illustrations to construct a sequence chart. They match sentences that describe events to relevant parts of the sequence chart and form a wall display.
- Create a Readers' Theatre presentation. Read *Mr Whisper* aloud together. One group of students can take the role of the shopkeeper and another group can be Mr Whisper, with his different voices.

### Writing

- Students look closely at the way the text is printed, showing us that some words are loud or soft. They write their own stories about everyday events and practise the technique in their writing.
- Work with students to transform sentences from the text.  
"Do you have a blue cup?" he said in his whispery (soft, husky, weak) voice.

### Home/School Link

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

Words: Digraph wh-

Thinking: Answer five comprehension questions

1. Why did the woman give Mr Whisper some big noise porridge?
  - A. He was hungry.
  - B. His voice was too whispery. ✓
  - C. She liked him.
2. Why did the woman give Mr Whisper some whispery soup?
  - A. He was hungry.
  - B. He was too loud. ✓
  - C. She had no big noise porridge.
3. What was Mr Whisper's problem?
  - A. He wanted a louder voice.
  - B. He wanted a quieter voice.
  - C. He wanted a blue cup. ✓
4. Select the word that we use to pay for things.  
money
5. What word tells you about the cup woman?
  - A. angry
  - B. sad
  - C. kind ✓

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

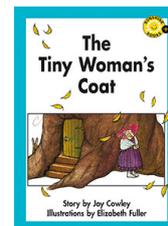
## THE TINY WOMAN'S COAT

### The Story

A tiny woman gets help to make a coat.

### High-frequency Words

keep, mine, sharp, stayed, take, three, try, wanted, warm, where



### Reading the Text

- Have students tell how they look for clues that will help them to think about and read a story. They find information on the cover, title page and in the illustrations. Ask: Where do

you think this story takes place? How do you know it is cold? What clues do you get about the season of the year? Why does the tiny woman look so miserable?

- Use the words in the title to guess what the tiny woman wants. Ask: Who do you think might help her?
- Students review where they found clues to help them make guesses and read the story. Have them read with a partner after each page. They can get help by tapping on the text at any time. They share how they read, what they found out about the story elements and the structure of the text, sentences and words. Ask: What sort of character is the tiny woman? Have you read about another character like her? How does she feel about the other characters? How does the repetitive language help you read the story? What about the words? What made some easy to read? What made some difficult? How do the illustrations help you understand what is happening in the story? How would you read this story?
- On page 16, have a volunteer identify the simile. Help students understand that a simile asks us to picture one thing as similar to another. Ask: What is the picture the author wants us to see of the tiny woman in her coat? Give the students some simile practice by supplying similes for completion.

### Returning to the Text

- Write up the descriptive words from the story. Students chant the words in unison using different pace, volume and expression. They explore the sounds in the words. They can suggest words that end like *rustle*. (thistle, candle) They can name words that begin with the same sounds as *snip*, *stitch* and *sharp*. They can think of words that end like *stitch*. (witch, catch, watch)
- Students use the pen tool to mark the rhyming words. They read with a partner to identify them. They look closely at the words to find similarities and differences in letter and sound patterns.
- As students reread the story, have them explore the meaning of each sentence. Ask: What does this mean to you? Work together to sort sentences that are repeated in the text from those that are not. Students can use the pen tool with different colours to code the text patterns.
- Focus on *wanted*. Students create new words by adding -s, -ing to *want*.
- Focus on alliteration. Students search for words close together in sentences that begin with the same consonant and read them aloud.
- Students find *seeds*, *weeds*, *three* in the text. They suggest other words with the long /e/ sound made by ee.

### Writing

- Create a wall display of words to describe noises and where they come from.
- Rewrite the story using pictures instead of nouns. Students ask a partner to read and interpret their version of the story.
- Students make cartoon strips of the story and write the dialogue in speech bubbles.

### Home/School Link

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

Words: Match rhyming words

Thinking: Answer five comprehension questions

1. Why did the tiny woman want a coat?
  - A. It was raining.
  - B. It was sunny.
  - C. Winter was coming. ✓
2. What did the tiny woman use as cloth for her coat?
  - A. horse hair
  - B. leaves ✓
  - C. porcupine quills

3. What did the tiny woman use for buttons on her coat?

- A. horse hair
- B. leaves
- C. weed seeds ✓

4. What sort of animal was the horse?

friendly

5. What word tells about the animals and the trees?

- A. scary
- B. tiny
- C. helpful ✓

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

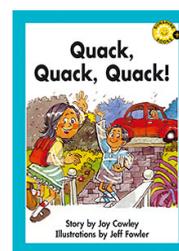
## QUACK, QUACK, QUACK!

### The Story

A father takes his children to school on a wet day and embarrasses them by acting like a duck.

### High-frequency Words

about, across, around, done, don't, more, morning, replied, through, was



### Reading the Text

- Have students work with a partner to read the story. Ask them to think about the things they are doing to work out words and sentences. They meet in a group for a book talk to share what they have done.
- Ask: What clues did you get from the cover, title page illustrations and in the title that helped you think about the story? How did you use the illustrations? What did you do when you came to a tricky part in the text? What happened to your reading then? Can you show us what you did? What are some of the things you said about the characters? What about the events? Did anything in this story remind you of something in your own life? What was your favourite page? How do you think this book should be read?
- Listen to the story. Students find and discuss information about setting, events and characters in the illustrations and in the text. Ask: How much can you find out from the picture on pages 2–3? How do we know it is raining? What can you say about the characters in the story? What do you know about them? What sort of a story is this? Which parts made you laugh? Did you have any other feelings as you read the story?
- Give students answers so they can think of appropriate questions. For example, *Quack, quack, quack!* (What did Dad say when he took the children to school?) *We don't want to go with Dad. He embarrasses us.* (What did the children tell Mum about Dad?)

### Returning to the Text

- Students select favourite sentences from the story and practise reading them with appropriate intonation and expression. They give reasons for reading in a particular way.
- Have students listen to identify the onset and rime in *quack*. Ask: What will happen if we replace qu- with b, J, p, s, tr-, sn-? Ask students to say the words and then write them. They can play I Spy and What am I? games using the words. For example, I begin with tr-. I end with -ack. What am I? They find other words beginning with qu-. They write a list and say them.
- Have students use the pen tool to underline the *he said* parts of the text. They look for words used instead of *said* in the story. (replied, laughed) Create a word bank and ask students to suggest different words for *said*. (“Good day for ducks,” he quacked.)
- Focus on prepositions. Discuss with students what they are, how they tell us where something happened. As you read the story, ask students to underline the word that tells “where”. (page 2, in the car; page 4, across the road, to the school gate)

- Look at *out* on page 4. Ask students to find other words in the story that have the same letters and sound? (*about, round*)

### Writing

- Work with students to write a recount of the story. They refer to illustrations and text for ideas.
- Students use letters to make and remake words in the story. They say what they notice about the structure of the words.
- Students draw themselves coming to school with their parents. They write what people say in speech bubbles.

