

My Turn

GOALS

Comprehension

Discuss the meaning of possessive pronouns – my, our, your, their

Vocabulary

High-frequency Words: it, is, my, said, the, yes, and, our, their, your

Content Words: turn, hippo, elephant, it's

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. *hip/po*

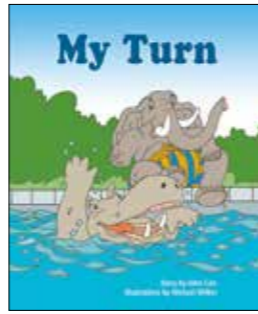
Phonics

Letters and Sounds: y

Words to Blend and Segment: yum, yes, yet, yam, yak

Fluency

Model fluent reading of the text with expression, noting the punctuation and change of characters.



The hippo and the elephant take turns at diving into the pool.

Before Reading

- Read the title. Discuss the meaning of *My Turn*. Ask: Do you have times when you take turns? Reread the title. Read the names of the author and illustrator to students.
- Help students use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What animals are these? What are they doing? Which one is having a turn at swimming?
- Look at the title page illustration. Ask: What is different here? Whose turn will be next? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the action on each page. On page 15 have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 ask: Who is having the first turn? Read the words together.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal a surprise ending. Have the students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it a surprise?
- Discuss the meaning of the contraction – *it's*.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a surprise ending? Reread the story together.
- Discuss the meaning of possessive pronouns – *my, our, your, their*. Act out examples showing the meaning of each.
- Ask students to retell the story using the pictures on each page as a guide.

Phonemic Awareness

- Identify syllables in words and clap them as they are spoken, e.g. *hip/po*.
- Students find words with 1, 2 or 3 syllables in them and clap the syllables, e.g. *turn* = 1 clap, *hip/po* = 2 claps, *elle/phant* = 3 claps. Have students clap the number of syllables in their own names.

Phonics

- Discuss the name and sound of the letter y. Write cvc words *yum, yes, yet, yam, yak* on the board to practise blending and segmenting the sounds together as a group.
- Have students emphasise the /y/ sound as they stretch the sounds for *yes, /y/ le/ /s/*.
- Illustrate using alphabet letters for y, e, s, touching them as the sounds are made for the word *yes*.

Word Study

- Talk about the words *our, your, said, and, their, yes*. Print multiple copies of the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text. Play a game of memory with the cards.
- On a piece of paper, students draw a picture from the story. They find and write the words in the story to match the picture and read their sentence to a partner.

Fluency

- Model fluent reading of the text with expression, noting the punctuation and change of characters. Students repeat.
- In small groups have students role play the story.

Writing

- Students write a new story about taking turns. They draw a picture first, then write the story, e.g. "*It's my turn,*" *I said*.

Home/School Link

Students take the book and any related activity done in class home to share with family.

The Smile

GOALS

Comprehension

Discuss meaning of pronouns: he, she, her, his.

Vocabulary

High-frequency Words: my, I, a, for, he, she, that, his, me, her, had, with, it, the, and, while, how, about, that

Content Words: smile, shared, plant, aunt, mother, brother, pet, vet, cat

Phonemic Awareness

Identify and make rhyming words.

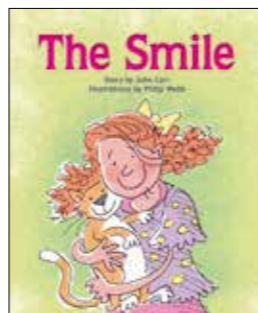
Phonics

Letters and Sounds: sh

Words to Blend and Segment: shop, ship, shot, shut, shed

Fluency

Model fluent reading of a section of the text emphasising the rhyming words for students to repeat.



Just like a yawn, the smile goes from one to another.

Before Reading

- Listen to the title. Discuss the meaning of *smile*. How is it different to laugh? Ask students to demonstrate. Ask: What happens when you share a smile with someone? Try doing that now. A smile usually makes the other person want to smile back. Can you keep smiling for long? What makes you smile or laugh?
- Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who is the girl smiling at? Look at the title page illustration. Who is smiling here? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who or what is sharing a smile on each page. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On page 3 what is the girl smiling at? Find the word *plant* on page 2. Look for the letter p. Read the words together. Notice the rhyming words *smile* and *while*.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?

- Discuss the meaning of pronouns – *he, she, her, his*. Model using *he* with *his* and *she* with *her*. Relate the pronouns to the illustrations in the book. Role play with the students to demonstrate them.
- Reread the story together. Feel the rhythm as you read the repetitive parts. Notice the rhyming words at the end of each page, e.g. *plant/aunt, brother/mother*.
- Ask students to retell the story using the pictures on each page as a guide. Who had a smile first, next and so on?

Phonemic Awareness

- Identify and make rhyming words. Students listen for words that rhyme in the story as it is read to them, e.g. *smile/while, pet/vet, cat/that*. Students repeat the words that rhyme and think of more that sound the same, e.g. *pet, wet, set, let*.
- Play a game where students indicate when they hear pairs of words that rhyme as you read out to them, e.g. *set, bet; sat, let; cat, hat; mat, let*.
- Have students draw a picture of two words that rhyme and label them, e.g. *cat, hat*.

Phonics

- Discuss the sound of the digraph: /sh/. Explain that the two letters combine to make one sound /sh/. Write the words *shop, ship, shot, shut, shed* on the board to practise blending and segmenting the sounds together as a group, e.g. /sh/ /u/ /t/ shut. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *that, had, with, for, his, her*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner. e.g. *He had a smile for a while and shared it with his pet*.

Fluency

- Model fluent reading of a section of the text emphasising the rhyming words for students to repeat. They practise their fluency by reading to a partner.

Writing

- Students make a circular story showing where the smile went. They use arrows, labels and small pictures. They can use this to retell the story.
- Students write a new sentence about sharing a smile using the pattern from the story. They draw a picture first, then write the sentence. e.g. *I had a smile for a while and I shared it with my _____*. (Dad, sister, Gran)

Home/School Link

Students take the book and any related activity done in class home to share with family.

Mr Mustard's Mailbox

GOALS

Comprehension

Reading Strategies: Ask students “What are some of the things good readers do?”
Model how to use picture, print and contextual cues.

Vocabulary

High-frequency Words: a, and, away, come, down, every, fly, for, from, get, had, have, he, his, in, into, it, made, me, my, no, on, one, put, said, saw, some, soon, take, the, there, three, to, was, went, were

Content Words: baby, bird, chirping, crept, day, dear, flown, goodness, got, happy, heard, home, later, mail, mailbox, miss, morning, Mr, nest, next, oh, peep, shoo, sign, sitting, spring, straw, today, took, week

Phonemic Awareness

Recognise and produce words that begin with the same sound: /sh/

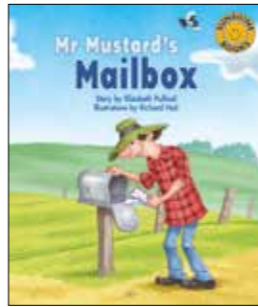
Phonics

Letters and Sounds: sh

Words to Blend and Segment: shed, ship, shop, shin, shut

Fluency

Model reading of text with expression, noting the punctuation. Students repeat.



Mr Mustard is a kind man. He lets the birds use his mailbox.

Before Reading

- Listen to the title. Discuss the meaning of *mailbox*. Ask students if they have a mailbox.
- Read the title and the names of the author and illustrator. What are their roles in this story? Discuss the apostrophe in the title and why it is there. Ask: Who does the mailbox belong to? (The apostrophe goes after the person something belongs to.)
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who is looking in the mailbox? (Mr Mustard) Look at the title page illustration. What is the picture of? What does it tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Mr Mustard is doing on each page. On page 13, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Ask: On pages 2–3 what is Mr Mustard looking at? Find the word *bird* on page 2. Look for the letter b. Find the word *shoo* starting with /sh/. Read the words together. Remind students that good readers check that the words match the illustration, that they look right, sound right and make sense. Follow this pattern for each page up to page 13, discussing the illustration, finding key words and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending on pages 14–16. Have students discuss what they see in the illustrations. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Discuss the meaning of mail birds on page 10.
- Reread the story together. Notice where the speech marks are. Change your voice when Mr Mustard speaks.
- Ask students to retell the story using the pictures on each page as a guide. Ask: What did Mr Mustard find first in the story, next and so on? When did the story change to Mr Mustard getting his mail and why?
- Have students notice the speech marks around the words on page 7 “*No mail today*”. Why are they there? (They are words on a sign. They are not spoken by a character.)

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sh/ e.g. shed, ship, shop, shin, shut. Students listen for the /sh/ blend as you read the words slowly. They repeat the words, /sh/ /e/ /d/, shed, emphasizing the /sh/. They think of other words to say that begin with /sh/, e.g. shoo, shine, shake.

Phonics

- Discuss the sound of the blend /sh/. Write the words shed, ship, shop, shin, shut on the board to practise blending and segmenting the sounds together as a group, e.g. /sh/ /e/ /d/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *he, down, soon, said, no, into, were, saw*. Read them together. Ask students to locate the words in the story.
- Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them. They read their sentence to a partner, e.g. *Soon the birds had flown from the mailbox.*

Fluency

- Model reading of the text with expression, noting the punctuation. Students repeat, e.g. on page 2, change your voice for Mr Mustard saying “*Shoo*”.

Writing

- Students make a circular story showing how Mr Mustard discovered the first bird and where it went. They use arrows, labels and small pictures. They use this to retell the story.
- Students write a new sentence about Mr Mustard using the pattern from the story. They draw a picture first, then write the sentence. e.g. Mr Mustard put a welcome sign on his gate.

Home/School Link

Take the book home and any related activity done in class to share with family.

My Superheroes

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photos). Predict the superheroes that might be in the text.

