

SUNSHINE PRIMARY CLUB – YELLOW

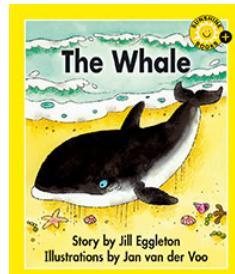
The Whale
 Me and My Dog
 My Pony Minnie
 My Granny Rides a Bicycle
 I'm Bigger Than You!
 The Magic Tree
 "Scat!" Said the Cat
 Sharks
 My Dog
 Engines
 The Old Truck
 The Flea Market
 Going to Lucy's House
 The S Party
 The Monkey Bridge
 Bread
 The Seed
 Along Comes Jake
 Goodbye, Lucy
 There's No One Like Me! Aunty Maria
 and the Cat
 Eat Up!
 Speak Up!
 Be Careful, Matthew!
 Just Right!
 I Smell Smoke
 In the Desert
 Scit, Scat, Scaredy Cat!
 The Zebra Crossing
 The Maze



THE WHALE

The Story

People at the beach help to refloat a stranded whale.



High-frequency Words

came
 could
 not
 over
 will

Reading the Text

Look at the cover and title page together. Listen to the title. Ask: What do you think this story will be about? What do you know about whales? Ask: Discuss how whales sometimes get stranded by the tide. What role do you think the people on the title page will play in the story? Talk through the illustrations.

- Listen to the story with students. Talk about what happened. Students retell the story by talking about how the people responded to the stranded whale. Ask: Did you notice the pace of the words as the whale's condition became more urgent?
- Read the story together. Ask: Why was it dangerous for the whale to be beached? Whales can breathe out of the water, so why was it in dangerous?

- Have students read the story themselves. They can tap the text to hear it read. Ask: What do you notice about the water on page 7? (The tide was coming in.) Why was this important to the ending of the story? (The people were able to refloat the whale without lifting it up.)

Returning to the Text

- Students reread the text. Ask: Why was the tide an important feature of this story? (The whale came in on the tide but when it went out it was stranded.)
- Talk about the opposites that are found in the story. For example, on pages 2-3, students use the pen tool to circle *in* and *out*. They find other opposites in the text. (over/under)
- Discuss the feelings of the characters in the story. Students make a feelings chart about how they would feel as they helped the whale and how the whale might feel.

Writing

- Write a story together about saving whales. Collect some magazine or newspaper articles with pictures and share these with students. Collate a class newspaper book making a display of the articles (and photographs) with easy-to-read sentences underneath.

Have students write sample stories to illustrate each concept, for example:

The waves come in.
The waves go out.
The waves rise up.
The waves crash down.
The waves go over the sand.
The waves go under me!
I ride them to shore.

Home/School Link

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

Alphabet letter sounds: a, b, c, d, s, w

Words: Match high-frequency words

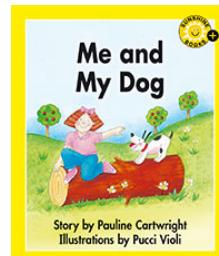
Thinking: Put pictures from the story in sequence

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

ME AND MY DOG

The Story

A girl describes all the things she can do most of which her dog can too.



High-frequency Words

has, into, just, me, of

Reading the Text

- Have students look closely at the cover illustration and read the title. Lead them to talk about strategies they can use to help them read the words in the title. Ask: What do you think this book will be about? Who do you think the main characters will be? Who is telling the story? How do you know? (my and me)
- Listen to the story with students. Ask: Why do you think the bold type words are different shapes?
- Discuss the use of prepositions and how they show the relationship of something to a place. (*under* the fence, *through* the tunnel)
- Read the story together. Students use the pen tool to mark the prepositions. They talk about what each means. One student can demonstrate, e.g. I go under my desk.

Returning to the Text

- Have students work independently or in pairs to create their own story maps of *Me and My Dog*. Involve them in a close rereading of the text as the map is developed. They use the map to retell the story in a storytelling circle. Encourage students to use different coloured pens to show the girl's path and the dog's. For help, they can tap the text to hear it read.
- Talk about the opposites in the story. (under/over, into/out)
- Have students read the text on page 16. *My dog just has to sit and wait*. Talk about the use of the word *just*. In this sentence it means *only*. Ask: What does the girl mean by this? (The dog has no choice but to wait.)

Writing

- Rewrite the story, following the same pattern. It could be about a chase where one character has to go under, over, into and up in order to get away.
- Have students write simple sentences using prepositions from the story.
I climb into bed.
I walk through the door.
I dive into the pool.

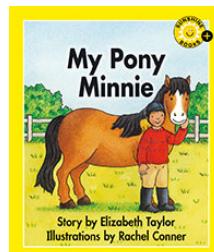
Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:
Alphabet letter sounds: u, f, t, m, h
Words: Match prepositions
Thinking: Make sentences from the story
Record: They can read the story by themselves and save it for you to listen to.

MY PONY MINNIE

The Story

A girl describes her pony.



High-frequency Words

an, big, has, my, two

Reading the Text

- Listen to the title with students and look at the illustration on the cover. Ask: What do you think this story will be about? Have students share any experiences they have had with ponies? Make a list of what they know about ponies.
- Talk through the illustrations. Have students notice how some words are different (bold, shaped, underlined).
- Listen to the story. Have students listen for the describing words. Discuss how these describing words are called adjectives and they always tell something about a naming word. Encourage them to share ideas about the words. Ask: What do you know about other things that are big, small, fuzzy, strong?
- Read the story together. Students use the pen tool to mark the describing words. They talk about what each means.

Returning to the Text

- Students read the story. They can use the pen tool to draw a line between the describing word and the part of the picture that it describes. Ask: How can you work out the describing words in the story? Are the clues in the pictures? For help, they can tap the text to hear it read.
- Circle the word *fuzzy* on page 6. Students say what letter the word begins with. Work with students to write a list of words that begin with the letter f.

- Students reread the story. Talk about the pattern in the story (My pony has...) and how this is followed by one or two describing words and a naming word.
- Students can use the white text box to label something in the picture with an adjective and a noun, for example, on page 8, soft hay.

Writing

- Support students to rewrite the story, using and shaping words that describe the special physical attributes of their pet, or any other animal they know something about.

Home/School Link

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

Alphabet letter sounds: f, n, l, p, e

Words: Match high-frequency words

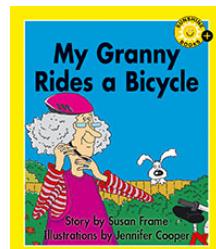
Thinking: Match pictures and sentences from the story

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

MY GRANNY RIDES A BICYCLE

The Story

Granny is a bicycle rider but sometimes she doesn't look where she is going.



High-frequency Words

it, like, my, she, up

Reading the Text

- Look at the cover and title page together. Listen to the title. Ask: What do you think this story will be about? Does your granny ride a bicycle? Have students discuss the rules for riding bikes. Talk through the illustrations.
- Listen to the story with students. Talk about what happened. Ask: What sort of granny do you think she is? Do you think she might have an accident? Why?
- Read the story together. Ask: Do you think this is a fun granny? Why? Do you think the story happened all on the same day? Why? (Granny has different clothes on for each page.)
- Have students read the story themselves. They can tap the text to hear it read. Ask: What do you notice about the girl on page 7? (She is pointing out the fountain.) Why was this important to the ending of the story?
- Students retell the story by talking about how the drivers, children and animals responded to granny.

Returning to the Text

- Students reread the text. 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 in the illustrations.
- Discuss the feelings of the characters in the story. Students make a feelings chart about the characters on each page, e.g. the cat on page 3, the grumpy drivers stuck in traffic on page 4, happy children, bewildered sheep.

Writing

- Write an innovation on the story together about another member of a family riding a bike.
My sister rides a bicycle.
She rides it in the sun.
My sister rides a bicycle.
She rides it when I run.

Home/School Link

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

Alphabet letter sounds: g, r, i, x, z

Words: Rhyming words

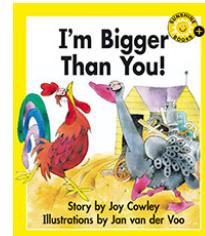
Thinking: Put the pictures from the story into the correct order

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

I'M BIGGER THAN YOU!

The Story

Rooster and Goose argue about who is the biggest.