### Home/School Link

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

Words: Letter blend qu-

Thinking: Answer five comprehension questions

1. Why did Dad think it was a good day for ducks?

- A. Ducks like going to school.
- B. It was raining and ducks like water. ✓
- C. He was being funny.

2. Select a word that is a sound.

Quack

3. Why were the students embarrassed when their dad walked like a duck?

- A. Their friends stared at him. ✓
- B. Other fathers acted like dogs.
- C. They didn't like ducks.

4. Why did Mum and the students lock Dad outside in the rain?

- A. They wanted him to stop making duck noises. ✓
- B. He needed a shower.
- C. They didn't like him.

5. Why did Dad want to come back inside?

- A. He didn't like the rain.
- B. Ducks might catch him.
- C. He was only wearing a towel ✓

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

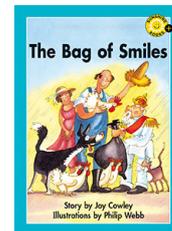
## THE BAG OF SMILES

### The Story

When people have their smiles taken away, they try to get them back.

### High-frequency Words

again, bottom, even, happy, never, shouted, their, time, unhappy, where



### Reading the Text

- Look at the cover and title page illustrations. Ask: Who do you think these characters are? What are these characters doing? Why is the man lifting his hat off his head? What is on the other man's head? Listen to the title.
- Talk through the illustrations. Have students predict what the bag is for. Have them tell why the text is in bold face on page 6. Compare the man and the woman on pages 7 and 9. Ask: What has changed in their expressions? How are they feeling? Students look for clues to the feelings of the characters. Ask: What is the woman doing on page 10? (crying)
- Listen to the story together.

- Students read the story with a reading partner. For help, they can tap on the text to hear it read. They talk about the story and jot down ideas on a shared sheet. Have them practise the strategy of reading and talking and reading some more. Students show how they read and talk. They share their sheets, talk about the things they have recorded and read to illustrate the points they are making. Students talk out loud about the words and chunks of language they are working out.

### **Returning to the Text**

- Find the word *know* on page 4 and say it slowly. Ask: What letters do you expect to see in the word? Students name the letters as the sounds in the word are stretched. Write the letters they suggest. Explain that there are some letters that are silent. Have students think of other words with silent letters. (knot, knack)
- Focus on the sm- in *smiles*. Students listen to the sound. They add other words to a word bank. (small, smell, smart)
- In a group sharing session ask students to talk about the ways they found of noticing and learning new words as they read.
- Work through the text finding sentences with commas. Students practise reading the sentences with expression. Ask: How do you think the author wants us to read this sentence? Why? Why has she used a comma? How would you read this sentence?

### **Writing**

- Students write sentences about events in the story, using punctuation to help the reader know where to pause and how to read them.
- Students draw pictures of the man and the woman. They write words to describe the characters.
- Students make a collage picture of a dolphin. They write sentences about what they look like, what they eat and any other special features. Students give a short talk about dolphins.

### **Home/School Link**

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

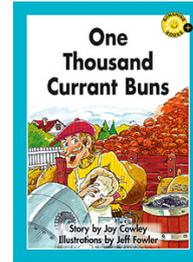
Words: Digraph kn-

Thinking: Answer five comprehension questions

1. Select the word that is the opposite of happy.  
unhappy
2. Why did the man, the woman, the cat, the dog and the five chickens stop smiling?
  - A. They didn't like the king.
  - B. The king said they were not allowed to smile.
  - C. The king took their smiles away. ✓
3. Why couldn't the man, the woman, the cat, the dog and the five chickens get their smiles back?
  - A. Their smiles were at the bottom of the sea. ✓
  - B. They didn't know where their smiles were.
  - C. They were frightened.
4. Why didn't the chickens get their smiles back?
  - A. They couldn't swim.
  - B. They didn't like the new king.
  - C. Their smiles stuck to the dolphin. ✓
5. In the story, why do dolphins always look happy?
  - A. They have five smiles stuck on their faces. ✓
  - B. They like being the king's pet.
  - C. They like making people smile.

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

## ONE THOUSAND CURRANT BUNS



### The Story

A baker makes one thousand currant buns for his friend, but his plans are spoiled by hungry animals.

### High-frequency Words

after, can't, give, know, made, never, past, thousand, two, way

### Reading the Text

- Look at the cover and title page illustrations. Ask: Who is the character? What is he doing? How many buns would you say there are? How can we use what is happening in these illustrations to work out the words in the title? What other things can we do to work out the title?
- Listen to the story together. As you retell the story, have students identify the events in the illustrations and talk about them.
- Say *bun* slowly, stretching the sounds. Have students repeat the word. Ask: What is the sound at the beginning of the word? What are the sounds that follow? What letter will we need to show the sound at the beginning? What letters will come next?
- Focus on *past* in the same way. Students tell you more words in the -ast word family. (blast, last, fast, mast)
- Students work with a reading partner. Ask them to pause as they read the story to think and talk about what is happening.

### Returning to the Text

- Ask students questions about the characters, events, setting, the beginning and end of the story. Ask: What is a currant bun? Have you ever tasted one? How do you think seagulls would scream? What is the sound that sheep make when they bleat? Why did the author use *yelped* rather than barked or woofed to describe the sound the dogs made? How do you think bears growl and monkeys howl? Why do you think the author chose these words?
- Focus on the digraph th-. Students find words in the text that start with th-. (*thousand, them, the, they*) They notice that two letters make one sound. Students listen to the sounds at the beginning of the words and hear the difference between th- at the beginning of *thousand*, and th- at the beginning of *the, they, them*. Students say and list words for each group and create an illustrated th- dictionary.
- Write up the letter blends that appear in the story. (pr-, tr-, dr-, fl-, bl-, gr-, st-, scr-) Have students reread the text to find words beginning with each blend. They work with their reading partner to write other words that begin with the same blends.

### Writing

- Ask students to choose their favourite part and say a sentence about it. Work together to write the sentence.
- Ask students what might have happened if Mr Bob had brought Miss May one thousand goldfish for her birthday. Rewrite the story.
- Students help rewrite the story to include people in their world.  
 “Chocolates!” yelled the students/girls/boys, and they ran after the truck.  
 “Chocolates!” yelled the teachers and they ran after the truck.  
 “Chocolates!” yelled the mothers and fathers...  
 Explore the purpose of the comma before the words people say.