Vocabulary

High-frequency Words: a, and, are, by, find, for, help, in, live, look, make, me, my, not, our, put, that, the, there, they, with, you

Content Words: always, book, brothers, community, day, everywhere, face, family, fathers, firefighters, friends, happy, inside, mothers, neighbours, night, nurses, people, place, safe, sisters, smile, superheroes, teachers, these, upon, us, world

Phonemic Awareness

Recognise and produce words that have the same short u vowel sound: /u/

Phonics

Letters and Sounds: /u/ up

Words to Blend and Segment: us, bus, but, cut, nut

Fluency

Choral reading with students pointing to the words as they are read, sharing information.



A boy talks about the people in his community who are helpful and there for him all the time.

Before Reading

- Ask students if they have ever thought of someone as a superhero. Read the title to them and then read it together. Discuss the meaning of *superhero*. Look at the cover. Who could be the superhero in this photo? Who is the author? Have students read any other stories by Susan Frame? Name them. (*Daisy's Rainbow Dress*, *Being Brave*, *The Rainforest Ball*, *The New Boy at School*)
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) Predict the superheroes that might be in the text.
- Read the title page together. Talk about what students see in the picture. Ask: Who is the superhero here? (father) Do you have superheroes in your family?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss the picture. What is it of? It is called a *community*. Discuss the meaning of *community*. (where we live). Which word is *community*? Find the word that starts with c and is a long word. Read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what different ways the superheroes are presented, then looking for the initial letter of the key words before reading the page.
- Have students note how rhyming words on alternate pages help to read the text, e.g. *community/me; book/look; mothers/brothers; face/place*.
- Have students predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Ask students what they noticed about heroes. (anyone helpful and kind in our community)
- Discuss the ending. Use the illustration and details in the text to describe the key ideas. Ask: Do you know of superheroes that make your place safe and happy? Make a class chart to illustrate and label these.
- Have students discuss how the author supports the fact that superheroes are everywhere you look. (She shows you who they are in the photos, e.g. family, friends, neighbours.)

Phonemic Awareness

- Recognise and produce words that have the same short u vowel sound: /u/ Students listen for the /u/ vowel sound as words are spoken slowly, then they repeat, e.g. us, bus, but, cut, nut.
- Brainstorm and listen to more words that have the same short vowel sound /u/, e.g. hut, crust, crumb, crunch. Students say these words slowly emphasising the short /u/ sound in the middle of the words.

Phonics

- Recognise words that have the short u vowel sound. Write the words us, bus, but, cut, nut on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /u/ /s/.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *live, our, by, help, not, find, me, that*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Students add other words to make sentences from the text with their flash cards. Then they read them to a partner.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *firefighters, neighbours, superheroes, teachers*. Notice these words are all plurals. The singular is made by removing the s at the end except for superheroes. Notice how it is different, *hero/heroes*. It has an e before the s.

Fluency

- Choral reading with students pointing to the words as they are read, sharing information.

Writing

- Students make a word web to show the different superheroes in the text. They write the word *superheroes* in the middle of the web and label different types branching out from the middle. They can illustrate the heroes and retell the story using the web.
- Have students write a new text using the pattern of the text, e.g. Superheroes are my gran and grandpa. They write the text and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.

Socks Gets a Boy

GOALS

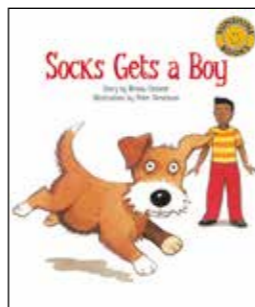
Comprehension

Making predictions: Help students to use the title of book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. Who was doing the choosing?

Vocabulary

High-frequency Words: a, and, are, as, ask, at, by, call, came, can, come, do, down, get, good, he, here, his, how, I, in, into, it, jump, know, like, look, me, my, new, of, on, out, play, ran, ride, said, take, thank, the, they, think, this, to, up, want, what, with, yes, you

Content Words: ball, bark, boy, buddy, cage, car, curl, dad, dog, does, drop, fed, feet, hand, head, home, hug, knew, lap, lick, love, Mum, pat, pick, rode, shelter, sign, socks, thought, threw, took, us



Socks is a little dog and he really wants to have a boy to play with.

Phonemic Awareness

Recognise and produce words that begin with the same sound: /th/

Phonics

Letters and Sounds: /th/ thank

Words to Blend and Segment: thin, think, thud, thing, thick

Fluency

Model fluent reading of the story with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Who is Socks? Why does it have that name? Have they ever owned a pet? What was its name? Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture.
- Look at the title page illustration. Ask: Who is in the picture? What does the expression on the dog's face tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Include words like *sign, cage, thought, shelter, buddy, patting, curled* and *lap* in the conversation.
- Discuss the setting and what is happening with the characters (Socks, the boy, his Dad) on each page. On page 12, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 look at the sign on the cage. What does it say? Look at the thought bubble. What is Socks thinking? Find the words *sign* and *dog* on page 2. Look for the initial letters s and d. Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who was doing the choosing? Did Socks get a nice home? Is this what students predicted? Do they have a pet at home? Where did it come from?
- Retell the text using the pictures on each page as a guide. What happened first, next and so on? What made Socks get a boy?
- Discuss the meaning of words in the book that end in -ed, e.g. *barked, patted, licked, jumped*. Relate them to their root words. Discuss the meaning of past tense. Make a chart of present and past tense verbs.
- Reread the story together. Have students make a chart showing setting, characters and events. They notice how the characters stay the same but the setting and events change.
- Reread page 8 focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark, exclamation mark and speech marks.

Phonemic Awareness

- Recognise and produce words that begin with the same digraph: /th/ (voiceless) Students listen carefully for the /th/ sound in the following words as you read them – thin, think, thud, thing, thick. They repeat after you, emphasising the /th/ sound. They think of more words starting with /th/ to say, e.g. thank, thought, threw.

Phonics

- Discuss the sound of the digraph /th/. Write the words thin, think, thud, thing, thick on the board to practise blending and segmenting the sounds together as a group, e.g. /th/ /i/ /n/ thin. Illustrate using alphabet letters, touching them as the sounds are made for the word.

Word Study

- Talk about the words *do, thank, ask, new, as, into, came, want*. Read the flash cards from the inside front cover together. Ask students to locate the words in the text. Print multiple sets of the cards and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentences to a partner. e.g. *The sign on the cage said, Socks. "I want a boy," thought the dog.*

Fluency

- Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

Writing

- Students rewrite the story from Socks' point of view using thought bubbles. They use these to retell the story.
- Students write a new sentence about Socks using the pattern from the story. They draw a picture and write the sentence. e.g. Thank you, Mum. Thank you, Dad. I love my new pet cat.

Home/School Link

Take the book home and any related activity done in class to share with family.

The New Boy at School

GOALS

Comprehension

Connect to prior knowledge: How did you feel when you were new at school?
Have you helped a new person settle in?

Vocabulary

High-frequency Words: a, all, am, and, at, away, back, came, can, could, do, go, had, have, he, help, his, I, in, is, it, let, like, look, know, me, my, new, no, not, of, off, play, red, said, some, that, the, then, there, to, want, was, well, with, you
Content Words: blew, boy, bright, cannot, catch, cried, face, flew, fun, gave, gear, hat, head, hello, I'm, I'd, knew, laughed, let's, okay, rude, school, shook, smiled, sorry, speeding, strong, sudden, that's, there's, today, told, took, top, tried, turned, us, way, well, wheelchair, wind, would

Phonemic Awareness

Identify and make rhyming words.

Phonics

Letters and Sounds: /a/ can

Words to Blend and Segment: can, hat, that, bat, ran

Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.



The new boy doesn't think the boy in the wheelchair can do much. But he is wrong!

Before Reading

- Ask: How did you feel when you were new at school? Have you helped a new person settle in?
- Read the title. Discuss the meaning of *new*. What is the opposite of *new*? (old) Ask: What does it mean to be new at a school?
- Read the title and the names of the author and illustrator. Discuss their roles. Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Students discuss what they see in the picture.
- Look at the title page illustration. Ask: Who is the new boy? What do you notice about the child coming towards him? How does the title page help us guess what might happen in the story? What might happen next?
- On page 3. Ask: What do you think the boy in the wheelchair is saying to the new boy?
- Talk/walk through the pictures. Discuss what is happening with the new boy on each page. Students construct a story from the illustrations. On page 15, students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On page 3 what is the boy in the wheelchair saying to the new boy? Find the word *play* on page 2. Look for the letter *p*. Read the words together. Notice the rhyming words *today* and *play*. Ask: How do rhyming words help you work out the story?
- Ask: How can you work out who is talking in the story? Are there clues in the pictures? Are the clues in the words the characters say? Identify the speech marks and discuss what they are for.
- Focus on the question mark and comma. Use these terms as you ask students how they would read parts featuring them.

- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together with intonation and expression appropriate to the grammar and punctuation.
- Review the predictions for the ending made earlier. Ask: Did you like the ending? Why? Is it important to apologise if you say or do something wrong?

After Reading

Invite students to discuss the story. Prompt if needed.

- How do you think the boy in the wheelchair felt on page 4? How did his feelings change?
- Reread the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *today/play; blew/flew; tried/cried; head/said*.
- Students role play/act out the story in pairs taking the parts of the two characters.

Phonemic Awareness

- Identify and make rhyming words. Students listen for words that rhyme in the story as it is read to them, e.g. *today/play; blew/flew; tried/cried; head/said*. They repeat the words that rhyme and think of more that sound the same, e.g. red, bed, led, fed.
- Play a game where students indicate when they hear pairs of words that rhyme as you read them out, e.g. pay, day, ray, red, bed, fed, hot, lot, cot.

Phonics

- Discuss the medial vowel sound /a/. Make sure students know that medial means middle. Role play with three students standing in a line. Who is in the middle? Each could hold a letter for the word *had* noting *a* is in the middle. Have students listen for the sound /a/ in dad, mad, sad as you say the words, slowly stretching out the sounds. Students repeat.
- Write the words *can, that, hat, bat, ran* on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /n/ *can*. Emphasise the /a/ sound. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *new, could, red, at, back, well, had, want*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model reading of text with expression, noting punctuation, rhyme and change of characters.

Writing

- Students write a sentence about helping a new student at their school. They draw a picture and write a sentence. They can use the words in the book to help with their writing.