High-frequency Words

bigger, biggest, said, same, you

Reading the Text

- Look at the cover and read the title. Students make connections between the words in the title and the cover and title page illustrations. Ask: What do you think the goose and rooster are saying to each other? Why would they be arguing about who is bigger when they are both the same size?
- Look through the illustrations together. Ask: Which character do you think is speaking on this page? What do you think the rooster is saying to the goose? What do you think the goose is saying to the rooster? On page 13 ask students to say what they think will happen next. They confirm their predictions on page 14 and say how they think the story will end.
- Focus on *than*. Say *than* slowly. Ask: What sounds can you hear? Students help write words that begin with th-. (the, this, that, there, their, those) They write some words that rhyme with than. (pan, fan, man) Ask: Which parts of the words change? Which parts stay the same?
- Students read page-by-page, looking carefully at illustrations. Ask: What parts of the story are told in the illustrations?
- Focus on the characters' names. Ask: What clues can you find that the last word on each line is *Goose* or *Rooster*?
- Read the story together. Students practise pointing to each word and matching written and spoken words one-to-one. They read independently using pointing techniques.
- Students reread the text to make sure they can read all the words.

Returning to the Text

- Together talk about the techniques used to read the story. Ask: Where did you begin reading? What did you do when you got to the end of the line? Which part of the word do you point to – the beginning or the end? Look at pages 14–15. Why has *Oops!* been written like this? (bold and with an exclamation mark) How would you read *Oops!*?
 - Model the formation of the uppercase O and have students practise writing it in the air.
 - Focus on y at the beginning of *you*. Students listen to the sound and learn the letter name. They learn to write the letter using the correct sequence of movements.
 - Focus on punctuation. Talk together about the reason for putting a comma after the word *No*. Ask: How do you think we should read *No* at the beginning of each sentence?
 - Find the words *bigger* and *biggest* in the story. Work together to list other words that end with -er and -est. Students help construct a chart and find things they can compare.
- big/bigger/biggest
long/longer/longest
short/shorter/shortest
large/larger/largest

- Students make their own big/bigger/biggest charts illustrating people in their family, animals or birds.

Writing

- Write a retelling of the story together.

A goose and a rooster were having an argument about which one was the biggest...

- Write words from the text and punctuation on separate cards. Students construct the text and read it.

- Rewrite the story about other animals that are actually the same size and might have the same silly argument.

“I can eat more than you,” said Hippo.

“No, I can eat more than you,” said Elephant.

- Work together to write stories that compare things.

A bee is bigger than a ladybird.

A butterfly is bigger than a bee.

A bird is bigger than a butterfly.

A plane is much bigger than all of them.

Home/School Link

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

Writing the Alphabet Letter: O

Words: Match the high-frequency words

Thinking: Put pictures from the story into the correct order

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

THE MAGIC TREE

The Story

The magic man grows a jellybean tree.



High-frequency Words

blue, come, looked, out, yellow

Reading the Text

- Look at the cover and the title page and read the title. Students tell what kind of tree it will be when it grows bigger. Ask: How did the magic man get his seeds? What is he doing on the title page? What do you think he has in his hand? What is lying on the ground at his feet?
- Look through the illustrations together. Ask: What is happening to the sky throughout the story? What do you think the man is saying to the sky? What do seeds need to grow?
- Focus on the letter m in *magic* and *man*. Look at it in words like *come*.
- Read the story together, focusing on punctuation. Teach students the purpose of the full stop, comma, exclamation mark and quotation marks.

Returning to the Text

- *Come Out! Come down!* Ask: What do these words mean? How does the sun come out? Is this the same as a tooth coming out, or a crab coming out of its shell? What else comes out?
- Students make a chart showing setting, character and events. They notice how the character and events change but that the setting remains the same.
- Reread the story with students using punctuation to give meaning to the different situations. Ask: How would you read the part when the man says “Sun! Come out! Come out!”? How would you read the last two sentences on page 8?

- Focus on *looked*. Write *look* on the board. Ask: What letters have been added to *look* to make *looked*? Have students find *looked* in the text. Ask: What other word has -ed been added to? (plant/planted on page 2) How does this change the meaning of the word? (It happened in the past.)
- Discuss how there are other verbs (doing words) in this story that you can't add -ed to make the past tense. (grow/grew, come/came, have/had) Explain that these are irregular verbs. Students make a chart with verbs that end in -ed and those that do not.

Writing

- Reread the story and ask students: if you were a magic person, what would you do? Students illustrate a page and write a story using pages 3 and 5 as examples.

I looked up at the sky.

“Moon!” I said.

“Come out! Come out!”

- Have students write a sequence story about what the magic man did before he grew a magic tree.

- Students could write their own stories about magic trees. Ask: What does a magic tree look like when it grows? What makes it magic?

- Model the formation of the uppercase P and have students practise writing it 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: P

Words: Match the high-frequency words

Thinking: Make sentences from the story

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

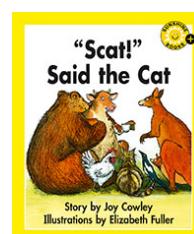
“SCAT!” SAID THE CAT

The Story

The animals ask questions.

High-frequency Words

said, when, where, who, why



Reading the Text

- Look at the cover. Ask: What are the animals doing? What animals can you name in the picture?
- Listen to the title. Ask: What does “Scat!” mean? Why might the cat tell the other animals to scat?
- Look at the title page. Ask: How do you think the cat is feeling? What does the look in its eye tell us? Is it afraid?
- Talk through the illustrations. Students say what they think is happening and what the text might say. Ask: What is happening on the last page? Why are the animals running away?
- Stretch the sounds in *cat* and *scat* as you read the title. Ask: What do you notice about the sounds in the words? What is the difference between *scat* and *cat*? What sound has been dropped? What do you think would happen if you dropped the /c/ sound at the beginning of *cat*? What word is left? Have students think of other words they know that belong to the -at word family? List the words. Students help spell the words as you stretch the sounds.
- Listen to the story with students. Read the story, pausing for students to join in with the rhyming words. Use these questions to elicit understanding of the story. Ask: Why did the cat say “Scat!” at the beginning of the story? Have your ideas changed now that you have read

the story? What happened at the end of the story? How does the beginning of the story link with the end? How do you know the other animals didn't know a storm was coming? How do you think the cat knew a storm was on the way? What do you notice about the sky in the illustrations? What happens to the sky when a storm is coming?

- Have students name the punctuation marks on the pages with the cat and the weatherman. Talk about the use of exclamation marks.
- Students read the story independently or with a partner.

Returning to the Text

- Talk about the weatherman on page 8. Share ideas about how people predict the weather. Have students share their knowledge about how their pets are affected by weather.
- Reread the story. Talk about the use of rhyming words. Ask: What do you notice about the pattern? Where are the rhyming words? List the rhyming words. Students think of other words with the same or similar sounds and list these.
- Write up words beginning with the sc- blend. Teach students that this is a blend of the two letters s and c. Ask: What sound does the blend make? What other words can you think of that begin with sc-? List the words. Students make a sc- word bank.
- Reread the story. Ask: What did the cat do? (He told the other animals to do something.) What did the other animals in the story do? (They asked questions.) What do you think the weatherman did? Students reread the story to find the questions. List the words that ask questions as students read them. Talk about the use of question marks. Students brainstorm questions about the story using the words where, when, why, who, how.

Writing

- Work with students to write a new story, incorporating these words.
“Drat!” said the cat.
“There, there,” said the bear.
You could help the students think of new pairs of rhyming words.
- Play the “Who, What, Where, When” game. Make a set of cards with different statements.
The cat climbed the tree.
The bear ate the honey.
Make another set of cards with question words: who, what, where, when, why, how. Give a question card to each student. Read a statement from the first set of cards aloud together. Each student has a turn to hold up their card, ask the question and answer it.
- Perform the story as a simple play. A group of students clap and chant the story, while other students act out the animal parts. They improvise movements.
- Model the formation of the uppercase Q and have students practise writing it 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: Q

Words: Match high-frequency words

Thinking: Put pictures and sentences from the story into the correct order

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

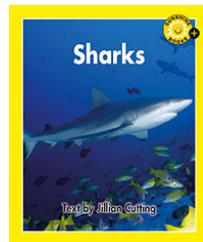
SHARKS

The Story

Different sharks and some facts about them

High-frequency Words

great, have, little, there, this



Reading the Text

- Introduce the book by having students discuss their feelings about sharks. Talk about sharks and have students ask questions. Record these questions.
- Look at the cover and have students tell what the book might be about.
- Listen to the book together. Ask: Were your predictions about the book correct? What facts did you know before reading this book?
- Ask students whether this is a fiction or non-fiction book. Ask: How do you know? (contents page, photographs, real subjects)
- Read the text together.