### Home/School Link

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

Words: Match verbs with their past tense form

Thinking: Answer five comprehension questions

1. On pages 2–3 who is Mr Bob talking to?

A. Miss May

B. himself ✓

C. the reader

2. Who ran after the truck on the farm?

A. sheep ✓

B. gulls

C. dogs

3. What did the dogs live in?

A. the farm

B. the zoo

C. the kennels ✓

4. What word tells the sound sheep make?

bleated

5. What words mean don't worry?

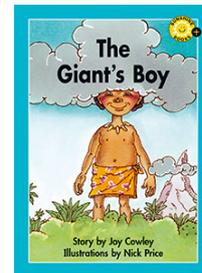
never mind

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

## THE GIANT'S BOY

### The Story

A giant's boy feels stormy and creates different kinds of bad weather with his unhappy actions, until the giant hugs him better.



### High-frequency Words

better, cried, felt, let, people, rain, said, shouted, their, what

### Reading the Text

- Read the title. Look at the illustration on the cover. Ask: What clues can you see that this boy is a giant's boy? Have students make comparisons between the boy, the trees and the mountain. They notice that the boy's head is in the clouds.
- Look at the title page. Ask: How do you think the boy is feeling? Why could that be?
- Students say what they think will happen in the story in between these two pictures. They flick through the illustrations to confirm their predictions. Students talk about times when they have felt lonely, angry or upset. Ask: What sort of weather would make you feel better?
- Find the word *rain* in the story. Students listen to the onset and rime as you say *rain* slowly. They substitute initial letters to make words in the -ain family.
- Focus on the soft g at the beginning of *giant*. Students notice that the g at the beginning of *giant* makes the same sound that j does. They suggest other words that start with the same letter and same sound. They make comparisons with words that begin with the hard g and sound like *goat*. Make a class dictionary of words and illustrated rhymes using words that feature the soft and hard g.
- Read the story with students. Talk about each illustration, leading them to use language they will meet in the text. Encourage them to predict the text on each page. Ask: What do you think the words will tell you about the giant's boy? Students read with their eyes to confirm their suggestions. Ask them to read out loud to give examples.
- Students say how they worked out words on each page. Ask: What made this page easy to read? What was difficult? How did you solve that problem? Can you read that part smoothly now? Students read those parts using intonation and expression to make the meaning clear.
- Ask students to explore and respond to the meaning of the action words. Ask: When have you done something like that? How would you read those parts?
- Have students read the story with a partner. Ask them to practise pausing to think and talk about what is happening in the story. They share their discussions.

### Returning to the Text

- Reread the story together. Ask students to find the place where the main character changes. Ask: Is this the part where the pattern of the story changes, or does that come earlier? How do you feel about the ending? Is that the way you like stormy days to end? Ask students to find parts where the book reminds them of their own lives.
- Focus on letter blends. Students listen to the sounds in each blend and say what letters represent those sounds. They find and read the word in the story and think of other words that begin with the same blend. (st-, cl-, cr-, sm-, bl-)
- Explore digraphs. Students find words beginning with sh-, th-, wh- in the text. They notice that two letters have been used for one sound. Students find the words in the text and read them. (*the, thunder, shouted, what, they, their*)
- Have students notice how the action words are in the past tense (frowned). Discuss what the present tense of each verb is.

### Writing

- Students go through the story, retelling what is happening on each page. They record events using pictures and labels on a timeline. They use the timeline to retell the story orally and then to write a recount of what happened.
- Students write and illustrate sentences about what the giant's boy did when he felt stormy and what the giant's boy did when he was hugged.

### 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 the past tense form

Thinking: Answer five comprehension questions

1. What happened when the giant's boy stamped?
  - A. hail
  - B. thunder and lightning ✓
  - C. rain, rain, rain
2. What happened when the giant's boy yelled?
  - A. hail
  - B. black clouds
  - C. a gale ✓
3. Find the word that means wild weather.  
storm
4. What does the giant's boy make with his smile?  
rainbow
5. What did the giant's boy do to make a sunshine day?
  - A. smiled
  - B. danced
  - C. laughed ✓

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

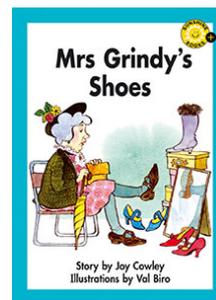
## MRS GRINDY'S SHOES

### The Story

Mrs Grindy can't find any shoes that she likes at the shop.

### High-frequency Words

about, blue, don't, find, left, new, red, right, should, some



### Reading the Text

- Read the title together. Discuss the apostrophe and review what it means.
- Together walk through the illustrations to get the gist of the story. Then listen to the story and discuss how sometimes people try to be very helpful but it just doesn't work out. Ask: How long do you think Mrs Grindy took to find the right pair of shoes?
- Reread the story together. Have students find antonyms in the story. (left/right, new/old, high heels/flat heels) They think of others to add to the list, read the list and illustrate.
- Talk about the two meanings for the word *right* – both are used in the story (page 2). Say the word *right* slowly. Have students listen to the onset and rime. They suggest other words that rhyme and have the same letter pattern or word family. Have them help to write an -ight word family web.

### Returning to the Text

- Reread the story together and discuss how this could be the basis for a play. Students work in pairs, one being the shopkeeper, the other Mrs Grindy trying on various pairs of shoes. They can use the dialogue from the story or make up their own.
 

“Good morning, can I help you?”

“I'm looking for some new shoes.”

They present their play to another class.
- Have students find contractions in the story. (you've, I'll) They write what they stand for and discuss their meaning.
- Students list the words that rhyme with *shoe* in a word web with shoe in the middle. (blue, shoo, through, two, do)

### Writing

- Have students make a chart showing setting, characters, events in the story. They write details and illustrate.
- Have students write a poem about shoes, using ideas from the story. They draw pictures of the different kinds of shoes in the story and label them.
- Take a poll of shoes the class are wearing. Record the tally on a chart. Students use the results to create a graph. They write sentences about the results.
- Students design and draw a pair of shoes that they think you would like. They label the special features.

### 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 that rhyme

Thinking: Answer five comprehension questions

1. What is the main idea of this story?
  - A. Mrs Grindy doesn't like red shoes.
  - B. Mrs Grindy doesn't like furry boots.
  - C. Mrs Grindy likes her old shoes best. ✓
2. Why doesn't Mrs Grindy like the latest fashion?
  - A. Her feet would get cold. ✓
  - B. She doesn't like green.

C. She doesn't like high heels.

3. Find the word that means the person who sells the shoes.

saleswoman

4. What word shows that the old shoes are the ones Mrs Grindy wants?

right

5. What is wrong with these shoes?

A. too flat

B. too high ✓

C. too furry

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

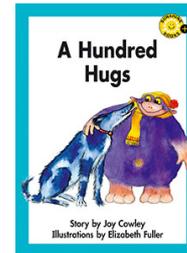
## A HUNDRED HUGS

### The Story

Huggles likes to give people hugs and bring them friendship.