Home/School Link

Take the book home and any related activity done in class to share with family.

Eco Superheroes

GOALS

Comprehension

Retell the story using the pictures on each page as a guide.

Vocabulary

High-frequency Words: big, is, much, now, of, put, so, the

Content Words: compost, healthy, love, pollution, puppets, recycle, superheroes, waste, water, world

Phonemic Awareness

Identify and make rhyming words, e.g. plan/can

Phonics

Letters and Sounds: long /o/

Words to Blend and Segment: eco, go, grow, show, so

Fluency

Choral reading with students pointing to the words as they are read, sharing information and noticing the rhythm and rhyme.



We can all do our best to make sure we have a plan to keep our Earth clean.

Before Reading

- Ask students what they know about heroes and superheroes. Ask: What is a hero? What could an Eco Superhero be?
- Read the title to them and then read it together. Ask: Do the children on the front cover look like superheroes? What are they doing? Discuss what the title means and where you might find eco superheroes.
- Look at the back cover and read the sign together. Discuss what it means and where you might find a sign like this. Ask: Is this book fiction or nonfiction? How do you know?
- Look at the title page picture. Ask: What are the children doing? Read the title and the table of contents together to get an overview of the text. Make predictions about the text from the cover and title page illustrations.
- Talk/walk through the pictures. Discuss what people are doing to look after our planet and to be eco superheroes. Bring words like *compost, healthy, love, pollution, puppets, recycle, superheroes, waste, water, world* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the signs on the bins for? Locate tricky words and break them down into chunks or syllables if needed, e.g. *e/co su/per/he/roes* (syllables), */pl/an* (chunks), *plan/et*. Read the text together pointing to the words.
- On pages 4–5, discuss the pictures. Ask: What are the children doing? Locate words like *waste* and *recycle*. Read the text together.
- Follow this pattern for each page discussing the pictures, what the different eco heroes are and where you would find them before reading each page.
- Predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Talk about the ending. Ask students to discuss what it means that the world is in our hands? What superheroes can you see right now? What do they think the author's purpose was for writing the book? What have you learnt from this book?
- Retell the text using the pictures on each page as a guide.
- Reread the text together noticing the punctuation and emphasising the words that rhyme, e.g. *solution/pollution, cheap/heap*. Make a chart of the rhyming words to read together.

Phonemic Awareness

- Identify and make rhyming words, e.g. *plan/can*. Students listen carefully as you read the story and identify rhyming words, e.g. *plan/can, cheap/heap, pollution/solution, clothes/shows, plans/hands*. They repeat the rhyming words, emphasising the rhymes, and think of more words that rhyme. (*fan, ran*)

Phonics

- Recognise words that have the same long vowel sound: /o/ Write words *eco, go, grow, show, so* on the board for students to practise blending and segmenting the sounds together as a group. They think of more to add to the list and to blend and segment. (*know, blow, sow, toe*)

Word Study

- Talk about the words *big, is, much, now, of, put, so, the*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context, e.g. *now* is the opposite of later. Play a matching memory game with the cards.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Students make a planet plan with examples of different things they could do to be an eco superhero branching out from the web. They label, illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *poll/u/tion*. They identify one-syllable words to clap, e.g. *plan* and two syllable words, e.g. *plan/et*.

Fluency

- Choral read the text with students pointing to the words as they are read. They share information and notice the rhythm and rhyme.

Writing

- Have students write a new text using the pattern of the text, e.g. I walk to school to make no pollution. They draw a picture of themselves walking to school. They label the picture and share this with a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.

Good Manners Week

GOALS

Comprehension

Connect to prior knowledge: Ask students what they think good manners and bad manners are.

Vocabulary

High-frequency Words: as, just, may, right, soon, thank, think, well

Content Words: bees, birds, classroom, excuse, hard, kind, lesson, manners, week, welcome

Phonemic Awareness

Identify and make rhyming words

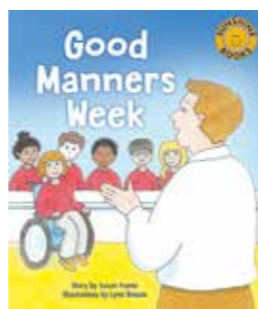
Phonics

Letters and Sounds: /th/ (voiceless)

Words to Blend and Segment: thank, thick, thin, think, thud

Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.



The children in the class use their good manner – all except one of them.

Before Reading

- Listen to the title and the name of the author and illustrator. Ask students what they think good manners and bad manners are. Use the back cover for ideas. Together look at the front cover picture. Discuss what they see.
- Help students to use the title and front cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different compared to the cover? (It is a weekly list of manners). Read the title page together. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the children on each page or what they are doing. Bring words like *bees, birds, classroom, excuse, hard, kind, lesson, manners, week, welcome* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use print cues such as looking for chunks in words (*man-ners*).
- Read the title together and the names of the author and illustrator. Read the title page together. Ask: What is the setting for the text? Look for the word *classroom* on page 4. It has two words joined to make a compound word (*classroom*). Read the word together, then slowly emphasise the two words.
- Find the word *teacher* on page 2. Look for the letter t and the chunk -er on the end of *teach*. Read the words together. Reread the page noticing the rhyming words *week* and *speak*.
- Follow this pattern up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together. Discuss how rhyming words help with reading.
- Review the predictions for the ending, then turn the page to reveal it. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Ask: What did the children do first, next and so on? What made Ted start to have good manners? What genre do you think this story is? (narrative, persuasive)
- Discuss the ending. Why does Ted want good manners week every week? Is this what students predicted? Do they use good manners at school and at home?
- Discuss possessive pronouns. Model using them. Relate them to the illustrations in the book. (our, pages 2/3, his, page 9, your, pages 10/13) Read the sentences with the pronouns in them. What do they tell you? (may be ownership, belonging to)
- Make a chart showing setting, characters and events.
- Reread page 10 focusing on the punctuation. Teach students the purpose of the full stop, speech marks, apostrophe and exclamation marks.

Phonemic Awareness

- Students listen for rhyming words as you read the text. They indicate when they hear any and repeat them in pairs, e.g. *week/speak; find/kind; birds/words; play/today; said/Ted; be/tree; sit/hit; might/right; sat/hat; bees/please; away/play; idea/year*.

Phonics

- Discuss the sound of the digraph: th- Write the words *thank, thick, thin, think, thud* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word, touching them as the sounds are made for the word.

Word Study

- Talk about the words *as, just, may, right, soon, thank, think, well*. Read them together. Ask students to locate the words in the text and discuss their meaning in context. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs.

Fluency

- Model reading a section of the text with expression, noting the punctuation, rhyme and change of characters. Students repeat.

Writing

- Students make a chart of rhyming words from the story. They read the words on the chart and add more of their own. See who can make the most rhyming words for one word.
- Students write a chart about Good Manners using ideas from the text. Have two columns with headings *What* and *How*. Under *What* would come “Be polite” and “Excuse me” under *How*.
- Make a story map of the events in the text in sequence. Illustrate and label the map and then use this to retell the text to a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.

Greedy Fox

GOALS

Comprehension

Making predictions: Help students use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding the meaning of *greedy*.

Vocabulary

High-frequency Words: again, ask, ate, from, good, have, made, please

Content Words: coming, delicious, dinner, fox, greedy, never, plate, soup, stork, vase

Phonemic Awareness

Recognise and produce words that begin with the same sound: /fr/

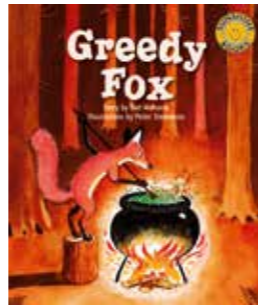
Phonics

Letters and Sounds: /fr/

Words to Blend and Segment: frame, free, fresh, from, frost

Fluency

Model reading of text with expression, noting the punctuation and change of characters.



When Fox and Stork eat together, Fox learns that greed isn't good.

Before Reading

- Listen to the title and the name of the author and illustrator. Together discuss the cover picture. Ask: What is Fox doing? What kind of soup could it be? Predict why the title is *Greedy Fox*? What does *greedy* mean? What might happen in the story? Is this a fiction or nonfiction book? How do you know?
- Look at the title page illustration. Ask: What is Fox doing? (preparing the soup) Is there a clue to the soup flavour? What is the same or different compared to the cover illustration?
- Talk/walk through the pictures. Discuss what is happening to Fox or Stork on each page and what they are doing. Bring words like *coming, delicious, dinner, fox, greedy, never, plate, soup, stork, vase* into the conversation. Look for clues in the pictures for the words in the text, e.g. on page 12, what clues are there about the kind of soup Stork is cooking? (fish bones)
- On page 15, have students predict the ending.

Reading the Text

- Ask: On pages 2–3, what is the setting for the story? (in the forest near the fox's den). Find the word *pea*. What noise would the soup make as it cooks? (*bubble*) Decode /b/ /u/ /bb/ /le/ or look for chunks, *bub/ble*. Remind students that if they know a word, then they don't need to decode it. It is best to check that it looks right, sounds right and makes sense. Read the words.
- On pages 4–5, ask: Why did Stork come by? What did she want? Read the words.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words and reading the words together.
- Review the predictions for the ending made earlier. Turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Why would Fox never be greedy again? What is it best to do? (find a way to share)

After Reading

Invite students to discuss the story. Prompt if needed.