Returning to the Text

- Reread the text, pausing before the adjective that describes or names each shark. Students read the book independently to note and read words that describe or name the sharks.
- 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 letter blend sh- in *shark*. Students think of other words they know that begin with this sound. (shop, shoe, shirt, short)
- Discuss how to make plural words. Ask: How do we usually make a word plural? (add an s) Have students find words in the book and list their singular and plural forms on a chart. (shark/sharks; fin/fins; seal/seals; tooth/teeth) Discuss what changes in *tooth* when it becomes *teeth*.

Writing

- Have students make a picture of their favourite shark in the book. Cut the shark pictures out and sort them onto a visual chart. Together write labels for the sharks.
There are many different sharks.
There are hammerhead sharks.
There are tiger sharks.
All I know about sharks
Sharks are big and little.
Sharks eat fish.
Sharks have teeth.
- Students can make a comparison chart of sea creatures in a chart with Small, Medium and Large in the columns. (prawn, snapper, shark)
- Model the formation of the uppercase R and have students practise writing it 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: R

Words: Match the high-frequency words

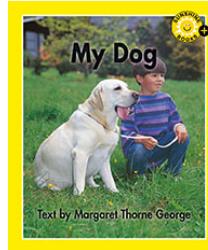
Thinking: Match the sentences to the pictures from the story

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

MY DOG

The Story

A boy's visual record of his dog



High-frequency Words

big, his, likes, me, my

Reading the Text

- Discuss students' pets and what they like to do.
- Look at the cover. Ask: What can you see? What do you think the book is going to be about? Can anyone read the title of the book? Read out the author's name.
- Go to the title page and read the title. Ask: What is the dog doing in the photograph? Discuss the Contents. Ask: How does this help us know what the story is about?
- Ask: What do you know about dogs? What would you expect to find in a book about dogs? What do they think the author needed to know to write *My Dog*? How would the author get the information needed to write a book like this?
- Go to pages 2–3. Ask: What do you notice about these pages? (photographs and drawings) Who do you think is telling us about the dog? What might the boy say? What is the dog doing? Can you see any words in the text that you know? Point to them.
- Go to pages 4 and 5. Ask: What is happening in these pictures? What might the boy say now? What words can you see that were repeated on previous pages?
- Continue through the story. On page 16, ask: What is happening in the photograph? What might the boy say now? Can you point to a word that tells us about the size of the ice creams?
- Have students read the text independently. Provide support where needed.

Returning to the Text

- Reread the story together. Ask questions to elicit students' understanding of the story. Ask: Why do you think the story was written? Who do you think is telling the story? What are the important events in the story? How were the events developed? Who is involved in the story and what feelings do you associate with those characters?
- Lead students to notice how information can be gained from reading non-fiction books like *My Dog* in different ways. For example, think about the title, read the illustrations, look closely at photographs and written text.
- Talk about diaries with students. Ask: What is a diary? Who can write one? Why? When? What sort of things do you write in a diary? Encourage students to discover that anyone can write a diary. You can write about everyday or special events; you can write about your feelings; you can include almost anything in a diary (photographs, pictures, maps, lists). Remind students that a diary is always private.
- Students find the word *playing* on page 4. They listen as you read the word, stretching the /pl/ sounds. Write up *playing* and read it together. Students tell you more words they know that start with the blend pl-. Write them on a pl- word web for students to illustrate.
- Repeat this procedure for other words with letter blends: sw- (*swimming*), cr- (*crunching*), dr- (*drinking*), sl- (*sleeping*).
- Students reread the story and write a list of all the things the dog in the story does and the order they happened. They illustrate them on their list. They think about who, what, where and how.

Writing

- Work together to rewrite *My Dog* in the first person. (I like playing with the boy's ball.) Students write sentences and draw pictures to make a class big book.
- Model writing a diary. Work with students to write a diary for each day of a week. Every day write a page together about what happened the day before. Then they write their own diary page and illustrate it. They give their diary a title.
- Model the formation of the uppercase S and have students practise writing it 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: S

Words: Match verbs from the story

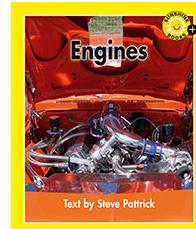
Thinking: Complete a sentence from the story

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

ENGINES

The Story

The different engines that help us move



High-frequency Words

can, four, has, have, very

Reading the Text

- Look at the cover. Ask: What sort of book is this going to be? (non-fiction) How do you know? What can you see in the photograph? Does anyone know the title of the book? Which part of the car can we see up close? Read the title as a group and then read the author's name.
- Students make a list of things they know that have an engine.
- Look at the title page. Ask: What can you see in this photograph? Reread the title.
- Go to pages 2 and 3. Talk about the photographs. Ask: What can you see in the photos? Point to the words *racing car*. What sort of engines do racing cars have? Ask students to point to the caption. Can anyone tell us what a caption is? Discuss how captions tell us what is in the photograph.
- Go to pages 4 and 5. Ask: What can you see in the photographs? Can anyone point to the words that tell us what is in the photo on page 5? Ask students to point to the caption.
- Repeat this procedure for pages 6–13.
- On pages 14 and 15, ask: What can you see in this photograph? What sort of engine does it have? Point to the word *electric*. Discuss the train and point out the words.
- Go to page 16. Look at the photograph. Read the sentences together.
- Have students read the text independently. Provide support where needed.

Returning to the Text

- In a close reading of *Engines* explore the factual information and focus on the way it has been presented. Lead students to discover that report writing strategies have been used to present general information followed by specific factual information.
- Together look carefully at how the words and pictures work together to give us information in *Engines*. Talk about non-fiction topics related to power and movement that students might like to write about (bikes, wheels, skates, feet).
- Students find the word *This* on page 2. Write up the word and read it together. Ask: What letters make the /th/ sound at the beginning? Can students find a word on page 3 that starts with the same sound? (*The*) Students suggest other words they know that start with th-. Write them on a list together.
- Model the formation of the uppercase T and have students practise writing it in the air.
- Have students go through the book and read the labels in the photographs by themselves. They reread as a group.

Writing

- Write a big book together about engines. Students write adjectives in ways that illustrate their meanings. (the long train, the big bus)

- Students reread the book and work together to complete, with illustrations and text, a “What We Discovered” chart.
- Make a class dictionary using the language from the book. Students list the descriptive language and illustrate their dictionary entries (a very fast engine, a very big engine and so on).

Home/School Link

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

Writing the Alphabet Letter: T

Words: Match the high-frequency words

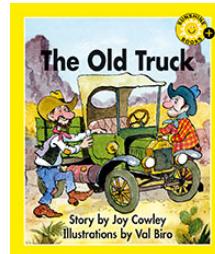
Thinking: Make words from the story using initial letters

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

THE OLD TRUCK

The Story

Tom and Bill find out why some parts of a truck are essential.



High-frequency Words

came, off, then, went, yes

Reading the Text

- Look at the cover and title page together. Listen to the title. Ask: What do you think this story will be about? What do you know about trucks? What is a mudguard for? What is a mirror for? What role do you think the two men will play in the story? Talk through the illustrations.
- Listen to the story with students. Talk about what happened.
- Students retell the story by talking about how the Tom and Bill responded when parts fell off the truck. Talk about the order in which the parts fell off. Did they notice the pattern of the story?
- Read the story together. Ask: Why was it serious if a steering wheel comes off? Can you drive a truck without a steering wheel?

Returning to the Text

- Have students read the story again. For help, they can tap the text to hear it read. Ask: What questions would you ask the author if she was here? What would you say? Who was the most important character? Why? How did Joy Cowley make sure you knew who the most important character was? Where did the story take place? What are the things that tell you?
- Talk about how the illustrator gives us clues to the characters. Have students look through the story to see how the artist brings Tom’s mood change from self-satisfaction to horror when the steering wheel came off in his hands.

Writing

- Talk about how some books have chapters, where the text is divided into smaller sections. Have students rewrite *The Old Truck* in chapters. Discuss how it would be structured – how would it look. Give them time to reread the story and to work out a way. For example:

- (1) Tom and Bill went for a ride in an old truck.
- (2) The spare wheel came off.
The mirror came off.
The mudguard came off.
- (3) Then...!

The final working out could be done in a class shared writing session.

Home/School Link

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

Alphabet letter sounds: y, j, q, v, o

Words: Label the pictures

Thinking: Put the pictures from the story into the correct order

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

THE FLEA MARKET

The Story

A man, a woman and a dog go to the flea market. They all get something there.