### High-frequency Words

away, does, happy, how, mind, morning, much, need, nothing, thank you



### Reading the Text

- Have students suggest people they know who try to make the world a happier place. Ask: Do you think Huggles might be such a character?
- Read the title together. Discuss the illustration of Huggles. Predict who Huggles might hug in the story.
- Listen to the story. Ask students to look at the pictures in the story and retell the story according to the illustrations.
- Read the story together. Have students listen for examples of alliteration. (*a slow, sad, song*, page 12) Ask: Why didn't the author just write "playing a song"? What picture do you have in your mind when you read these words? What sense does it appeal to: our sense of sound, smell, touch, taste or sight? Have students find examples where the beginning of words are repeated. (*Hundred hugs*)

### Returning to the Text

- Reread the story together. Discuss the bold print on page 13. Ask: Why is it there? How should you read *am*?
- Discuss the different reactions that characters have to hugs. Ask: Despite the different reactions, how do they all feel after a hug? (*happy*)
- Have students scan the text for examples of antonyms (happy/sad; man/woman) Discuss synonyms which are words with similar meanings. Students find all the words that mean the hugs made them feel happy (*pleased*). Then find all the words that describe how the characters felt before their hugs. (*grumbled, miserable*)
- Focus on contractions. Ask students to find the contractions for *there is, you have, do not, I am, is not, what is, I will*. They write the contractions and expanded versions on a chart.

### Writing

- Students read the story with a partner. They note the main idea of each event. They work together to write a story outline and illustrate it.
- Have students write a letter to Huggles from one of the characters in the book thanking him for making their day.
- Students write a letter to Huggles asking for a visit to someone who needs hugs.
- Have students brainstorm and then write a sentence about a time when a hug made them feel better.

### 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 are opposites

Thinking: Answer five comprehension questions

1. How many hugs does Huggles give away a day?

- A. two hundred
- B. one hundred ✓
- C. three hundred

2. Where does this story take place?

- A. on a farm
- B. in a town ✓
- C. in a house

3. Find the words that show the milkwoman is feeling better.

I'm fine

4. What word tells how the man is feeling?

miserable

5. What is the main idea of the story?

- A. You can make people happy if you are kind. ✓
- B. You can make people happy if you play music.
- C. You can make people happy if you give them milk.

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

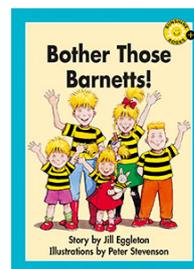
### BOTHER THOSE BARNETTS!

#### The Story

When the five Barnett children visit, there is mayhem!

#### High-frequency Words

after, bother, coming, didn't, four, looking, them, sleep, through, when



#### Reading the Text

- Look at the cover and read the title to students. Ask: Who are the Barnetts? What does *bother* mean? Have students predict what the story might be about.
- Listen to the story together. Talk with students about the cumulative pattern – how one event impacts on the next. Ask: How does Mum feel at the end of the story? Who do you think is telling the story? What do we call the person who tells a story? (a narrator)
- Ask students if they have ever done something that upset somebody, or about an accident that might have happened.
- Read the story together, then have students read independently or with a partner.
- Discuss ordinal numbers. Have students write the numbers 1–5 and their equivalent ordinal numbers.
- Students find and discuss compound words in the story. (*gumboots*)
- Have students find words in the story starting with the blends br-, cr-, cl-, pl-, st-, bl-. They list and read them emphasising the blend sound.

#### Returning to the Text

- Reread the story with students making sure they use emphasis where there are exclamation marks.
- Students make a timeline of the story that tracks the problems and the ways in which they are solved. The chart should have headings: Problem, Solution.
- Talk about feelings. Ask: How did Mum and the children feel about the arrival of the Barnetts? Did their feelings change as the story developed?

- Focus on the characters. Ask: Who do you think is the most special character? Why? Is there some language that is special? What about the illustrations?

### Writing

- Work as a class to rewrite the story as a play in which everyone can be involved, either acting, chanting, forming parts of the set.
- Students brainstorm times when there have been visitors and there have been some accidents or problems. They work together to write a new story about a visit that goes wrong.

### Home/School Link

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

Words: Make compound words

Thinking: Answer five comprehension questions

1. What did Barnett Two do?
  - A. put mud on the carpet
  - B. put chocolate on the wallpaper ✓
  - C. fell over the cat
2. What did Barnett Five do?
  - A. put mud on the carpet
  - B. fell over the cat
  - C. stood on the cat's tail ✓
3. What is the problem in the story?
  - A. The Barnetts make a mess. ✓
  - B. The cat scratches the children.
  - C. Mum is unhappy.
4. How does Mum solve the problem?
  - A. She gets a broom.
  - B. She reads books. ✓
  - C. She gets a cloth.
5. When does Mum feel better?
  - A. When the Barnetts are asleep ✓
  - B. When the Barnetts fall over the cat
  - C. When the Barnetts are coming

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

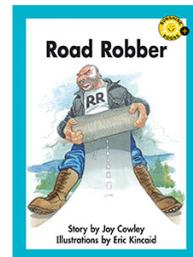
## ROAD ROBBER

### The Story

The people set out to defeat the robber who steals their roads.

### High-frequency Words

always, gone, how, made, much, somewhere, took, where, which, who



### Reading the Text

- Look at the illustrations on the cover and title page. Together work out who the person is and what RR is an abbreviation for. Read the title together. Have students predict what might happen in the story.
- Listen to the story. Ask: Is this a fiction or non-fiction story? How do you know? What do you think of the ending? What does “*Served him right!*” mean?
- Read the story together noticing speech marks and changing voices for the different characters.

### Returning to the Text

- Have students reread the story to a partner. They notice the difference in the way they read a question or an exclamation. (pages 8 and 9)
- Have students find and list words in the story beginning with blends.
- Have students look for compound words in the story. They write a list and discuss the meaning of the individual words and the compound word.

### Writing

- Students rewrite the story with the giant stealing something different, like houses.
- Students find prepositions in the story and write a sentence including each one. (over, up, down)
- Brainstorm about how the police would catch a robber. Ask: What traps could be set? What punishment could be given? Students write a story about the police.

### Home/School Link

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

Words: Make words with the five letter blends

Thinking: Answer five comprehension questions

1. What did the Road Robber do?

- A. ran around
- B. stole roads ✓
- C. played tennis

2. Who saw the Road Robber's footprints?

- A. the little boy ✓
- B. the man
- C. the woman

3. Find the word that is the place where planes take off.

airstrip

4. What word tells how the road was fixed by the people?

nailed

5. What word tells the sort of person the Road Robber was?

wicked

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

## BOGGYWOOGA

### The Story

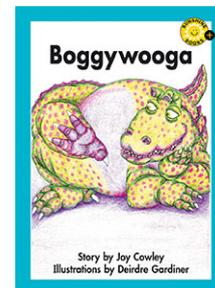
When a space traveller arrives on a purple planet, she plays a monster at his own game.