- Understand the meaning of *greedy*. What makes Fox a greedy Fox? (He didn't want to share his soup so made it impossible for Stork to eat it.) What was Stork's idea? Was Stork greedy too? (No, she was teaching Fox a lesson.)
- Look at the back cover and discuss the question: How do you eat soup?
- What genre is this story? (traditional story with a moral) What can we learn from this story?
- Retell the text using the pictures on each page as a guide. What did Fox and Stork do on each page? Were you surprised that Fox was greedy?
- What is a *vase*? Why couldn't Fox eat out of a vase? Why couldn't Stork eat off a plate?
- What did Fox say when he smelled the fish soup? (*Mmmm*) What else can you say if you like the smell of something? (*Yummm*). How did Fox describe the smell of the soup? (*delicious*) This is a tricky word with a /sh/ sound in the middle. (dee-lish-us)

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /fr/ Students listen for the /fr/ sound as you read the words, *frame, free, fresh, from, frost*. They repeat the words, emphasising the /fr/ sound.
- Play a game of guessing. "I am thinking of a word that starts with /fr/ and ends /sh/. (*fresh*) I am thinking of something that goes around a picture. (*frame*)"

Phonics

- Discuss the sound of the letter combination: fr- Write the words *frame, free, fresh, from, frost* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm words starting with fr- to write on the board. Read together. (*fry, frog, fridge*)

Word Study

- Talk about the words *again, ask, ate, from, good, have, made, please*. Photocopy the flash cards to create your own game. Read the words together. Ask students to locate the words in the text. Discuss the use of each word in the book, e.g. *ask* is the opposite of *answer*.
- Look at the word *greedy*. It has a long /ee/ sound. Find other words in the story with a long /ee/ sound. They may have a different spelling, e.g. *pea, beak*.
- Locate the word *tongue* in the text. Why is this a tricky word? Can you spot the silent letters?

Fluency

- Model reading of the text with expression, noting the punctuation and change of characters.

Writing

- Students make a venn diagram with Fox on one side, Stork on the other and soup in the middle (common to both). Add the things relevant to each section. Students illustrate and label the venn diagram, then use it to retell the story to the class.

Home/School Link

Take the book home and any related activity done in class to share with family.

Jo Tries Out for the Team

GOALS

Comprehension

Connect to prior knowledge: Have you ever tried out for a team? What are you good at?

Vocabulary

High-frequency Words: after, am, at, eat, good, it, let, too

Content Words: baker, best, cake, feels, really, sad, school, shoots, something, team

Phonemic Awareness

Recognise and produce words that begin with the same sound: /sh/

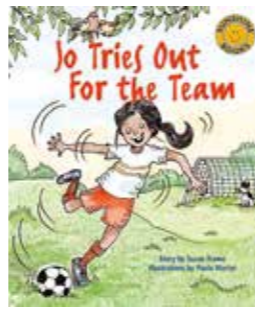
Phonics

Letters and Sounds: /sh/

Words to Blend and Segment: shed, shin, ship, shop, shut

Fluency

Model reading of text with expression, noting the punctuation and change of characters. Students repeat.



Jo knows that it is always good to try your best.

Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you ever tried out for a team? What are you good at? Look at the outside back cover for suggestions.
- Together look at the front cover. Have students discuss what they see. Help them to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Jo on each page or what the other characters are doing. Bring words like *baker, best, cake, feels, really, sad, school, shoots, something, team* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On pages 2–3, have students look at the pictures. Ask: What is Jo doing? These are the things she is good at. Find the word *good*. How many things is she good at? Read the page together. Notice words ending in -er (*bak-er, play-er*).
- On pages 4–5, ask: Now what is Jo doing? (practising football) Which team does she want to play for? (football team) What moves does she practise? (kick, run, shoot) Find these words in the text. Read the page together, pointing at the words.
- Follow this pattern up to page 15, discussing the illustration, looking for key words and chunks of words. Students can change their voices for different characters.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who really is the best baker? Is this what students predicted? Why did the author write this story? What message can you gain from it? (We are all good at many things but may not make the team. The main thing is to try our best at whatever we do.)
- Reread the story together. Feel the excitement and nerves as the story builds up to the choosing of the football team and reading out the names in the team. Ask: How did Jo feel after she missed out on a spot in the team? (sad for herself but happy for her friends). What helped her recover from that? (remembering what she is good at) What did Mum and Dad do to help her? (Mum baked a cake and Dad said that Jo's baking was better.)
- Students write and illustrate a chart showing things Jo is good at and things they are good at.
- Reread pages 8–10, focusing on the punctuation. Teach students the purpose of the full stop, comma, ellipsis, question mark and speech marks. Read the text ignoring the punctuation, then with the punctuation to show the difference in meaning.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sh/ Students listen for the /sh/ sound in the following words: *shed, shin, ship, shop, shut*. They indicate when they hear it and repeat the words emphasising the /sh/ sound.

Phonics

- Discuss the sound of the digraph: sh- Write the words *shed, shin, ship, shop, shut* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *after, am, at, eat, good, it, let, too*. Read them together. Ask students to locate the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model reading of text with expression, noting the change of characters. Students repeat.

Writing

- Students make a chart of -er words from the story. They read the words on the chart and add more of their own. (driver, walker, reader, writer)
- Students write a new sentence about Jo using the pattern from the story. They draw a picture first, then write the sentence. e.g. Jo tried her best.
- Students make a feelings time line, noting the page number and feelings Jo had on those pages. They write the text and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.

Mr Crocodile Goes to the Beach

GOALS

Comprehension

Making predictions: Help students to use the title of the book and cover illustration to make predictions about the story. After reading, check on accuracy of their predictions.

Vocabulary

High-frequency Words: down, help, like, not, over, run, that, want

Content Words: beach, children, climb, everyone, long, packs, sandcastle, tail, waves, whisper

Phonemic Awareness

Recognise and produce words that have the same vowel sound: short /u/

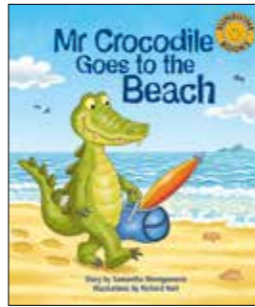
Phonics

Letters and Sounds: short /u/

Words to Blend and Segment: bus, but, cut, up, us

Fluency

Model reading of text with expression, noting the punctuation and emphasising repetitive parts. Students repeat after you.



Mr Crocodile is going to the beach but he annoys everyone.

Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you read any other stories by Samantha Montgomerie? (*Fringoes Everywhere*) Did you like reading them?
- Together look at the cover picture. Ask: What is the crocodile doing in the picture? What is he taking to the beach? How would you describe the crocodile?
- Look at the title page illustration. Ask: Where is Mr Crocodile now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mr Crocodile on each page or what the children are doing. Bring words like *beach, children, climb, everyone, long, packs, sandcastle, tail, waves, whisper* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Mr Crocodile doing? Locate the word *packs* to confirm. What is he packing? (*goggles, umbrella, sandwiches, drink*) Read the sentences together.
- On pages 4–5, ask: Where is the Mr Crocodile now? Look for the word *bus* in the text to confirm this. Read the first sentence to check *bus* makes sense. Ask: How is Mr Crocodile feeling? (happy) How are the people on the bus feeling and why? (annoyed, he takes up two seats) Find words in the text to confirm this. Read the words together. Repeat the last sentence. Do you think Mr Crocodile has some things to learn?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Discuss how the repetitive parts help with reading the story. Ask: How do you use your voice for these parts?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.

After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures as a guide. What did Mr Crocodile and/or the children do on each page? Why do you think Mr Crocodile scared people to start with? Did he know what he was doing? How did they all feel at the end of the story? Did you like the ending? Why?
- Reread the story together. Feel the rhythm as you read repetitive parts.
- Discuss what pronouns are and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 4, *he* is used instead of Mr Crocodile, and *everyone* is used in place of the children. Students find other pronouns in the book and explain their meaning. (*it*, page 8)
- Reread page 8, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas and exclamation marks.

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: short /u/ Students listen for the /u/ sound as you read the words slowly, *bus, but, cut, up, us*. Students repeat the words, emphasising the /u/ sound. They think of more words with the /u/ sound. (*nut, hut, just, dust*) Students make a short /u/ word web.

Phonics

- Discuss the sound of short /u/. Write the words *bus, but, cut, up, us* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word, with students touching them as the sounds are made. Brainstorm other words ending with /u/ to write on the board. Read them together. (*nut, hut, just, dust, bust*)

Word Study

- Talk about the words *down, help, like, not, over, run, that, want*. Read them together. Photocopy the flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *down* is the opposite of up (page 6).
- Students find the present tense to match the base verb, e.g. *go/goes; pack/packs; want/wants; take/takes; put/puts*. Make these into a two-column chart to read.
- Locate the adjectives (describing words) in the text, e.g. *long, spiky* describes the tail and *warm* describes the sand on page 4. Students think of other examples to add to the list. Make a two-column chart for the adjectives and the nouns they describe.

Fluency

- Model reading the text with expression, noting punctuation and emphasising repetitive parts.

Writing

- Students make a timeline noting the events in the story. They illustrate and label the time line, then use it to retell the story to the class.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.

Home/School Link

Take the book home and any related activity done in class to share with family.

Mrs Clucky's Chickens

GOALS

Comprehension

Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about from the cover.

Vocabulary

High-frequency Words: could, have, more, my, that, this, walk, who

Content Words: eggs, fifteen, five, kitchen, morning, pancakes, rain, tea, toast, warm

Phonemic Awareness

Identify syllables in words and clap as they are spoken

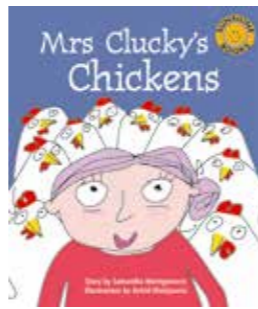
Phonics

Letters and Sounds: /cl/

Words to Blend and Segment: click, climb, clip, clop, cluck

Fluency

Read the play together as a Readers' Theatre before taking character parts in groups. Notice the repetitive parts.



Mrs Clucky opens the door on a rainy night. She lets her many visitors share her tea and toast.

Before Reading

- Together look at the cover. Discuss the apostrophe in *Clucky's*. Ask: Who do the chickens belong to? How many chickens can you see?
- Look at the title page. Ask: What do you see? How is this different from the front cover? Discuss strategies for reading a play. What is a narrator? Who are the characters? How many groups of chickens are there? Help students to predict what the play might be about.
- On page 2, ask: How do you know which parts the characters read? (The words in capital letters are the characters; they read the words that follow their names.)
- Talk/walk through the pictures. Ask: What is the setting for this play? (Mrs Clucky's house) Discuss what is happening to Mrs Clucky and the chickens on each page. Bring words like *eggs, fifteen, five, kitchen, morning, pancakes, rain, tea, toast, warm* into the conversation.
- On page 13, have students predict the ending.