High-frequency Words

get, go, had, his, what

Reading the Text

- Have students look closely at the cover and title page illustrations and read the title. Lead them to talk about strategies they can use to help them read the words in the title. Talk about what letter sounds make the letter blend fl- in *flea*. Have students think of other words beginning with fl- (fly, flap, flash)

Ask: What do you think this book will be about? Which character appears on both the cover and the title page? (the dog)? Has anyone ever been to a market like this? Why do you think it is called a flea market?

- Talk through the illustrations. Ask: Where do the man and the woman put their bags? Why do you think this is important? Does the dog have anything on its back?
- Listen to the story with students. The students can look at the way Joy Cowley begins the story. *The man went to the flea market*. Ask: Do you think this is a good way to start a story – introducing a character and a setting?
- Read the story together. On page 7, have students work out how to read the word *hoppity*. Ask: Is this a real word or one the author has made up? Why do you think she used such a word to describe the flea? Students use the pen tool to mark the syllables in the word.

Returning to the Text

- Students read the story again to describe the pattern in the story. Ask: Does this make the story easy to read? Why? For help, they can tap the text to hear it read.
- Have students share examples of how they like to begin stories. Ask: How else might the author have begun this story? Write down students' ideas for story beginnings. Highlight these beginnings on a class chart "Special Ways to Begin Stories". Add to the chart as more stories are read and their beginnings noted. Students will begin to notice story beginnings everywhere and will develop ideas about the importance of story beginnings in their own writing.

Writing

- Collect students' experiences of fairs, shows and flea markets. Ask: What would you get if you went to the flea market? Have fun thinking of catchy titles!

• With the class, rewrite the story using students' names in the class, for example:
Anne went to the flea market.

She had money in her pocket.

What did she get?

She got some shoes, some high-heeled shoes!

She got some shoes to go on her feet.

Home/School Link

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

Alphabet letter sounds: f, m, h, w, p

Words: Make words from the blend fl-

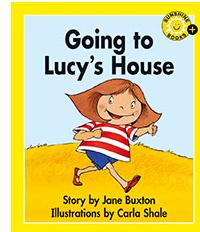
Thinking: Make sentences from the story

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

GOING TO LUCY'S HOUSE

The Story

Hannah imagines all the ways she could get to Lucy's house quickly.



High-frequency Words

but, going, had, have, or

Reading the Text

- Look at the cover together and talk about the illustration. Ask: Can anyone read the title? What do you think the book will be about? How might the girl get to Lucy's house? Talk about going to visit a friend's house. How do you feel when you are going to play at someone's house? How do you get there?
- Turn to the title page. Reread the title together. Ask: What do you think the girl is doing? Look at pages 2 and 3. What is happening in the pictures? Can you see the girls' names? Ask students to point to them. What do you think Hannah is wishing for? Point to the word *bike*. How many times can you see the word *bike* on page 2?
- Talk through the illustrations and have students tell what Hannah is wishing for and identify initial letters. Ask: What letter does *bike* begin with? Students get their mouths ready for the sound.
- On pages 14 and 15, ask: What is happening in the picture? Can you see a word that tells us who the woman is in the picture? What might Mum say to Hannah? Can you see any words on this page that we have seen before in this story?
- Listen to the text. Students can tap the text to hear it read.
- Students read the text independently and note what Lucy wished for. Provide support where needed.

Returning to the Text

- Recall what Lucy wished for. Have students think about the word *wish*. Ask: What does it mean to you? When have you heard people use the word? When do you use it? What feelings do you associate with the word *wish*?
- Reread the story with students. Lead them to notice the way in which the author repeats key words in the written text on pages 14-15. Explore with them ideas about an author's purpose in structuring a written text in this way.
- Have students work in pairs to reread the story and ask them to select parts of the story to mime. One student in the pair mimes a part of the story for the other to guess.

Writing

- Have each student draw a picture of an important event in the story. Support them to write a caption for it. They work with a friend to retell the story. Encourage them to think and share ideas about where their picture fits in. Mount the pictures and involve students in arranging their pictures in sequence.

Home/School Link

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

Initial letter sounds: g, r, l, h, i

Words: Match initial letters to words

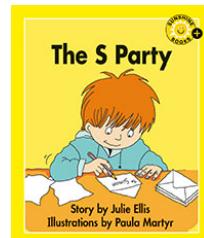
Thinking: Insert punctuation

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

THE S PARTY

The Story

Sam is having a sixth birthday party and his friends are dressing up for it.



High-frequency Words

as, at, come, said, will

Reading the Text

- Look at the cover and title page. Listen to the title. Ask: What do you think this story will be about? Talk through the illustrations to see if students' ideas were right. Have any of them been to a fancy dress party? What did they go as?
- Listen to the story with students. Talk about the letter s and why so many words in the story begin with s.
- Have students read the story. They can tap the text to hear it read. Ask: What strategies did you use for reading the words? Did you notice how two words on each page begin with the same letter blend? (snowman/snorkel, scarecrow/scarf) Did this help you?

Returning to the Text

- Have students work independently or in pairs to create a chart listing the presents Sam gets at his party and the children who gave them.
- Students reread the story and use the pen tool to mark all the words that begin with the letter s. They can use one colour for lowercase s and another for uppercase S. Ask: Why do some words start with the uppercase S? (days of the week, proper names)
- Go to page 6 and discuss the sounds that make st-. Have students think of words that begin with st-.
- Discuss the use of contractions in the story. (I will/I'll) Ask: What letters are left out? Why do we use contractions? Can you tell me other words that are contractions?
- Have students use the white text box to innovate on the text with words beginning with the same letter blend, for example, on page 2, "I will go as a skateboarder."

Writing

- Discuss the punctuation in the story. Together rewrite the story, following the same pattern, using the punctuation marks.

"I will go as a crocodile. I'll give Cody some crackers," said Carol.

"I will go as a clown. I'll give Cody some clothes," said Colin.

Home/School Link

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

Initial letter sounds: l, a, b, p, s

Words: Make words using the letter blend st-

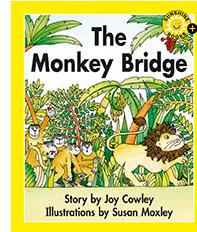
Thinking: Insert punctuation

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

THE MONKEY BRIDGE

The Story

Five monkeys help the lion cross the river.



High-frequency Words

five, into, make, over, went

Reading the Text

- Read the title and look at cover and title page. Students make connections between the meaning of the words in the title and what is happening in the pictures to say what they think will happen in the story.
- Look at the illustrations. On pages 2 and 3, students decide what the lion is saying and what might happen next.
- Students say what is happening on pages 4–9. They predict events and count the monkeys. Ask: What will happen when the lion goes over the monkey bridge? On page 12 ask, What will happen next? Students go to the next page and check their predictions. Ask: Which monkey sneezed? What made the monkey sneeze? How will the story end? On page 16, how do you think the lion is feeling?
- Read the story with students. On page 2 ask: What do you think the words on this page say? How would you read what the lion is saying?
- Read pages 4–7. Ask: How does knowing the story on page 4 help you read the next pages? Students notice the change of pattern on pages 8–9. Ask: Why is it still easy to read? How do you know these words?
- On page 11 students decide how the monkeys would speak to the lion and read the words the monkeys say.
- Ask: How would you read the words for the monkey's sneeze on pages 14–15? How would you read the end of the story?
- Students read the story independently or with a partner.

Returning to the Text

- Have students answer questions about the text. They read parts of the text and point out details in the illustrations to help them answer these questions. Who wanted the bridge? Why? How did he ask? How do you think the monkeys felt? How did they make the bridge? Do you think their plan for making a bridge was a good one? How did you feel when the monkey sneezed? How did the monkeys feel at the end of the story? Is that how you would have felt?
- Reread the story. Ask: Which monkey went over? How many more monkeys will go over the river?
- Students listen to the sounds in *went*. They listen as you say *went* slowly. They name the initial letter and the sound that follows. Students suggest other words in the -ent word family and make an -ent word web. (went, sent, bent, tent)
- Students listen to the sound at the beginning of *monkey*. They name the letter and practise writing m. Ask: What other words have the same letter and sound at the beginning?
- Go to page 7. Ask: Why has *Number* been written with a capital N at the beginning of the sentence and a small n in the middle of the sentence?
- Students use the text to practise writing the number words. They tell before/after/in between stories. For example, Number one monkey went over before number two monkey.