### High-frequency Words

across, behind, close, coming, great, small, smaller, there, through, why

### Reading the Text

- Students predict the setting and character from the information on the cover and title page. They look at the title and use their knowledge of beginning letter and sound /b/ and other letter patterns (y, oo) to work out the word.
- Listen to page 2. Ask: What is happening at the beginning of the story? What do you think will happen when Officer Susan meets the boggywooga. Students say what they think might happen in the story.
- Listen to the story together and discuss the illustrations. Students confirm their previous predictions. Ask them to say what they notice about the boggywooga as the story unfolds.
- On page 15, pause for students to use the beginning of the story to predict what Officer Susan will reply to Commander John.



- Students find *there* and *they're* on page 2. They notice similarities in sounds and differences in spelling.
- Go to page 6 and focus on the word *yell*. Have students identify the onset and rime. They think of other words that rhyme with *yell*. (sell, tell, well) Give them narrow strips of paper. They work with a partner to change the beginning letters to list new words. Ask: What's a great yell?
- Students read for themselves and then with a reading partner. Ask: Why do you think the boggywooga got smaller? When have you been a bit scared of something but have tried it and found that it isn't so scary any more? What would you have done if a boggywooga had jumped out at you?

### Returning to the Text

- Have students retell the story in their own words. Ask them what they would say instead of "Try this for size." (page 7) Would you say, "Take this!" "Get a load of this!" or "How about this?"
- On page 8, focus on z at the beginning of *zap* and *zork*. Students practise formation of the letter and write other words (including invented ones) beginning with z.
- Go to page 11 and focus on *small*. Students listen and suggest other words in the -all word family. They find out how many -all words they can make. Have students use the pen tool to underline all the words in the story with the word *small* in them. Ask: What does *smaller* mean? What happens when you add -er to a describing word? (becomes a comparative)
- Go to page 16 and listen to *laughed*. 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, cough)

### Writing

- Students think about when the story is taking place. Ask: Is the story happening in the past, present or future? Have them rewrite the story in the present tense.  
The spaceship lands on the purple planet.  
"We aren't getting out," says Commander John.
- Students write words from the story on a graffiti chart. Have them write words they remember, put a line under parts that don't look right and check in the book for the spelling. They use the words to write their own stories about boggywoogas.
- Students draw and write what happened at the beginning, middle and end of the story on charts. Develop their ideas to make a wall display.
- Work together to transform some sentences, for example, An amazing (wonderful, marvellous, incredible, surprising, strange) thing happened to the boogywooga.

### Home/School Link

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

Words: Match adjectives to their comparative forms

Thinking: Answer five comprehension questions

1. How did Officer Susan make the boggywooga smaller?
  - A. She showed him she wasn't scared of him. ✓
  - B. She zapped him with a zapper.
  - C. She yelled at him.
2. What word suits Officer Susan best?
  - A. brave ✓
  - B. angry
  - C. funny
3. What word suits Commander John best?
  - A. careful ✓
  - B. angry
  - C. funny

4. What word tells about the boggywooga in this story?

- A. bullying ✓
- B. friendly
- C. funny

5. What is the author's message in this book?

- A. Boggywoogas get small quickly.
- B. Space travel can be dangerous.
- C. Boggywoogas are only big if you are scared of them. ✓

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

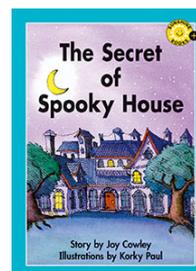
## THE SECRET OF SPOOKY HOUSE

### The Story

A monster child insists on popcorn for dinner. Her parents find that they like it too.

### High-frequency Words

because, began, can't, even, every, find, know, never, would, wrong



### Reading the Text

- Students use their knowledge of high-frequency words and familiar letter and sound patterns in words to work out the title. Ask: What do these words mean? What is the secret of Spooky House? Can you find any clues about the secret in the cover and title page illustrations?
- Students read the story with a partner to answer these questions. For help they can tap on the text to hear it read.
- Explore the meaning of events, words and phrases in the story. Ask: What gives us the idea that page 2 of the story was taking place in the evening? What does having supper mean? What do you say in your house? What word tells us that the Monster child was out of control? What does “making my blood curdle” mean? What things curdle?
- Students listen to *come* (page 12) and *came* (page 14). Ask: What are the sounds you hear? What letters would you use to show those sounds? Students listen to *some* and *same* and write the words.
- Focus on the sounds in *want* (page 5) and *went* (page 6). Have students tell the difference. They identify the different medial sounds and name the letters that make them. They suggest other words that have the same /o/ sound as in *want* (was, wand, what, cough, wash, job, dog), and talk about the different spellings.

### Returning to the Text

- Look through the illustrations together to retell the story. Students respond to questions and talk about events and discoveries they have made. Ask: What was the first thing that happened? What then? (and so on.) What did you think when that happened? What was the secret? Why was it a secret? What did Mr and Mrs Monster do to try to get their child's mind off popcorn? What would you have done? What did Mr Monster do to keep the secret? Do you think the neighbours ever found out? Why? Why not?
- Have students identify the genre. Ask: What sort of story would you say this is? A humorous story? A mystery? What does “Dig your fangs into this!” mean? What would you say? How did you read the words that name sounds? (pages 12, 14)  
Students read out loud to give examples.
- Work together to explore the sounds and letters in *know* (page 8). Ask: What sounds can you hear? What letters are used to show those sounds? What happens when we take away the letter k?
- Students underline words with the pen tool that start with letter blends. Have them think of other words that start the same way. (screamed, blood, fried, drink, strange)

### Writing

- Rewrite the sentence on page 10. *The man in the shop didn't have popcorn, but he did have corn to pop.* Students make new sentences using compound words.

The man in the shop didn't have silverfish, but he did have fish that were silver; didn't have bumblebees, but he did have bees that could bumble; didn't have butterflies, but he did have flies made of butter.

- Students rewrite the story about what other secrets the family in the spooky house might have and illustrate it.
- Students write a Monster Meal Calendar for a week to show what the Monster Family might eat each night. (ground grasshopper soup and fried frog flippers with slug sauce)

### 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. Select the word that means lots of shouting and yelling.

tantrum

2. Why did Mr Monster put on dark glasses, a big cloak and a hat?

A. He was cold.

B. He didn't want the man in the shop to know who he was. ✓

C. He needed big pockets for the popcorn.

3. Why didn't Mrs Monster want to give popcorn to the Monster child?

A. Monsters don't eat popcorn. ✓

B. Popcorn is noisy.

C. She didn't like popcorn.

4. How did Mr Monster go home?

tip-toed

5. What was the secret of Spooky House?

A. The monster child had tantrums.

B. The monsters ate popcorn every night. ✓

C. The monsters ate boiled beetles.

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

## IN THE MIDDLE OF THE NIGHT

### The Story

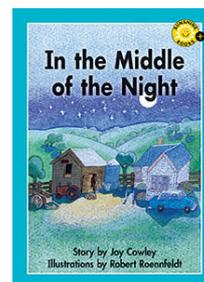
One night five farmers think they see a monster in the shed.