Reading the Text

- Read the title together. Read the title page emphasising the different characters.
- On page 2, look at the picture. Ask: What is Mrs Clucky doing? Who speaks first? The narrator sets the scene or gives directions. What sound does rain make? Look at the words starting with p. (*pitters, patters*) Look for small words or chunks. (*it, pit, pit/ter, at, pat, pat/ter*) Break the words starting with s into sounds. (*splishes, splashes*) /s/ /p/ /l/ /i/ /sh/ /es/, s/ /p/ /l/ /o/ /sh/ /es/. Read the narrator's words together.
- On page 3, ask: What is Mrs Clucky doing now? Read Mrs Clucky's part on page 2 together.
- Follow this pattern for each page, discussing the illustration, looking for key words and chunks of words and reading the words. Discuss how the repetitive parts help with reading the story. (*peck, peck, peck, pitter patter*) Ask: How do you use your voice with these parts? What do the exclamation mark and the question mark mean? How do you use your voice for these?
- Review the predictions for the ending made earlier. Turn the page to reveal the ending. Have students discuss what they see in the illustration. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the play. Prompt if needed.

- Discuss the sequence of events and the humorous ending. Use the back cover to discuss the order of the four pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the characters do on each page? What can you say about Mrs Clucky? How did Mrs Clucky feel at the end?
- How many chickens did Mrs Clucky make pancakes for? (30)
- Discuss the meaning of *Mrs*. Discuss the opposite – Mr. Could the story have a Mr Clucky and what would he look like? (a rooster) Students relate the titles (Mr/Mrs) to teachers or adults they know.
- Reread the play together, feeling the rhythm as they read the repetitive parts.

Phonemic Awareness

- Students listen to words you read to them to identify how many syllables they have. They raise the correct number of fingers. Then they repeat the words. (*cluck/y* (2), *chick/en* (2), *rain* (1), *warm* (1), *toast* (1), *peck* (1), *open* (2), *in/side* (2), *pit/ters* (2), *splish/es* (2), *splosh/es* (2).

Phonics

- Discuss the sound of the letter combination: cl- Write the words *click, climb, clip, clop, cluck* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with cl- to write up on the board. Read them together. (*clown, clear, clock, clash*) Students record their own lists.

Word Study

- Talk about the words *could, have, more, my, that, this, walk, who*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *who* is a question word.
- Students find sound words or onomatopoeia, e.g. *pitters, patters, splishes, splashes*. They invent some of their own and write them as shaped words to illustrate the sounds.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Students read the play together as a Readers' Theatre before taking the character parts in groups. Remind them to change their voices for the characters.

Writing

- Students make a time line noting the number of chickens that arrived each time and what Mrs Clucky did. They illustrate and label the time line, then use it to retell the play to the class.

Home/School Link

Take the book home and any related activity done in class to share with family.

Staying Still

GOALS

Comprehension

Reading Strategies: Ask students “What are some of the things good readers do?”

Model how to use print cues.

Vocabulary

High-frequency Words: about, and, do, how, out, see, think, your

Content Words: bee, butterfly, feel, fun, listen, love, skip, stay, still, us

Phonemic Awareness

Identify syllables in words and clap as they are spoken

Phonics

Letters and Sounds: -ill

Words to Blend and Segment: fill, hill, pill, still, will

Fluency

Model fluent reading of a section of the text differentiating between the busy and still parts for students to repeat.



Looking, listening, feeling and seeing the world around us is all about mindfulness.

Before Reading

- Ask students what they know about keeping still? What does it mean?
- Read the title to them and then read it together. Ask: What is the girl doing on the cover?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is happening in the picture. Notice the Table of contents. Read this together to give an idea of what will be in the text.
- Talk/walk through the pictures. Notice how thinking is illustrated. Discuss what is happening on each page. Bring words like *bee, butterfly, feel, fun, listen, love, skip, stay, still, us* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use print cues such as look for chunks in words (*but, butter, fly – butterfly*).
- Read the cover and the title page together. On page 2 discuss what the children are doing. Look for the word *skip* in the text. How will it start? /sk/ Then read the words together, pointing to the words as they are read.
- On page 3, discuss the picture. Locate the word *still*. Read the words together.
- On pages 4–5, connect with the pictures and key words to understand the meaning of them. Then read the text together.
- Follow this pattern for each page discussing the pictures, looking for key words before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Is this what students predicted? Ask them to discuss what they are doing right now. Are they busy or still? What do they think the author’s purpose was for writing the book? What have they learnt from this book?
- Retell the text using the pictures on each page as a guide. Discuss the difference between being busy and still.

Phonemic Awareness

- Identify syllables in words and clap as they are spoken, e.g. *but/ter/fly* Students listen and identify syllables in words you read. They clap as they are spoken, e.g. *stay/ing, still*.
- They listen and identify one-syllable words to clap as they are read, e.g. *love, skip*.
- Have students clap and say two syllable words, e.g. *look/ing; think/ing*. They take turns to say a word for a partner to say and clap the syllables.

Phonics

- Recognise words that have the same rime: /ill/ Write words *fill, hill, pill, still, will* on the board to practise blending and segmenting the onsets and rimes. Students point to the words as they are spoken. Make sure that pure sounds are used, e.g. /f/ not /fuh/.

Word Study

- Talk about the words *about, and, do, how, out, see, think, your*. Photocopy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text.
- Talk about words ending in -ing. Students list them and say what the root verb is. They make a chart matching these, e.g. *see/seeing, listen/listening; look/looking; stay/staying; think/thinking*.

Fluency

- Model fluent reading of a section of the text differentiating between the busy and still parts for students to repeat.

Writing

- Students make a chart with examples of busy/still. They label and illustrate their chart. They might use the outside back cover for ideas. They share the chart with the class.
- Have students write a new text using the pattern of the text, e.g. *Staying still is fun. We can listen. They write the text and illustrate it.*
- Students draw a picture of themselves and label it “being still”. They share with a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.

Where Is Mike?

GOALS

Comprehension

Identify the problem and solution in the story. Use the pictures to confirm.

Vocabulary

High-frequency Words: came, find, from, must, now, open, saw, under

Content Words: bedroom, cage, cheese, kitchen, library, mouse, nowhere, pizza, socks, whiskers

Phonemic Awareness

Recognise and produce words that have the same sound: long /i/

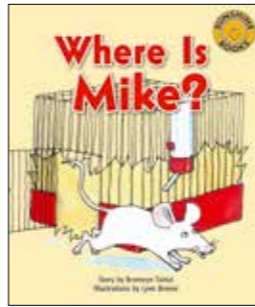
Phonics

Letters and Sounds: long /i/

Words to Blend and Segment: find, like, line, mine, time

Fluency

Model fluent reading of text with expression, noting the punctuation and change of characters. Students repeat after you.



Mike is Harry's pet white mouse. But where is he?

Before Reading

- Read the title and the names of the author and illustrator. Have students notice that the title is a question. Ask: How do we read a question? Model how to use your voice. Together look at the cover picture. Discuss what they see. Ask: What is Mike the mouse doing in the picture?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is different in this picture compared to the cover? Where is Mike now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. The characters are Harry, his mouse, Mike, Mum and her cat, Jack. Bring words like *bedroom, cage, cheese, kitchen, library, mouse, nowhere, pizza, socks, whiskers* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- Ask students to name the things that good readers do. Model how to use picture, print and contextual cues, e.g. Look at the picture on page 2. Ask: What is Harry doing? How does he look? Break tricky words into chunks or sounds, e.g. *bed/room*. Read the page together.
- On page 3, ask: What do you see? (*cat*) Look for the word to confirm this. What is the cat doing? (lying on the bed) Read the sentence to check that *lying* makes sense. How does Jack look? (happy) Cats look happy after a meal. The author hasn't used the word happy. Find the other word in the text that means the same? He looked /pl/? (*pleased*) Does it look right and make sense? Read the page together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review predictions for the ending, then turn the page to reveal the ending. Read the text together. Ask: Did you like the ending? How do you read when you come to the dash? (pause)

After Reading

Invite students to discuss the story. Prompt if needed.

- Identify the problem and solution in the story. Use the pictures to confirm.
- Retell the text using the pictures as a guide. What did Harry do on each page? Where did he look for Mike? Were they good ideas? How did he feel at the end of the story?
- Talk about what Jack is doing in the pictures on the back cover.
- Reread the story together, using expression and changing your voice for different characters.
- Discuss the meaning of adjectives (describing words). Model using them. Relate the adjectives to nouns (things), e.g. use page 15 to describe the mouse.
- Reread pages 2–3, focusing on the punctuation. Notice the apostrophes. What are they for? (Cat belongs to Mum; bed belongs to Harry; cage belongs to Mike.)

Phonemic Awareness

- Recognise and produce words that have the same sound: long /i/ Students identify when they hear the long /i/ sound in words read by you, *find, like, line, mine, time*. They repeat the words after you, slowly emphasising the /i/ sound. They think of more words with the long /i/ sound to repeat. (*fine, kind, Mike*)

Phonics

- Write the words *find, like, line, mine, time* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word with students touching them as the sounds are made for the word. (Note the silent e on the end.) Brainstorm words with the long /i/ to write on the board. Read them together. (*fine, kind, Mike*)

Word Study

- Talk about the words *came, find, from, must, now, open, saw, under*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *open* is the opposite to shut or closed (page 2).
- Find contractions in the story and discuss their meaning, e.g. *couldn't, I'll, I'm*. Make a list and match to their expanded form.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model fluent reading of the text with expression, noting the punctuation and change of characters. Students repeat after you.

Writing

- Students draw, label and write about their favourite pizza.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.

Home/School Link

Take the book home and any related activity done in class to share with family.

Don't Give Up

GOALS

Comprehension

Make connections: Think about a time when something similar has happened to you.