Writing

- Write a new story using the same sentence structure.
“Make me a bridge!” cried the deer.
Number one turtle went into the river.
- Students rewrite the sentences using pictures in place of the content words.
- Work together to write a retelling of the story using ordinal numbers.

The first monkey went over the river.

The second monkey went over the river.

- Model the formation of the uppercase U and have students practise writing it in the air.

Home/School Link

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

Writing the Alphabet Letter: U

Words: Match the number words to the pictures

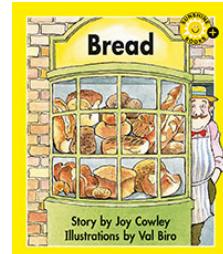
Thinking: Put the pictures and text from the story into the correct order

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

BREAD

The Story

The twins go to buy bread but they share it on the way home.



High-frequency Words

get, have, Mum, some, where

Reading the Text

- Students look at the cover illustration. Ask: What do you think the word for the title says? What clues can you use to work it out?
- Look at the title page. Students identify the characters. They link ideas on the cover and title page to say what they think will happen next. If they use the information on the cover and title page, what guesses can they make about the story?
- On page 2, students listen to the sounds in *get*. Ask: What sounds do you hear? They tell you other words that rhyme with *get*. (wet, bet, jet, let, net, pet, set, met, yet)
- On page 4, students identify the sounds in *got*. Ask: What letters will we use to write *got*? Can we write other words that rhyme with *got*? Write up the words *get* and *got*. Students look at the differences and similarities.
- Look through the pictures together. Ask students to say what they think will happen next before you turn each page. They tell what clues the illustrator gives.
- On page 15 students say how they think the story will end. Ask: Who is the new character? Why do you think he is in this illustration? What do you think he will do?
- Have students read independently and say what clues they used to work out words. Ask: Why was it easy to read pages 8, 10 and 12 when you had read page 6? How did the illustrator or author help you read?
- Read the story together. Students recall who came first, next and so on.

Returning to the Text

- Focus on full stops, the question mark and exclamation mark. Ask: How will you read the sentences that end with a full stop? How will you use the question mark on page 14 to help you read what Mum said? How will you use the exclamation mark on page 16? Why do the sentences start with a capital letter?
- Focus on the sound at the beginning of *bread*. Students listen to the word and name the letters. Ask: What other words begin like *bread*? Students write and illustrate br- word family dictionaries.
- Focus on high-frequency words. Play spelling games. Say the words for students to spell. Say the words by stretching the sounds.

Writing

- Students draw pictures on a Beginning/Middle/End Chart to show what happened. They write captions for each part.

Mum asked the twins to get the bread.
 They gave the bread to some hungry animals.
 Mum wanted to know where the bread was.
 Dad pointed to the animals.

- Write an innovation on the story together. Replace the bread with other food and include different hungry characters.
- Students write and illustrate their own stories about times they have gone shopping.
- Students find out about making bread and help write a “how to” text. They can illustrate the ingredients and number the steps in the instructions.
- Model the formation of the uppercase V and have students practise writing it 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: V

Words: Make four words beginning with the letter blend br-

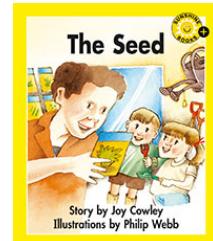
Thinking: Make sentences from the story

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

THE SEED

The Story

Annie and Bobby plant a seed and watch it grow.



High-frequency Words

but, going, grow, they, this

Reading the Text

- Read the title together. Students look at the cover and title page for clues about the story. Ask: Who is going to be in the story? What will they do? What could happen?
- Talk about planting seeds. Ask: How do you plant a seed? What happens? Do you think some of the same things will happen in this story? How will we find out?
- Walk through the pictures together, using words students will read in the text. On pages 2–7 ask: What are they doing? Is the seed growing? Why not? On pages 8–11 ask, What do you think they are saying to each other? On page 12 ask, What are they doing now? Why? On page 14 ask, What do you think Dad is saying to the children? How will the story end?
- Students listen to *grow*. Give them clues that lead them to give other words that rhyme. This is something you do with a ball (throw). If you can answer a question it is about something you... (know). You stretch up high, you bend down... (low). Another word that means you plant something... (sow).
- Have students read the text for themselves, then say what they did to work out words and sentences. Ask: How did the picture(s) help you? How did remembering what we talked about help? How does looking at the beginning of words help? How does it help you to know some words like *and, said, a, to, not, it*?

Returning to the Text

- Reread the text focusing on the punctuation. Students learn the purpose and placement of quotation marks for dialogue. They read the words the characters say, using appropriate intonation.
- Focus on capital letters at the beginning of sentences and full stops at the end. Reread the text together, noticing where the sentences begin and end.
- Look at the exclamation mark on pages 14 and 16. Ask: How would you read this sentence?
- Focus on contractions. Ask: Why did Joy Cowley write *didn't* instead of did not? Why did she write *it's* instead of it is? Would you say, “It's not going to grow” or “It is not going to grow”?

Students make a chart of contractions.

Writing

- Students use the base words to build words that end with -s, -ing, -ed. Write new versions of the text using different forms.

Annie and Bobbie are planting a seed.

Annie plants a seed.

Annie and Bobbie plant a seed.

- Talk about all the things that plants need in order to grow. Students use words and ideas in the text to write and illustrate their own books about planting a seed.

The soil. The compost. The seed. The water. The light. The plant.

- Support students to write a recount.

The children planted a seed. They watered it.

It didn't grow. They raked it. It didn't grow.

They went away and forgot about it.

Then it grew into a watermelon.

- Model the formation of the uppercase W and have students practise writing it 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: W

Words: Match the high-frequency words

Thinking: Put the pictures and text from the story into the correct order

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

ALONG COMES JAKE

The Story

A small boy wants to help with the family chores.



High-frequency Words

along, comes, helps, then, with

Reading the Text

- Ask the students about the responsibilities they have at home. Ask: What do you do to help? What do other people in the family do? Why do we do these things?
- Read the title to students. They look at the cover and title page and identify Jake. Ask: What are these characters doing? Why are they doing these things? What is Jake doing? Why? How do the other characters feel about what Jake is doing? How does Jake feel?
- Students predict other household chores that might be included in the story and say what they think Jake will do when he comes along. Make a prediction chart using their ideas.
- Students look closely at the detail in the illustrations. Ask: What can you say about the illustrations? I wonder where the illustrator got his ideas from? Who is helping and who is being helped in each picture?
- Listen to the story with students. Then discuss how much of the story is told in the illustrations and how much in the text.
- Students read the story with a partner. They share the way they did this with the group. Ask: Show me how you and your partner read together. How did you get started? What did you do when you got to the end? What were your favourite parts?
- Ask students questions about the story. Ask: Who helps Mum with the painting? What did Jake do? Students make a chart about what the characters do to help.

- Focus on the capital letter at the beginning of sentences. Have students give reasons. Explore common uses of capitalisation with students (people's names, titles such as Mr or Mrs, headings, book titles). Students look through the story to find examples of capitalisation.

Returning to the Text

- Students reread the story. They tell how the repetitive language helped them read. Ask: What other clues did the author give you to work out the words that change on each page? Have them read and give examples from the text. They chant the text in unison.
- Focus on *help*. Ask: What does *help* mean? Write the word *help* on the board. Students name the letters used to make helps, helped, helping.
- Focus on *Jake*. Give students cards with separate letters w, r, f, b, t, c, m, l written on them. They write new words that rhyme with *Jake*. Ask: Who has the letter that will help us write wake?
- Say the word *along* slowly. Have students help write other words that rhyme with *along*. (song, gong, long)
- Students say how they think Joy Cowley got the idea for writing a book like this. They talk about other favourite books and say where the author's ideas may have come from.

Writing

- Rewrite sentences from the story to create different versions of the text.
Ben is helping Anne with the bed.
Ben helped Mum with the painting.
Ben will help Anne with the bed.
- Students keep a diary of what they do to help at home. They draw themselves helping to do something.
- Model the formation of the uppercase X and have students practise writing it 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 words to the pictures by choosing the initial letters

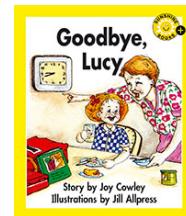
Thinking: Complete a sentence from the story

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

GOODBYE, LUCY

The Story

A girl forgets some important things as she leaves for school.