### High-frequency Words

against, behind, fifth, first, fourth, middle, once, quickly, second, third

### Reading the Text

- Students look at the illustrations on the cover and title page. They read the title of the story and make guesses about what might happen.
- Talk through the illustrations. Ask: How do you think this story will end? Have students listen to the story with a partner and retell it in their own words.
- Read the story together. Ask students to identify what happens in each paragraph. Focus on mood. Ask: How does each farmer increase the tension in the story? Which character behaves differently? What does he do? What things in the illustrations give us ideas about the characters' feelings? What words give us ideas about the characters' feelings? How would you read those parts?



### Returning to the Text

- Have students use the text and illustrations to construct a sequence chart. They match sentences that describe events to relevant parts of the sequence chart and form a wall display.
- Say the word *quiet* and *quickly*. Ask: What letters would you use to show the sounds in *quiet* and *quickly*? Have students find the words in the context of the story (pages 2 and 10) and check their guess. They write the words and suggest other words that begin with the same letter blend. (queen, quilt, quick)
- Students find words in the text that end with -ed. (howled, bashed, tiptoed, jumped, shouted, attacked, landed, dressed, grabbed) Work together to identify the base words. Explore how some words change before adding the -ed ending (grabbed).
- Have students work through the text finding sentences with commas. They practise reading the sentences with expression. Ask: How do you think the author wants us to read this sentence? Why? Why has she used a comma? How would you read this sentence?

### Writing

- Students write sentences about events in the story, using punctuation to help the reader know where to pause and how to read them.
  - Students rewrite the story from the old dog's point of view.
- I was thirsty. I had a drink from the watering can.  
My head got stuck. I howled and bashed.  
The fifth farmer came to get me. The farmers had their clothes on backwards.  
Poor old things! They looked scared. We drove away fast.

### 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. Why did the old dog put her head inside the watering can?
  - A. She was trying to hide.
  - B. She was thirsty. ✓
  - C. She wanted to water the garden.
2. Why did the farmers put their clothes on backwards?
  - A. They dressed too quickly. ✓
  - B. They wanted to trick the dog.
  - C. They wanted to have some fun.
3. What word tells how the first farmer got the keys?  
grabbed
4. What sort of person was the fifth farmer?
  - A. He liked wearing his clothes backwards.
  - B. He wasn't scared of anything.
  - C. He was brave and kind to animals. ✓
5. What were the feelings of the farmers in the story?
  - A. They were excited.
  - B. They were surprised and scared. ✓
  - C. They were angry.

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

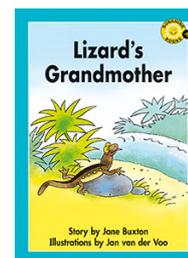
## LIZARD'S GRANDMOTHER

### The Story

Lizard loved to play tricks on the other animals, but they got tired of her pranks and decided to trick her instead.

### High-frequency Words

again, always, closer, herself, mine, much, never, sometimes, together, yourself



### Reading the Text

- Look at the cover. Ask: What sort of creature is that? Ask if anyone can work out the title of the book. Read the names of the author and illustrator.
- Go to pages 2–3. Ask: What can you see in the illustration? Who do you think has played the trick on the giraffe and zebra? How do you know? Have students read or listen to the text and discuss. Talk about any words students may have been stuck on and how they might work out the words.
- Go to pages 4–5. Ask: What is happening in this picture? Have students read the text individually and then check for understanding. Ask: How did the animals describe Lizard's grandmother? What do you think the animal really is?
- Talk through the illustrations and have students read the text individually and then ask questions. For help, they can tap on the text to hear it read.
- Talk about practical jokes – which are funny and which are mean or dangerous.
- During a close reading of the story, students identify passages of direct speech. Encourage them to read aloud the words spoken. Spend time clearing up any confusion about which words are part of the direct speech. They can reproduce the direct speech in speech bubbles using the white text box.
- Go to page 8. Highlight the word *called* using the pen tool. Students find other words in the story with double letters that end in -ed. (pulled, stopped)

### Returning to the Text

- Discuss the fable genre. Have students brainstorm what fables are about. (A fable is a story where the characters learn a moral lesson.) Record their responses. Allow time for discussion. Focus on and discuss how Lizard's behaviour changed when she learnt her lesson. Focus on the concept of writing to convey a message or a lesson of some sort. Ask: What is the message in the story? What is the author trying to tell the reader? Record their responses.
- Have students reread the story with each other and by themselves, several times. In subsequent sessions students could take turns at being narrators and the animal characters.
- Highlight the word *tricks* on page 2 and encourage students to “get their mouths ready” to say tr-. Have them suggest other words beginning with the same sound.
- Students find words in the story beginning with gr- (grandmother), cr- (crocodile) and br- (brown). They circle these with the pen tool.
- Talk about how the illustrator gives clues to the action in the story. Have students look closely at the illustrations in the story and identify the emotions shown on the characters' faces.

### Writing

- Students retell the story in comic-strip format. They collect examples of comic-strip stories as a model for their retelling. Together list the most common features of the genre and draft a simple layout to help planning. Students brainstorm which parts of the story to portray. They publish and share their finished work.

### Home/School Link

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

Words: Words ending in -ed

Thinking: Answer five comprehension questions

1. What trick did Lizard play on Giraffe and Zebra?
  - A. She tied their tails together. ✓
  - B. She pretended to be a crocodile.
  - C. She hid their fruit.
2. Which of these sentences is not correct?
  - A. Lizard and Crocodile both have long tails.
  - B. Lizard and Crocodile both have lots of teeth. ✓
  - C. Lizard and Crocodile both have short legs.
3. Why did the animals play a trick on Lizard?
  - A. They wanted Crocodile to eat her.
  - B. They wanted to see if she could grow another tail.
  - C. They were tired of Lizard's tricks. ✓
4. Why did Crocodile ask Lizard to come closer?
  - A. She needed glasses.
  - B. She wanted to teach Lizard to swim.
  - C. She wanted to eat Lizard. ✓
5. Why did the animals ask Lizard how her grandmother was?
  - A. They wanted Lizard to visit Crocodile again.
  - B. They wanted Lizard to remember her promise not to play tricks on them. ✓
  - C. They wanted to visit Lizard's grandmother.

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

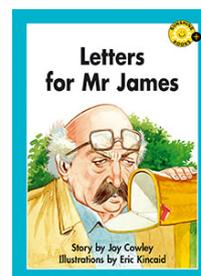
## LETTERS FOR MR JAMES

### The Story

The children send letters to Mr James to cheer him up.