Vocabulary

Focus High-frequency Words: all, don't, give, good, help, new, play, thank

Focus Content Words: art, everything, friend, maths, reading, show, spelling, teacher, tennis, words

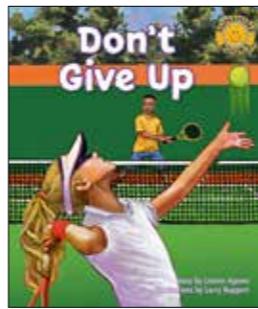
Phonics

Letters and Sounds: Recognise and produce words that end with the same sound: v

Words to Blend and Segment: five, give, hive, live, love

Fluency

Practise re-reading the story with a partner (orally).



People can always help you when you aren't so confident. The important thing is not to give up.

Before Reading

- Read the title together. Ask: What is happening on the cover? What are they playing? Who looks good at tennis? Who does the title refer to? Who is not giving up? The girl is helping the boy. Is there something you have learnt and decided not to give up?
- Read the title and the names of the author and illustrator. Have students read any other stories by Leonie Agnew? (*What Animals Can Do?*) Did they like reading them?
- Students look at the back cover to discuss what they are good at. Ask: Is there something that you could help someone else with?
- Help students to use the title and front cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Are the two from the cover in the group?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *art, everything, friend, maths, reading, show, spelling, teacher, tennis, words* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture. Anna is good at tennis and she is helping Nick. Sometimes he misses. Ask: What do you think she says to him? Find the words *tennis, good, don't, give, sometimes* to confirm. Read the sentences together.
- On pages 4–5, Anna isn't good at everything. Ask: What is Anna doing now? Her friend Kelly is good at art so she is helping Anna. Look for the words *isn't, everything* and *friend* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Is this a fiction or non-fiction book? How do you know? What is the difference? Could this story really happen? When is the best time to ask for help?
- Students think about a time when something similar happened to them. Did someone help you? What did you need help with? Did you help someone else? What are you good at?
- Have students identify the main idea of the story and the characters in it. What can you say about each one? Did they get along well? Did they have fun? Would you like to be a teacher?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the repetitive part about "*Don't give up!*"
- Read page 8, focusing on the punctuation. Review the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate how reading without punctuation marks sounds and then repeat acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.

Phonics

- Write the words *five, give, hive, live, love* on the board to practise blending and segmenting the onsets and rimes, e.g. *g-ive, give*. Read them together and talk about the meaning of each.

Word Study

- Talk about the words *all, don't, give, good, help, new, play, thank*. Read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. on the cover, *don't* is short for do not.
- Students tell what spelling rules Pedro is helping Kelly with on pages 6–7. (Changing nouns that end in y to plurals where y changes to -ies and changing base verbs that end in y to -ies for the present tense.) Give more examples: *teddy/teddies, dolly/dollies; cry/cries, try/tries*.
- Find the present tense to match the base verb, e.g. *ask/asks, miss/misses, play/plays, say/says, help/helps, make/makes*. Students make these into a two-column chart to read. Talk about how some words add -es but most just add -s for the present test.
- Together make a list of contractions in the text, e.g. *don't, doesn't, won't, isn't, you're*. Expand them and say what letters are missing in the contractions.

Fluency

- Practise re-reading the story with a partner (orally). Use expression and intonation to make the conversations between the characters sound real.

Writing

- Students think of something they find or have found tricky to do. Who did you ask for help? They write about it, illustrate and share with the group.
- Who helps who? Students make a story map that flows with arrows noting the events in the story. They illustrate and label a story map showing who helped who. They use it to retell the story to the class.
- Students make a class project to find out who is good at things and who would be willing to help others. They make a series of webs with subjects in the centre and helpers' names around the webs.

Hungry Harry

GOALS

Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference? Make predictions about the story from the title and front cover illustration.

Vocabulary

Focus High-frequency Words: ate, for, green, have, here, no, said, yes

Focus Content Words: beans, cereal, cheese, face, hungry, next, nothing, nuts, plum, sausage

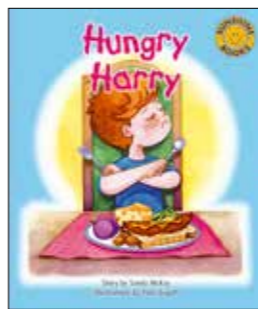
Phonics

Letters and Sounds: Identify and make rhyming words with long e, e.g. cheese/please; beans/green

Words to Blend and Segment: beans, cheese, eat, green, please

Fluency

Model fluent reading of a section of the text differentiating between questions and answers for students to repeat. Notice the repetitive parts.



Harry is hungry but nothing his mother offers interests him. So he will be very hungry.

Before Reading

- Read the title. Have students notice the alliteration. Listen to the names of the author and illustrator. Ask: Have they read any other stories by Sandy McKay? Did you like reading them? (*The Famous Writer*) Together look at the cover picture. Students discuss what they see. Ask: What is Harry doing in the picture? (looking away from his food) Why? How would you describe Harry? Is this a fiction or non-fiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Harry now? How is he feeling? What do you think might happen?
- Talk/walk through the pictures. Discuss what Harry or his Mum are doing on each page. Bring words like *beans, cereal, cheese, face, hungry, next, nothing, nuts, plum, sausage* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator together.
- On pages 2–3, look at the picture. Ask: Why does Harry look unhappy? What is he doing? Find the word *screwed* to confirm that he is screwing up his face. (Can you screw up your face?)
- Find the words *nothing, hungry* and *plum/s*. Read the sentences together. Ask: Do these words look right and make sense?
- On pages 4–5, ask: Where is Harry now? Notice the first sentence is repeated from page 2. How is Harry feeling? Why? (He doesn't want sausages.) Find words in the text to confirm this. Read the words together. Repeat the last sentence. Ask: Is Harry really hungry? Why?
- Follow this pattern to page 14, using illustration, text and contextual cues to read the words together. Discuss how the repetitive parts help with reading the story. Ask: How do you use your voice for these parts? How do you read the questions? e.g. *Not even a plum?* on page 10.
- Review predictions. Turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Have students suggest the genre of this story. They re-tell the text using the pictures on each page as a guide. What did Harry and his Mum do on each page? Why do you think Harry wouldn't eat to start with? On page 8, do you think there was nothing else to eat in the house? Did Harry eat at the end? Who saved the day? (Gran) How did they all feel at the end of the story? Did you like the ending? Why? Write another page for what happened next?
- How do you think Mum was feeling when Harry didn't like any of the food she offered? How do you think Harry felt when there was no food he wanted?
- If you were Harry, is there anything in the story you would have done differently? Write a sentence to explain and then share with the class.
- Discuss the different kinds of food on the back cover. Which food do you like and why?
- Reread the story together, emphasising the repetitive parts.
- Make a two-column chart with the food and the reasons Harry didn't want them, e.g. cereal/for breakfast; nuts/for monkeys.
- Reread page 10, focusing on the punctuation. Review the purpose of the capital letters, full stops, commas, exclamation marks, question marks and dash. Read a line with and without punctuation marks to compare.

Phonics

- Have students look for words in the text to make rhymes, e.g. *Mum/plum; No/Oh*.
- Have students recognise words that have the same long e vowel sound. Write words *beans, cheese, eat, green, please* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/- eans, beans.
- Students brainstorm more words with long e to add to the list. (peas, knee, seen, green)

Word Study

- Talk about the words *ate, for, green, have, here, no, said, yes*. Read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Discuss the meaning or use of each word in the book. e.g. *yes* is the opposite of *no* on page 2.
- Have students tell what *faint* means on page 14. What would happen to Harry if he really fainted? What does "Yoo! Hoo!" mean on page 14. How would you say it? Discuss what other words could be used instead? e.g. Hi there! Hellooooo! Anyone home?
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text differentiating between questions and answers for students to repeat. They notice the repetitive parts.

Writing

- Students make a timeline noting the events in the order of the story. They illustrate and label their timeline and use it to re-tell the story to the class.
- Students write and illustrate a page for the story about what happened after Gran arrived.

It's Good to Share

GOALS

Comprehension

Discuss possible reasons for the author to write this text, e.g. passion for gardening; to share information; to stimulate interest.

Vocabulary

Focus High-frequency Words: back, eat, good, much, old, out, some, very

Focus Content Words: apples, carrots, gate, lemons, lettuces, sign, strawberries, street, table, tomatoes

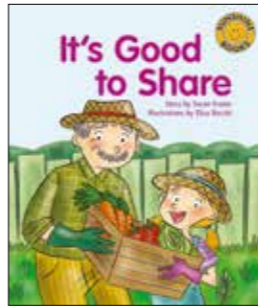
Phonics

Letters and Sounds: Recognise and produce words that begin with the same sound: fr

Words to Blend and Segment: freeze, fridge, fright, front, frown

Fluency

Model fluent reading of a section of the text for students to repeat.



Vanessa and Grandad have so many vegetables they decide to share them with the neighbours.

Before Reading

- Have students look at the back cover. Ask: What are they doing? Why is it good to share? What do you share? What else could you share?
- Read the title and the names of the author and illustrator. Read the title together. What could the title mean?
- Together look at the cover picture. Ask: What are the people doing in the picture? Do you think these vegetables are for sharing?
- Is this a fiction or a nonfiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *apples, carrots, gate, lemons, lettuces, sign, strawberries, street, table* and *tomatoes* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Vanessa doing? Find the tricky words *grandad, summer, vegetables, planted, ready, tomatoes* and *lettuces* to confirm. Break them into chunks or syllables, e.g. *gr-an-dad*. Make sure the words look right, sound right and make sense. Read the sentences together. Find Grandad's house on the title page.
- On pages 4–5, ask: What was Vanessa's perfect idea? Grandad thought it would be good to give away the vegetables, too. Look for the words *perfect, disappears* and *table* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together.

After Reading

- Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- Do you think Vanessa did the right thing changing the sign? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
 - Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
 - Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and notice the punctuation.
 - Reread page 3, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.
 - Discuss possible reasons for the author to write this text, e.g. passion for gardening; to share information; to stimulate interest.