High-frequency Words

got, here, know, what, your

Reading the Text

- Talk about what students do to get ready for school in the morning. Ask: Who helps you? Do you ever forget anything?
- Look at the cover. Ask: What can we find out about the characters in this story when we look at the cover? What is the girl doing? Where are they? What time of day is it? Why do you think the mother is pointing to the clock? What do you think she is saying to the girl? What do you think will happen next? Students identify clues on the cover that they used to answer the questions.
- Go to the title page. Ask: What is happening on the title page? What might happen next?
- Students use their knowledge of the initial letters G and L to work out the title. Ask: What do you say when you are leaving for school?

- Read the story together page-by-page. Ask students to tell what the characters are saying on pages 2–9. Ask: On page 9 what do you think will happen next? What is Lucy thinking and saying on page 10? What has she forgotten? What clues can you see?
- Review what has happened so far together.
Lucy has her bag, her book and her lunch.
What else could she have forgotten?
- Have students predict what will happen at the end and give reasons.
- Students reread the story independently or with a partner.

Returning to the Text

- Students use the illustrations to retell the story. Ask: What do you notice about the writing?
- Teach the term speech bubble. Ask: Why do you think speech bubbles are used to tell a story or part of a story? Have you seen speech bubbles in other books?
- Focus on *you've*. Ask: What can you say about this word? What is it short for? (you have) Can you think of other contractions?
- Students listen to the sounds in *got*. Ask: How many sounds can you hear? What are they? What letters would you use to show those sounds? Students help write other words that rhyme with *got*. Ask: Which letters change to make new words?
- Focus on *my*. Students help write why, by, cry, dry, fly, shy, spy, try.

Writing

- Ask students to look carefully at how the speech bubbles are used in the story. They draw pictures of themselves saying something in a speech bubble, such as what they say to their mum or dad when they come home from school.
- Make class books of self-portraits with speech bubbles that answer different questions.
What do you say to your friend when you see her/him?
What do you say to your teacher?
- Students help write the sequence of events in the story.
Mum says goodbye to Lucy.
Lucy comes back because she forgot her book.
Mum says goodbye again.
Lucy comes back because she forgot her lunch.
Mum says goodbye again.
Lucy comes back because she forgot her goodbye hug.
Students illustrate each event for a wall story.
- Model the formation of the uppercase Y and have students practise writing it 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 the correct word to the picture

Thinking: Complete a sentence from the story

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

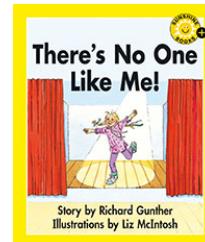
THERE'S NO ONE LIKE ME!

The Story

A girl discovers that she is special.

High-frequency Words

does, just, like, look, not



Reading the Text

- Introduce the story by passing a mirror around and asking every child to look in it. Discuss how every person is unique.
- Look at the cover. Ask: What is the girl doing? Can anyone read the title or words in the title? Read it together. Read the author's and illustrator's names to students.
- Discuss what is happening in the picture on the title page. Reread the title as a group.
- Go to page 2. Ask: What can you see in the picture? What is a baby duck called? Can you point to the word in the sentence? Does it look like its mother? Read the sentence together.
- Go to page 3. Ask: What can you see in this picture? Point to the word *puppy*. Does the puppy look like its parent? Repeat the procedure for pages 4–9.
- On page 10, ask: What can you see? Point to the word *tadpole*. Does the tadpole look like its parent? Is this the same sentence pattern as before? Which words are different? Point to the words *does not*. Repeat for pages 12 and 13.
- Go to pages 14 and 15. Ask: What is happening in the picture? What might the girl say to her dad? What might she be saying on page 16? Point to the word *special*.
- Have students read the text independently. Provide support if needed.

Returning to the Text

- Students reread the text and then retell the story from memory.
- Have students tell the initial sound of the words *look* and *like*. Have them say each word slowly, stretching the l at the beginning.
- Students point to the capital L at the beginning of *Look* in each sentence. They practise writing upper and lowercase Ll. They think of more words starting with l. Write the words and read them together.
- Students find the word *look* on page 14. They read it aloud, listening to the -ook sound at the end. Ask: What other words do you know that rhyme with *look*? Write them on an -ook word family web for students to illustrate.
- Students point to the exclamation mark on page 16. They read the words to show that they understand how it tells us how to read that sentence.

Writing

- Students make drawings of animals and their babies. They create a wall display linking pictures of the animals and their young. They write the words on the display. Encourage the students to refer back to the book as they draw and write.
- Model the formation of the uppercase Z and have students practise writing it 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 the nouns naming the animals and their babies

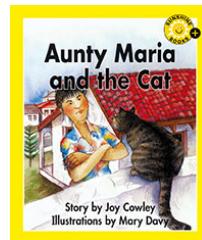
Thinking: Match the sentences to the pictures from the story

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

AUNTY MARIA AND THE CAT

The Story

The children take their cat to stay at Aunty Maria's but she doesn't like cats.



High-frequency Words

on, out, that, went, when

Reading the Text

- Students look at the cover. Have students share their experience of cats. Ask: What is the woman doing? Where does the story take place? Who is the most important character? Discuss the emotions shown by Aunty Maria.
- Look at the title page. Ask: What is the cat doing? Listen to the title. Talk about what the students can see happening in the story.
- Talk through the illustrations and then listen to the story together. Pause often throughout the reading so that students can join in and confirm their predictions of the text.
- Students read the story. They can tap the text to hear it read. Ask: What helped you read the book? What words in the story did you already know?
- Students retell the story in their own words from the illustrations.

Returning to the Text

- Have students discuss the use of bold type. Ask: What word on page 5 also gives you a clue to how Aunty Maria talks? (yelled)
- Students can work in small groups to make up a play that includes their own original dialogue in the script. For instance, what would they "yell" instead of "No, no, no! No cats on that chair!"? Perhaps they could think of the things that people in their families would "yell" in similar circumstances.
- Talk about the -at word family and have students list other words that rhyme with *cat*.
- Students can use the white text box to show what Aunty Maria is thinking on pages 13-16.

Writing

- Ask: Do events like those in the story happen in your families? Support students to rewrite the story around their own pets or their friends' pets. Write about the problems that occur and the way in which different family members react.
- Support students to write a non-fiction book about cats. Model brainstorming ideas and the mapping of them to provide a framework for the book "the way authors do".

Home/School Link

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

Initial letter sounds: c, n, w, y, z, x

Words: Make words from the word family -at

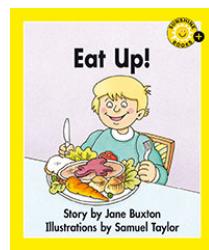
Thinking: Remake sentences from the story using words and punctuation

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

EAT UP!

The Story

To encourage him to eat his dinner, the boy's family give him all sorts of reasons. All of them alarm him.



High-frequency Words

big, get, like, Mum, so

Reading the Text

- Students tap the title to hear it read and to hear the names of the author and illustrator. Ask: What do you think a story called *Eat Up!* is about? Have you ever been told to “eat up”? How did you feel?
- Have students describe the food on the title page. Ask: Is this healthy food?
- Talk through the illustrations. Students tell what they know about thought bubbles. Ask: When are they used in a text? How are they used in this text? Discuss with students how the illustrator has changed the expression on the boy’s face with each thought bubble.
- Listen to the story together and use the pen tool to circle all the words relating to food.
- Read the story with students and pause at the words, “if I eat up my ...” Encourage them to use the initial letter to predict what the word might be.
- As a group, talk about funny sayings, especially ones about eating.

Returning to the Text

- Students look at the cover again. Point to the letters *ea*. Ask: What sound do we make when we read the word? Can you find other words in the book where *ea* makes the /ee/ sound? Make a list of words and add any others.
- Draw students’ attention to the letter *u* at the beginning of *up*. Have them think of other words beginning with *u*.
- Talk about how the illustrator brings the story to life and helps us read the character’s emotions. Explore students’ opinions as to what was the funniest picture in the thought bubbles.

Writing

- Work with students to create a menu of healthy food. Have them suggest foods that are good for you and list their suggestions on a chart. Together design the layout of the menu. Write the foods under each section, for example, a menu for a school dinner that most students would enjoy.

Home/School Link

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

Initial letter sounds: d, e, m, u, o

Words: Match high-frequency words

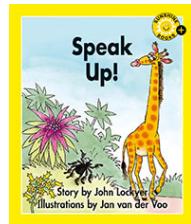
Thinking: Match words to pictures from the story

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

SPEAK UP!

The Story

Five animals try to help the spider get closer to the giraffe, by climbing on each other.