### High-frequency Words

about, can't, come, from, going, Mr, never, today, where, your



### Reading the Text

- Read the title. Look at the cover illustration to say how they think the story will begin. Ask: What do you think might happen? Students look at the title page, link it to the message on the cover illustration and predict what will happen next. Encourage them to use detail in illustrations to predict and confirm events in the story.
- Ask students to focus on the plot as they listen to the story. They are learning to listen for detail about what is happening in the story. Ask questions about each page. For example, on page 2, why did Mr James say “Never! Never! Never!”?
- Discuss with students the reasons people write letters or emails.
- Have students construct their own version of the story. They work together to write an outline. Have them notice the repetition of someone telling someone else.

### Returning to the Text

- Have students read the story. Ask questions about the punctuation and have students apply the answers to the way the story is read.
- Students find opposites (antonyms) in the story. (big/little, fat/thin, to/from, man/woman)
- Have students find words in the story that have two different meanings (*letters*). Ask: What does *letters* mean in the story? What else could *letters* mean? Students suggest other words that sound the same but have different meanings. They write them in a word bank and illustrate where possible. (knows/nose, flew/flu, way/weigh)

## Writing

- Students refer to the story outline they did previously. They use arrows and labels to summarise the order. Then they rewrite the story using what they know about events in mind map form.
- Students write a letter to Mr James or someone in the community who they think would like a letter.
- Students write a letter to a friend or someone in their family.
- Remind students that sometimes we write letters to show people we care, to thank people for helping or to share information. They can write letters to children in another school. They could become penpals or exchange letters between classes in their own school. Set up a post box to send and receive these.

## 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 are opposites

Thinking: Answer five comprehension questions

1. What is the main idea of the story?
  - A. People in town talk a lot.
  - B. Children go to school.
  - C. People are kind to other people in their town. ✓
2. What does a postie do?
  - A. brings letters ✓
  - B. posts letters
  - C. writes letters
3. How does the woman from the bank feel?  
sorry
4. Find the words that are a question.  
“Where did they all come from?”
5. Find the words that show Mr James was happy.  
“They are for me!”

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

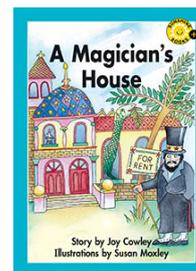
## A MAGICIAN’S HOUSE

### The Story

If you ever rent a magician’s house, you’ll get lots of surprises.

### High-frequency Words

always, around, full, little, middle, need, never, other, something, which



### Reading the Text

- Look at the cover and title page illustrations. Ask: Who is the person? What does the sign say? (Discuss the meaning of *rent*). Read the title together. Discuss the use of the apostrophe for possession.
- Read page 3 to the class, then walk through the illustrations, asking students to look for the surprises. Continue reading the story in an entertaining way. Ask them to comment on the house and what they liked best or disliked most.
- Read the story together focussing on whether the surprises are little or big. Ask: How surprised would you be on each page? Rate or rank the words in order of the level of surprise. (surprised, very surprised, amazed, shocked, blown away, pleased) Add more to the list and present them in order on a timeline. Draw or label them with the thing that surprises on each page to match the level of surprise
- Have students reread the story to a partner in an enthusiastic manner.

### Returning to the Text

- Have students find compound words in the story and discuss their meaning. (*sometimes, something, popcorn, lighthouse*)
- Together choose words to clap and count the syllables of. (bront/o/saur/us (4), mag/ic/ian (3), never (2), sham/poo (2), house (1))
- Have students scan the text for opposites or antonyms and list them. (little/big; always/never)

### Writing

- Students rewrite the story using a different magic, such as a magician's car, truck, plane or caravan. They design and draw it with lots of new tricks or surprises.
- Students write a story about their experience with a magician. They write instructions about how to do a trick or joke.
- Have students write about the page they liked most in the book. They write what happens and why they liked it.

### 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 that are the same

Thinking: Answer five comprehension questions

1. What is the main idea of the story?
    - A. A magician's house is full of surprises. ✓
    - B. A magician's house is full of kangaroos.
    - C. A magician's house can fly.
  2. What comes out of the fridge?
    - A. chocolate milk
    - B. a brontosaurus
    - C. popcorn ✓
  3. What word tells that the family does not own the house?
 

rent
  4. Which tap is the chocolate milk coming out of?
    - A. the one near the girl ✓
    - B. the one near the boy
  5. Where was the house sitting at the end of the story?
 

on top of a lighthouse
- Record: They can read the story by themselves and save it for you to listen to.

## TRACKS IN THE SAND

### The Story

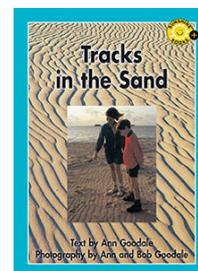
All creatures leave tracks. Find out what they look like.

### High-frequency Words

across, around, because, best, closely, everywhere, guess, keep, nearby, often

### Reading the Text

- Look at the illustrations on the cover and title page. Students suggest what the title might be. Read the title together.
- Students skim the contents page to get an idea of what will be in the book. They decide whether this is a fiction or a non-fiction book. Ask: What tells you? Students listen to the text. On pages 22-23 they match the tracks.
- Read the text together.



- Students choose one item from the index to read the pages to a partner then retell to the class.
- Have students look for words starting with letter blends. If using the online text, they can use the pen tool to circle these.

### Returning to the Text

- Students find compound words in the text. They say the words and discuss their meaning as single words and compound words. (*everywhere, afternoon, nearby, footprints, tailprints, longhorn*)
- Students clap and say words to count the syllables. (e-nor-mous (3), dis-a-ppear-ing (4), criss-cross (2), track (1)) They write lists with a partner.
- Students choose a heading and reread one section of the text to a partner. They summarize what they read with a main idea and supporting ideas or facts.

### Writing

- Students Make a five-column table showing which animals' tracks come under the categories Hooves, Paws, Reptiles, Tiny tracks, Birds' track". They illustrate where possible.
- Students write a story about going tracking or about tracks they may have seen while out walking somewhere, at the beach or in the forest. This can be a true story or a made-up story called "Whose Tracks Are These?"

### 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 blend

Thinking: Answer five comprehension questions

1. What animal made these tracks?

A. camel

B. horse

C. fox ✓

2. What animal made these tracks?

A. rabbit

B. lizard

C. hermit crab ✓

3. Why does the green turtle make tracks in the sand?

A. to go to sleep on the beach

B. to lay eggs on the beach ✓

C. to find food on the beach

4. What do cows make tracks with?

hooves

5. Why are camel tracks hard to see?

a camel's hooves don't sink very far into the sand.

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

## SEEDS

### The Story

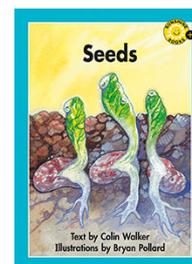
How seeds develop and grow.