Phonics

- Write the words *freeze, fridge, fright, front, frown* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *fr-eeze, freeze*. Read them together and talk about the meaning of each. Students think of more fr words to add to the list, e.g. *fragile, frowns, free, frost, freezing, frozen*.
- What do students notice about the word *neighbours* on page 12? It has a silent gh in the middle) What other words have a silent gh? (*light, bright, night*)
- On page 4, students explain the meaning of *disappears* on page 4. What is the opposite? (*appears*) Explain that *dis-* is a prefix meaning the opposite. They think of other words with the *dis-* prefix, e.g. *discontinue, disagree*.

Word Study

- Talk about the words *back, eat, good, much, old, out, some, very*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. *back* means has returned on page 16.
- Ask students what they notice about the meaning of the words *perfect, wonderful, splendid* in the book. They all mean really good or nice. They are synonyms. Who uses these words in the book? (see pages 6, 8 and 10)
- Have students find the word *we'll* on page 6. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (*we will*). Discuss how contractions improve the story by making it more natural, like the way we speak.

Fluency

- Model fluent reading of a section of the text for students to repeat.

Writing

- Students make a setting/characters/events summary of the story. They use this to re-tell the story to the class.
- Students continue the story. They decide what happens next and write a new ending.
- Find a recipe for vegetable soup. Bring seasonal vegetables to school to make the soup. Students follow the instructions. When cooked, the class can share for lunch.

Mouse-deer and Tiger

GOALS

Comprehension

Summarise: Tell someone the main events from the story.

Vocabulary

Focus High-frequency Words: after, am, around, came, come, going, just, let

Focus Content Words: day, drink, hungry, lunch, mouse-deer, mouth, paw, river, thirsty, tiger

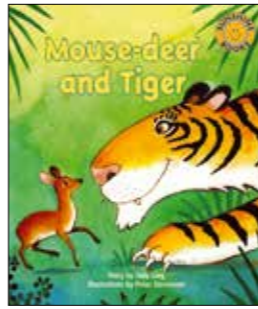
Phonics

Letters and Sounds: Recognise and produce words that begin with the same sound: th voiced

Words to Blend and Segment: that, them, then, there, they

Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story?



This is a re-telling of a traditional story, showing that size and strength isn't everything.

Before Reading

- Read the title and the names of the author and illustrator. Together look at the cover picture. Students discuss what they see. Ask: What are Tiger and Mouse-deer doing in the picture? How would you describe Mouse-deer? Why is it called Mouse-deer? (A mouse-deer is a small deer that is only as big as a mouse.) How would you describe Tiger?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What is Mouse-deer doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Students discuss what is happening to Mouse-deer and Tiger on each page. Bring words like *day, drink, hungry, lunch, mouse-deer, mouth, paw, river, thirsty, tiger* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Mouse-deer doing? Why do we drink? Find the words *river, drink, thirsty* to confirm. Where does Mouse-deer live? (Find the word *forest*.) Read the sentences together. Do these make sense? Who is watching Mouse-deer?
- On pages 4–5, ask: Where are they now? Look for the word *trees* in the text to confirm this. Read the first sentence to check that *trees* makes sense. How is Tiger feeling? How do you know he is thirsty and hungry? How is Mouse-deer feeling and why? How do you know he is scared? (He might be eaten.) How do you know? (Look at the picture.) Students find words in the text to confirm this. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. How do you use your voice for these parts?
- Review the predictions, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Do you think Tiger has some things to learn?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- What type of genre is this story? (traditional story/fiction)
- Students re-tell the main events of the text using the pictures on each page as a guide. What did Mouse-deer and Tiger do on each page? Why do you think Tiger scared Mouse-deer to start with? How did Mouse-deer change Tiger's mind about eating him for lunch? How did they all feel at the end of the story? Did you like the ending? Why?
- Often traditional stories have a moral. What can you learn from this one?
- Discuss the back cover. Match the describing words to the characters.
- Reread the story together. Change your voice for the different characters taking note of the speech marks, question marks, ellipsis and bold print. Talk about the meaning of the ellipsis on page 7 (a pause for effect) and why some words are in bold. (emphasis on pages 7 and 14.
- Find the word *can't* on page 12. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (can not). Students find more examples of contractions and expand them.

Phonics

- Write the words *that, them, then, there, they* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /th/- at, that. Students notice that in these words the /th/ is voiced. Note that in the words such as *think, thank* and *third* the /th/ is not voiced.

Word Study

- Talk about the words *after, am, around, came, come, going, just, let*. Read them together. Photocopy multiple sets and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Find the past tense to match the base verb. e.g. run/ran; push/pushed; cry/cried; growl/growled; look/looked. Make these into a two-column chart to read.
- Find the adjectives in the text, e.g. on page 2, *cool* describes the water; on page 6, *big* describes Tiger's paw and mouth. Have students think of other examples to add to the list. They make a two-column chart for the adjectives and the nouns that are described.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat after you. Ask: What can be learnt from this story?

Writing

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Students make a Problem/Events/Solution three-column chart about the story. They illustrate and share with the class.

Someone for Bear

GOALS

Comprehension

Reading Strategies: Ask students, “What are some of the things good readers do?” Model how to use picture, print and contextual cues.

Vocabulary

Focus High-frequency Words: as, ask, came, my, old, so, think, two

Focus Content Words: bear, bring, class, clean, fair, fresh, Friday, kiss, sell, toys

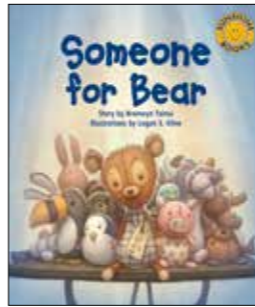
Phonics

Letters and Sounds: Recognise and produce words that have the same vowel sound: -air fair

Words to Blend and Segment: chair, fair, hair, pair, stair

Fluency

Students practise reading the book on their own and then to the teacher (orally).



Levi has grown out having soft toys and decides to put his bear in the box for the school fair.

Before Reading

- Look at the front cover together and discuss the illustration. Ask: What is the biggest toy in the middle? How does it look? Why is there a price tag on the bear and not the other toys? Have you any toys similar to the ones on the cover? Read the title together. What do you think it means?
- Read the names of the author and illustrator. Ask: Have you read any other stories by Bronwyn Tainui? (*Mark and the Dinosaurs*, *Where Is Mike?*) Did you like reading them?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Bear now? What do you think might happen in the story? Is this a fiction or non-fiction book? How do you know?
- Talk/walk through the pictures. Discuss what is happening to the characters on each page. Bring words like *bear, bring, class, clean, fair, fresh, Friday, kiss, sell, toys* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the teacher doing? Find the word *toys* to confirm. Why is she showing the toys? Find the words *school fair* to confirm. Read the sentences together. Do these words make sense?
- On pages 4–5, ask: Who is in the illustration? Look for the words *bear* and *Mum* to confirm. Read the first sentence to check that *toys* makes sense. How is the boy feeling? How is Bear looking? Find words in the text to confirm this, e.g. *old, one eye*. Read the words together. Repeat the last sentence. Ask: How would he say “That’s Bear!”?
- Follow this pattern up to page 14. Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the last sentence? Do you think \$2 is a good price for Bear? Why did Levi give it to the girl? What would you have done?

After Reading

- Check the accuracy of students’ predictions. Invite them to discuss the story. Prompt if needed.
- Have students ever been to a school fair or sold or bought something at a fair? They share their experience.
 - Discuss the pictures on the back cover. Talk about what happened to Bear.
 - Reread the story together. Discuss how Levi is feeling on each page and why his feelings changed, e.g. How he felt when Bear didn’t sell and when he gave it to the girl.
 - Students summarise Levi’s feelings throughout the book on a timeline, e.g. on page 2, listening and interested; page 4, surprised and so on. They illustrate, label and share with the class.
 - Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 4, *he* is used instead of *Levi* and *them* is used in place of *old toys*. Students find other pronouns in the book and explain their meaning

Phonics

- Write the words *chair, fair, hair, pair, stair* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /ch /air/. Brainstorm other words ending with /air/ to write on the board. Read them together, e.g. repair, pushchair, armchair.

Word Study

- Talk about the words *as, ask, came, my, old, so, think, two*. Read them together. Ask students to find the words in the text and read them in context. Discuss the meaning or use of each word in the book, e.g. *asked* is the opposite of answered on page 4.
- Students find the adjectives in the text that describe Bear. They make a web of adjectives around a picture of Bear, e.g. *clean, good, fresh, new*.
- Discuss words that are a simile (a comparison using like or as) on page 10. *When Levi came home, Bear looked as good as new*. Students think of other similes they may have heard, e.g. as good as gold, as dark as night, as brave as a lion.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Students practise reading the book on their own and then to the teacher (orally). They need to vary the volume to suit the mood. Sometimes they will read loudly and sometimes quietly.

Writing

- Have students make a Beginning, Middle and End chart in three columns to review the story. They label and illustrate and then re-tell the story to a group.
- Organise a fictional fair in the classroom with the money to go to a needy cause. Gather up some old, unwanted, clean, functioning toys to sell. Students organise price tags and a desk to sell them on. They make posters to advertise the fair. They take turns at being the seller and buyer and giving change.

The Family That Shared

GOALS

Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss how the families are different.

Vocabulary

Focus High-frequency Words: any, much, right, saw, sleep, their, very, yes

Focus Content Words: beggar, family, happy, hungry, poor, rice, rich, sell, share, twice

Phonics

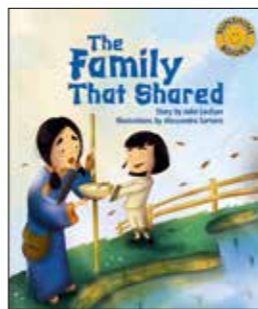
Letters and Sounds: Recognise and produce words that end with the same ending:

-ice

Words to Blend and Segment: ice, mice, nice, rice, twice

Fluency

Model fluent reading of text with expression, noting the punctuation and questions. Students repeat.



This is a story with a moral about kindness to strangers and sharing what you have, even if you don't have much.