High-frequency Words

down, like, said, there, you

Reading the Text

- Look at the cover together. Discuss what is happening. Ask students why they think the story is called *Speak Up!*
- Listen to the story with students, inviting them to follow what is happening in the illustrations. Have them look closely at the illustrations and read the name of each animal as it is introduced. Ask: What do you think of the ending? Is it funny?
- Read the story together, encouraging students to join in with the repetitive text and to dramatize the voices used. Ask: How do you know whether to use a quiet or a loud voice? (font size and punctuation)
- On page 4, ask: What is happening in the picture? Point to the word that tells us how the spider got onto the bird. (climbed onto) Can you see any text here that was also on page 2?

Returning to the Text

- Focus on the letter blend in the title *Speak Up!* Have students create a list of words beginning with sp-. Make up sentences together, using words that start with the letter blend sp-.
- Have students notice the quotation marks and tell what they are used for.
- Students read the story. They can tap the text to hear it read. Choose one volunteer at a time to read the words enclosed in the quotation marks. Innovate new responses the animals could make on page 14. Use the white text boxes to write these ideas over top of the text on page 14.

Writing

- Support students to write a report on the book. They choose an animal they would like to study and, with help, gather information about their animal. Write notes with them, demonstrating how to organise information. Discuss their ideas together and write the report.

Home/School Link

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

Initial letter sounds: v, t, g, c, q, k

Words: Label a picture

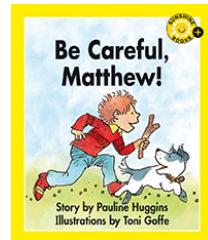
Thinking: Insert punctuation

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

BE CAREFUL, MATTHEW!

The Story

Matthew is warned to be careful by adult family members but the situations are reversed when the adults aren't careful.



High-frequency Words

be, Dad, Mum, off, your

Reading the Text

- Look at the cover and discuss the title *Be Careful, Matthew!* Encourage students to think about what this could mean. Explore their experiences of times when they have been warned to be careful. Ask: Why do you think Matthew needs to be careful?
- Look at the title page. Ask: What is the cat doing? Listen to the title. Is there a clue in the illustration to what might happen in the story?
- Talk through the illustrations and listen to the story together. Pause often throughout the reading so that students can join in and confirm their predictions of the text. Draw their attention to the important cues by reading the illustrations closely and sharing ideas about what is happening in each situation.
- Students read the story. They can tap the text to hear it read. Ask: What helped you read the book? What words in the story did you already know?
- Students retell the story in their own words from the illustrations.

Returning to the Text

- Go to page 2 and have students identify the word *fall*. Ask: What word family is this? What other words do you know that rhyme with *fall*?
- Discuss the use of contractions. Have students find a word that has an apostrophe in it. Ask: Why is it there? Reread the story and focus on the contraction *Don't*. Ask: What is the word *Don't* short for? Insert a white text box over the word and have a volunteer type in the two words that go to make *Don't*. (Do not) What other contractions do the students know? List these.
- Draw students' attention to the letter D at the beginning of Dad. Discuss when a capital letter is used. Ask: Can students suggest names of places and people that begin with a capital D?

Writing

- Talk about safety at home, accidents and the need to take care. Make a list of accidents that might happen at home.
- Students look closely at the illustration on page 16. Ask: What is the box with the red cross on it? Have them share ideas about what a first-aid kit is and what it must provide. They write and illustrate items in their first-aid kit.

Home/School Link

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

Initial letter sounds: f, b, c, d, p

Words: Make words from the -all word family

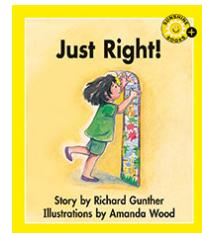
Thinking: Insert punctuation and the missing words from sentences from the story

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

JUST RIGHT!

The Story

A girl concludes that she is the right size for everything she needs to do.



High-frequency Words

could, small, too, were, would,

Reading the Text

- Have students talk about the concept of size. They tell about times when they couldn't do something because they were too little (reach the door handle) or too big (ride in the stroller). Ask: Has anyone had some new shoes or clothes recently? Why? Were you getting bigger?
- Look at the cover and title page. Ask: What is the girl doing? Have you ever been measured against a wall chart like that? Why?
- Discuss the use of an exclamation mark in the title. Ask: How does this tell us to read the title?
- Walk through the illustrations and have students predict what the story might be about.
- Listen to the story with students. Have them note all the describing words and list them. (big, small, bigger, tiny, enormous) Ask: What is different about big/bigger?
- Go to page 4. Ask: What has the illustrator done on this page to help you read the text? Continue looking at and discussing the illustrations. On page 16, ask: what has happened now? Is this a happy or sad ending? Were your predictions correct?
- Students read the story independently or with a partner.

Returning to the Text

- Students reread the story and retell it from memory.
- Students read the word *right*, listening to the -ight sound at the end. Ask: What other words can you tell that rhyme with *right*? Write them up on a word family web for students to illustrate.
- Discuss the conditional sentence where the girl is imagining what might happen if... Have them note the words *could* and *would*. Give them sentence starters and have students suggest ways to finish the sentence.
If I were a cat, I would
If my hair turned blue, I would

Writing

- Ask students to share their ideas about ways of measuring themselves. They do crayon drawings using their new ideas and caption the drawings.
- Work together to develop a wall chart using words from the story. (not too big, just right, not too small)
- Students innovate on the text and write a new story about themselves using the sentence structure, If I were as ___ as a ___, I would be ...

Home/School Link

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

Words: Match the high-frequency words

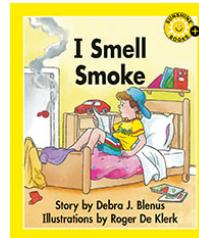
Thinking: Complete a sentence from the story

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

I SMELL SMOKE

The Story

A boy practises what he would do if he smelt smoke.



High-frequency Words

down, help, how, out, outside

Reading the Text

- Discuss what to do if there was a fire at school or at home. This story can be used as part of a topic focus on safety.
- Look at the cover. Ask: What is happening? What might the boy say? Can anyone read the title or words in the title? Read it together.
- Listen to the title. Have students think about where they might smell smoke. Ask: What would you do if you found smoke in your house? Encourage them to share any experiences.
- Listen to the story with students, discussing the text and illustrations as you go. On pages 2 and 3. Ask: What can you see in the picture? What is the boy doing?
- On pages 4 and 5, ask: What is the boy doing now? Why would he feel the door? What punctuation is at the end of the second sentence? What might he be asking?
- On pages 6 and 7, have students point to the word *crawl*. Ask: Why is he crawling?
- Continue in this way to page 15. Ask: Is this a funny ending to the story? What is Dad doing?
- Go to page 16. Read the text together and discuss the illustrations. Ask: What have the author and illustrator done on this page? Discuss the speech bubble and why the author has written the words like this.
- Students read the text independently. Provide support where needed.

Returning to the Text

- Reread the story. Discuss ways to be safe when near a fire; how fires are put out or controlled; how to be safe if there is a fire at school. Ask: Do you know where to find the fire extinguishers at school? Students map the location of the devices at school and the assembly points in case of fire.
- Discuss the use of question marks and exclamation marks throughout the text.
- Students find words that end with -ell. They help write them on an -ell word family chart.
- Students find words that begin with sm-. They help write them on a sm- letter blend web.
- Go to page 12. Ask: How would he say the words? (I cry.) How do you know? What other word could you use to show how he said the words? (screamed, shouted, yelled)
- Create a simple Reader's Theatre arrangement. As the story is read, students use their bodies to act out the story. Group 1: I smell smoke. Group 2: Get down on the floor!

Writing

- Work together in a Shared Writing session to write out the procedure for what to do in case of a fire at school and follow the steps in a practice.
- Write some poems. Write a list of words to do with smoke, e.g. crackling, hot, flames, red. Have students think about each word and what they feel about it. Make a chart with the headings Taste, Smell, Touch, Sight, Sound. Write some simple poems together, using one word to describe each sense.

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 -ell word family

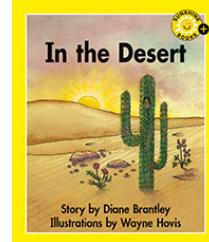
Thinking: Put pictures and text from the story into the correct order

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

IN THE DESERT

The Story

The animals wake up in the North American desert.