### High-frequency Words

another, downwards, grow, inside, need, ready, soon, still, them, upwards

### Reading the Text

- Ask students what they know about seeds. Ask: Where do seeds come from? Where do plant shops get their seeds? What is inside a seed? Do all seeds grow at the same time?



- Have students read the contents page and choose one entry to read to a partner. They retell the content they chose to the class. Talk about the headings and why they are there.
- Discuss how you can read non-fiction. You can read a chapter or a page at a time, not necessarily in order.
- Read the text together.

### **Returning to the Text**

- Have students choose words from the index and read the pages related to the entry, for example, find the pages relating to seeds and read them.
- Students create a chart with three headings: Plant, Seed, What it Looks Like. They include the plants from the book and then brainstorm any other plants they know and where their seeds are found with a description of them.
- Students find words in the book that rhyme with *seed*, *upwards*, *roots*. (need, downwards, shoots)

### **Writing**

- Students draw a mural of seeds and plants. They write labels for their illustrations.  
Here is a sunflower seed.  
Here is a sunflower seed growing.  
Here is the sunflower.  
Here are the new sunflower seeds.
- Have students write messages from the roots to the leaves, from the leaves to the roots and from the flowers to everything and illustrate these.
- Students draw a seed growing from a worm's-eye view. They label the parts.
- Students work in pairs to compare the way radishes, beans and corn grow. They prepare a chart or other graphic organiser showing the differences. (time it takes to grow, size of plants, size of seed)
- Students choose an illustration from the book and write a caption for it.

### **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 that rhyme

Thinking: Answer five comprehension questions

1. Which seeds are the biggest of these three?

A. bean ✓

B. radish

C. corn

2. Where do seeds get their food?

A. from water

B. from the soil

C. from water and the soil ✓

3. What do seeds need to become ripe?

pollen

4. What are seeds doing when they start to grow upwards and downwards?

germinating.

5. Find the words that tell what the seeds use to breathe.

leaves and their roots.

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

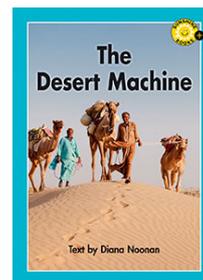
## THE DESERT MACHINE

### The Story

Find out how the camel has adapted to deserts.

### High-frequency Words

cannot, give, little, live, make, most, other, very, where, without



### Reading the Text

- Introduce the text by talking about what students know about camels. Ask: What is special about a camel? Where would you expect to find camels? Has anyone ever seen a real camel? What was it doing?
- Have students look at the cover. Ask: What can you see in the photograph? What sort of text do you think this is going to be? Can anyone read the title or words in the title? Read it together. Read the author's name to students.
- Turn to the title and contents page. Have students demonstrate how to use the contents page. Refer to the index on page 16.
- Go to pages 2 and 3. Ask students to point to the heading on this page. Read it together. Ask: What can you see in the photographs? Refer to the captions under the photographs and discuss how they provide an explanation about what is in the photo. Ask students to find the word *survive*. Talk about what the word means. Ask them to read the second paragraph and then question for understanding. Read to the group if necessary.
- On pages 4 and 5, ask students to read the caption under the drawing to find out how many humps a Bactrian camel has.
- On pages 6 and 7, read the heading together. Students read the text and find out how many litres of water a camel can drink at one time.
- On pages 8 and 9, students read the text themselves and then discuss any words they had difficulty with.
- On pages 10 and 11, students read the text, discuss and then read the labels on the diagram.
- On pages 12 and 13 students read the caption to find out when the camels can help people. Discuss.

### Returning to the Text

- Students read the text independently. Provide support where needed.
- Have students find and discuss -ing words. They list them with their present tense form.

### Writing

- Have students find three facts about camels in the book and write them in their own words.
- Students write a caption for the picture on page 6.
- Have students choose one heading from the contents page. They read the pages and summarise the topic in chart form.
- Students write a paragraph about why you think the book is called *The Desert Machine*. They illustrate their paragraph and label it.

### Home/School Link

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

Words: Match verbs with their -ing form

Thinking: Answer five comprehension questions

1. How can you tell a Bactrian camel?

A. It has one hump on its back.

B. It has two humps on its back. ✓

C. It has no hump on its back.

2. Where do camels live?

A. in the forest

- B. on the beach
- C. in the desert ✓

3. Why does a camel “zip-up”?

- A. to go to sleep
- B. to keep out the sand ✓
- C. to keep warm

4. What is in the camel’s hump?

fat

5. Why can camels walk on sand without sinking?

Its wide, padded feet spread its weight.

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

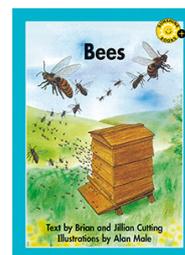
## BEES

### The Story

Find out all about honeybees.

### High-frequency Words

each, live, make, most, must, other, special, stop, these, together



### Reading the Text

- Look at the cover and ask students what they know about bees – where they live, what they do, and how they organise themselves.
- Listen to the text together. Ask: What do you need to do to listen to stories properly? How important is it to listen well? What can you do to make yourself a good listener?
- Read the story together and ask students what new things they learnt on this second read.
- Talk about non-fiction books. Ask: What is different about them? Is it the way they are written, the illustrations, the way information is presented? Are they all the same even when the subject is different? What non-fiction features does this book have? (Contents page, Headings, captions, index). Have students find these features and discuss their purpose and how they help with understanding the text.

### Returning to the Text

- Reread the text. Have students summarise the chapter “Family of Bees” pages 4-11 in a “herringbone” organiser with the main idea in the centre and the supporting ideas and facts in the ribs.
- Discuss how the bee is an insect and how there are many insects. Ask: What is an insect? What other social insects might you see every day? (ants)
- Focus on page 16. Together discuss how people make themselves safe when working with bees. Show this in a problem/solution chart.
- Students look for compound words in the text. (honeybees, beekeeper, beehive, honeycomb) They circle the two words using the pen tool. They say the words and discuss the meaning of the single words and the compound word.

### Writing

- Students make a list of the important facts in the text. They can use this list to write their own personal “Did You Know?” section using pages 20-21 as a guide.
- Have students write a short story about when they were stung by a bee or someone they were with was stung. What did they do? What happened to the bee? Did it hurt? Were they afraid? Is there a way to avoid being stung? What can be used to soothe the pain?
- Students find an illustration in the text without a caption and write one for it.
- Students research and write about the uses of honey. Brainstorm a mind map together. This can be expanded into an informational text.

**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. How do bees know their family?

A. by look

B. by colour

C. by smell ✓

2. Which is the most important bee in the hive?

A. the worker

B. the queen ✓

C. the wild bee

3. What do the larvae eat?

A. pollen

B. pollen and honey ✓

C. honey

4. Where does the nectar come from?

flowers

5. Who like to eat honey?

A. bears, frogs and spiders

B. bears, bees and people ✓

C. cats, frogs and dogs

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