High-frequency Words

away, day, here, play, up

Reading the Text

- Together make a list of creatures you might find in a desert.
- Look at the illustration on the cover. Ask: Where is the setting for this book? Can you work out what the title is? Discuss the picture and focus on the sun. Ask students to reread the title.
- Go to pages 2 and 3. Ask: Where is the sun now? Can you point to the word *desert*? How did you know?
- Go to pages 4 and 5. Ask: What is happening in this picture? When do owls wake up? What are the owls doing?
- Repeat this procedure for pages 6-13, focusing on students' attempts and cues they are using to work out words. For example on page 6, ask: How do you know they are rabbits and not hares? Point to the words. On page 10, ask: Why do you think they are coyotes and not dingoes?
- Students listen carefully to store the language and meanings in the story and, in close readings, they identify and respond to important ideas and special features of the language. Ask: What do you notice about the way the story is put together? What ideas do you have about the way in which a repetitive sentence structure helps you to anticipate, read and interpret what the author has written?
- Read the story with students, encouraging them to join in as soon as they have caught on to the pattern of language in each sentence.
- On pages 14 and 15, ask: What is happening now? What part of the day is it? Can you point to the word that tells us that the sun is coming up? Read the words together. What are the children doing on page 15?
- On page 16, have students choose an index entry and go to the page to read the information there. Ask: What is the purpose of an index? What kind of book has an index?
- Have students read the text independently. Provide support if needed.

Returning to the Text

- Students reread the story.
- Go to page 2 and ask: How many times can you find the letter s on this page? (four) Say *sun*, *sets* and *desert* carefully, listening to the sounds that s makes in each word. Have students look through the story and find all the words with the letter s in them. Write them on a list and read them together. Listen to the different sounds the letter s makes in the words.
- Focus on the word *wake*. Students suggest other words they know that rhyme with *wake*. (make, take, fake, cake) Develop a Word Bank featuring *wake* and other words in the same group. Encourage the students to add to it as they find more. They can use words from the Word Bank to write their own rhymes.

Writing

- Students make a wall story by rewriting the story using animals from their environment. The sun sets in the suburbs.

The hedgehogs wake up and shuffle away.

Students help write the text and make illustrations for the new story.

Home/School Link

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

Words: Make four words from the -ake word family

Thinking: Label pictures from the text

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

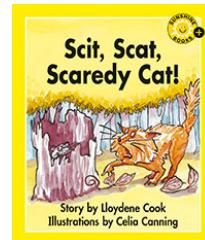
SCIT, SCAT, SCAREDY CAT!

The Story

The animals are all scared of something.

High-frequency Words

away, black, brown, through, why



Reading the Text

- Look at the cover and title page. Ask: What do you think this story might be about? What is the cat doing on the title page? Can anyone read the title? What sounds are there at the beginning of the words? Read the title, emphasising the sc- sounds.
- Listen to the story together. Ask: What did you notice about the language the author has used in writing this story? Demonstrate assonance where the vowel sounds are repeated. (*growl, scowl*)
- Read the story, encouraging students to join in as soon as they have caught onto the sounds of the pattern.
- Have students spot and list words from the story in which the vowel sounds are repeated and words rhyme. (scit/scat, growl, scowl, owl, hiss/siss, crock/crocodile, rumble/jungle, squeak/eeeeek)
- Students talk about the ending. Ask: Do you think it was humorous? Do you think this could really happen? Have you ever seen a mouse? What did you do?
- Talk about how the illustrator has given clues in the facial expressions of the characters. Ask: Which character is talking? On page 3, is he worried? Can he see the mouse? On page 6, how is he looking now? Who is he scared of on pages 8–11? Has he seen the mouse yet? Why does he notice the mouse on pages 14–15?

Returning to the Text

- Reread the story with students. Have them think and share ideas about the story – its setting, characters, action and movement, feelings, humour and the sequence of events.
- Students retell the story to a partner.
- Focus on the letter blend sc-. Have students listen as you stretch the sounds at the beginning of the words. Ask: How many sounds can you hear? Students think of other words that begin with the letter blend sc- and list them. They use these words in sentences. (There is a scary monster on a scooter.)
- Have students scan the story for other words that begin with sc- and words in which the two sounds are blended together (gr-, cr-)

Writing

- Discuss how some stories are in a comic-strip format in which there are a succession of incidents and speech bubbles. Work with students to create a picture book using the comic-strip approach. Encourage them to write the text in speech bubbles.
- Students share and list words that could be used to describe the movements of the different animals. They chart the alternatives. (snake slink away; crocodile creep away; bear waddling away) They rewrite the story, replacing the movement words with other words.

Home/School Link

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

Words: Match the rhyming words

Thinking: Make a sentence from the story

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

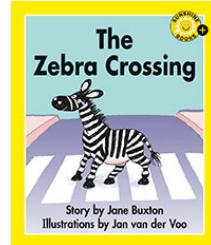
THE ZEBRA CROSSING

The Story

The zebra takes control of the crossing until the crocodile comes along.

High-frequency Words

came, can't, here, just, this



Reading the Text

- Look at the cover and the title page. Ask students what they think this story will be about. Ask: Look at the sign on the title page? Have you seen a sign a bit like this on your streets? Students suggest what the story might be called. Read the title together.
- Students discuss the purpose of a zebra crossing (pedestrian crossing). Ask: Why do you think it is sometimes called a zebra crossing? Do the signs really have a zebra on them? What are they for? What do you do when you come to one?
- Listen to the story together. Students confirm if their predictions were correct. Ask: Why does the zebra give way to the crocodile and not any of the other animals?
- Read the story with students joining in when they pick up the pattern of the story. They use the illustrations to predict the animal that the zebra is speaking to.
- Students discuss how the illustrator has given the animals personalities. Ask: On pages 3 and 5, how can you tell the zebra is bossy? How is the monkey feeling on page 5? On page 13, is the zebra afraid of the elephant? How do you know?

Returning to the Text

- Students reread the story. Ask questions to elicit their understanding. What happened at the beginning of the story? What happened next? How did the story end? Who are the characters? What did they do? Did you like the story? Why?
- Focus on the punctuation – quotation marks, exclamation marks and bold type. Ask: On page 14, why is the word *You* in bold type? Have students read the text on that page, giving emphasis to *You* to show the zebra's change of heart.
- Have students scan the story for examples of the placement of *said*: she said (page 2), said the zebra (page 4), The zebra said (page 6). Ask: Why do you think the author did this?

Writing

- Have students share information about African animals. Ask: Which animal scared the zebra most? Why? (The crocodile has big teeth.) Is there another animal, not in this book, that the zebra should be afraid of? (The lion is the zebra's main predator.) Students rewrite the story using different animals.

Home/School Link

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

Words: Match high-frequency words

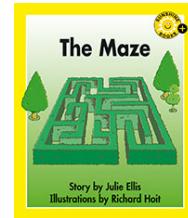
Thinking: Make sentences from the story

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

THE MAZE

The Story

When the family gets stuck in a maze, Lily gets them out.



High-frequency Words

did, out, she, went, will

Reading the Text

- Look at the cover and the title page. Ask: Does anyone know what this is? Have you ever been through a maze? Did you get out by yourself? Did you get help? How were you helped out?
- Discuss what a maze is. (a place with lots of paths and hedges where you can get lost and have to find your way out of) Ask: Where are you likely to find a maze?
- Listen to the story together. Ask students to tell you about the story of the illustrations. Ask: Who are the characters? What did they do? On page 2, can Mum see David? Why not?
- Talk about the ending. Ask: What did Lily do to get her family out of the maze? How was she clever? Did you like the story? Why?
- Read the story with students reading along when they have picked up the pattern of the story.

Returning to the Text

- Students read the story with a partner.
- Have students tell what happened at the beginning of the story, what happened next, and how the story ended.
- Focus on the last sound in these words. *got, lost, get, out* Students tell what letter makes that sound and think of other words that end in /t/. (goat, that, sit)
- Focus on the word *got*. Have students brainstorm other words that end in -ot.
- Talk about the sounds in the middle of words. Say *Get me out of here*. Have students tell which word has the long /e/ sound (*me*) and which word has the short /e/ sound? (*get*) They think of other words they know with the short and long e sounds.

Writing

- Have students perform the story as a simple play. Each student takes the part of a character in the story. They mime the action.
- Students work in pairs to rewrite the story around a different group of people and a different strategy for getting out. Can they think of another way to find your way out of a maze?
- Students create a plan for a maze. They develop their ideas in pencil and then add details in crayon or collage.

Home/School Link

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

Words: Make four words from the word family -ot

Thinking: Make a sentence from the story

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