Before Reading

- Explain what a traditional tale is. Read the title and the names of the author and illustrator. Ask: Have you read any other stories by John Locyker? (*Red's Kennel*, *Beaks*) Did you like them? Notice the style of the artist, Alessandra Sartoris. She has an interesting way of showing people and their expressions. What do you think of it?
- Together look at the cover. Discuss what they see. Ask: What are the people doing? Look at the title page picture. What is this a picture of? Predict what might happen in the story.
- Look at the back cover to discuss the fact about rice. Discuss how much work and time it would take to plant and grow rice. Share experiences of eating rice.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *beggar*, *family*, *happy*, *hungry*, *poor*, *rice*, *rich*, *sell*, *share*, *twice* into the conversation.
- On pages 14–15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Does one family look better off than the other? On page 2, the Wu family is poor, but they share things. Find the words *poor* and *share* to confirm. Read the sentences together.
- On page 3, the Chen family are rich but never share. Find the words *rich* and *never*. Read the sentences together.
- On pages 4–5, ask: What do you see? Look for the words *beggar*, *hungry*, *laughed* and *sad* in the text to confirm. Read the sentences together. What does *beggar* mean? What do you think will happen next?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences? Why do you think the woman didn't come back?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- What type of genre is this story? Discuss what a traditional story is. Is it fiction or non-fiction? How do you know? What is the difference?
- Students re-tell the text using the pictures on each page as a guide. They discuss how the families are different. They can make a Venn diagram of the rich and poor families.
- Identify the main idea of the story and the two families in it. What can you say about each one? Did they get along? How were they different? Why do you think the author wrote this story? Is there anything you can learn from it? What are your thoughts on sharing? What would you have done in a similar situation? Would this happen in the real world?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the feelings, e.g. sadness on page 5, and happiness on page 12.
- Reread pages 8–9, focusing on the punctuation – capital letters, full stops, commas, question marks, speech marks and exclamation marks. Demonstrate how reading without punctuation sounds and then repeat acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.

Phonics

- Write the words *ice*, *mice*, *nice*, *rice*, *twice* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *r-ice*, *rice*. Read them together and talk about the meaning of each. Students think of more words ending in -ice to add to the list.

Word Study

- Talk about the words *any*, *much*, *right*, *saw*, *sleep*, *their*, *very*, *yes*. Read them together. Ask students to find the words in the text.
- Read the word *extra* on page 2. Students notice the x /ks/ sound in the middle. They think of other words that have this sound, e.g. exit, x-ray, excellent. Say the words together.
- Find the past tense to match the base verb, e.g. give/gave; share/shared/ think/thought; come/ came; know/knew. Students make a two-column chart to read. Talk about how some words don't add -ed.
- Find compound words in the story, e.g. *anyone*, *something*. Students break them apart and say what the meaning is of the compound words. Add more to the list.
- Together make a list of opposites from the text, e.g. *always/never*, *poor/rich*, *sad/happy*. Read them together. Look for more opposites around the room and label them. Read them together.

Fluency

- Model fluent reading of text with expression, noting the punctuation and questions. Ask: What were the magic words that were repeated in the story? Read the words together twice. Notice the rhyming part (*rice*, *twice*).

Writing

- Reread the story as a readers' theatre or act it out as a play in the class. Assign different parts for the families and the beggar woman.
- Students make a Characters, Setting, Main Problem, Solution to Main Problem chart. Incorporate boxes on the chart with arrows leading to each. Students write their ideas in the boxes to summarise the story. They illustrate where possible.

The Nice, Nicer, Nicest Bears

GOALS

Comprehension

Summarise: Students tell someone the main events from the story.

Vocabulary

Focus High-frequency Words: any, good, help, more, ran, so, take, three

Focus Content Words: bear, best, breakfast, high, hungry, idea, nice, porridge, soft, tasty

Phonics

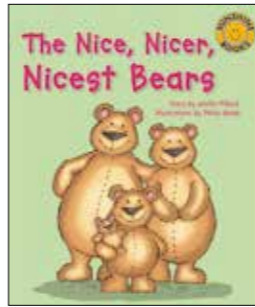
Letters and Sounds: Identify syllables in words and clap as they are spoken:

e.g. por-ridge

Words to Blend and Segment: -ick: brick, lick, pick, sick, stick

Fluency

Model fluent reading of a section of the story, emphasising the comparison words, for students to repeat.



This is a story about three bears. They are eating porridge. Does that remind you of another story?

Before Reading

- Ask: When you look at the cover, what well-known story does the picture remind you of? Read the title of the story. Which bear might be the nice bear? Nicer bear? And the nicest bear? Read the names of the author and illustrator. Have you seen any other stories illustrated by Philip Webb? (*The Magician's Hat*, *Monkey Finds a Phone*) What did you think of the illustrations?
- Together look at the cover picture. Ask: What are the bears doing? How would you describe the bears? Is this a fiction or a nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Which bear is this one and what is he doing?
- Talk/walk through the pictures. Discuss what is happening to the bears or what the person is doing. Use words like *bear*, *best*, *breakfast*, *high*, *hungry*, *idea*, *nice*, *porridge*, *soft*, *tasty*.
- On page 15, have students predict the ending. By looking at all the pictures without reading the words, the story looks like the traditional story of *Goldilocks and the Three Bears*.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: Which bear is this? What is he doing? Find the word *Papa* and *porridge* to confirm. Do these make sense? What is happening on page 3? Do you think the bears are happy with the porridge? Find the words *tasty*, *tastier* and *tastiest*. Read the sentences.
- On page 4, ask: Where are the bears now? Is it the same day? Find the words *one morning* in the text to confirm this. Little Bear has a good idea. Read the first sentence to check *idea* makes sense. What is the idea? How are Mama and Papa Bears feeling? Find words in the text to confirm this, e.g. *I can't think of a better idea. That's the best idea*. Read the words together.
- On page 5, ask: What is Little Bear doing? What does he need? Read the words together. Do you notice a pattern with the words? (*big*, *bigger*, *biggest*)
- Follow this pattern up to page 15. Review the predictions for the ending, then turn the page to reveal the ending. Students discuss what they see in the illustration and read the text together. Ask: How would you read the last sentence?

After Reading

- Check on accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.
- Students re-tell the text using the pictures on each page as a guide. What did the bears and/or the person do on each page? Why do you think the girl ran off? How did they all feel at the end of the story? Did you like the ending? Why? What was Papa Bear's idea? Did this story remind you of *Goldilocks and the Three Bears*?
 - Reread the story together. Feel the rhythm as you read repetitive parts. How do you use your voice for these parts?
 - Discuss what comparatives and superlatives are. Adjectives are describing words and when they are compared we add -er and -est. List all the examples from the story in a three-column chart starting with *nice*, *nicer*, *nicest*.
 - Have students work with a partner to tell the main events from the story.
 - Students look at the back cover and discuss what would make porridge tasty for them.
 - What could Little Bear do to make his porridge tasty?
 - Look at the word *porridge*. Notice the ending. What other words do students know that end in -dge? (bridge, sledge, ridge) They make a -dge web and illustrate where possible.
 - Re-read page 2 aloud to students, focusing on the punctuation. Use different voices for the three bears when they speak.

Phonics

- Write the words *brick*, *lick*, *pick*, *sick*, *stick* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /br /ick/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -ick to write on the board. Read them together, e.g. tick, wick, prick.

Word Study

- Talk about the words *any*, *good*, *help*, *more*, *ran*, *so*, *take*, *three*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model fluent reading of a section of the story, emphasising the comparison words, for students to repeat.

Writing

- Students make a circular timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class. Have them remember that the ending will be the same as the beginning.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.

Lily and the Lost Stitch

GOALS

Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose; e.g. Why was the giant crying? How did Lily get thanked for her kindness?

Vocabulary

High-frequency Words: help, little, around, stopped, where, from, home, every

Content Words: littlest, biggest, large, family, lost, stitch, wool, giant, knitting, parcel

Phonics

Letters and Sounds: Recognise and produce words that start with soft g (/j/)

Words to Blend and Segment: gi-normous, giant, giraffe, ginger, gem, gently

Fluency

Model reading a page of the text with pace and expression. Note the punctuation.

Students repeat.



Everyone told Lily she was too little to help. But when she meets a big giant with an even bigger problem, she can help.

Before Reading

- Read the title and the names of the author and illustrator. Ask: What could the title mean? Together look at the cover picture. Discuss what students see.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Help students to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *littlest, biggest, large, family, lost, stitch, wool, giant, knitting, parcel* into the conversation.
- On page 23, have students predict the ending.

Reading the Text

- On pages 2–3, ask: What can you say about Lily? Locate the tricky words like *littlest, large, family* to confirm that she is the littlest. Break them into chunks or syllables. Make sure the words look right, sound right and make sense. Read the sentence together. How many are in Lily's family?
- Look at pages 4–5. Ask: What is happening in the pictures? Look for the words *help, every, little* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- On pages 22–23, have students predict the ending, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. What does the last word mean? (It's a mix of giant and enormous – the scarf was huge.)
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. Why was the giant crying? How did Lily get thanked for her kindness?
- On page 8 focus on the purpose of the capital letters, full stops, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat. Notice how the meaning becomes clearer when punctuation marks are observed.
- Re-read the story together. Change your voice for the characters and notice the punctuation.
- Look at the back cover. Discuss the names of the different stitches that can be used for knitting a scarf. Which one would you like on a scarf?

Phonics

- Write the words *gi-normous, giant, giraffe, ginger, gem, gently* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *gi-nor-mous*. Read them together and talk about the meaning of each. Think of more g /j/ words to add to the list, e.g. *fragile, gentle, gist, germ, gel, cage, stage*.
- Ask: What do you notice about the word *knitting* on page 18. What other words have a silent k? (*know, knew, knit, knot*)
- Students find the word *disappears* on page 4. What is its meaning? (goes out of sight) What is the opposite? (appears – comes into sight). Discuss how *dis* is a prefix meaning the opposite. Students think of other words they know with the *dis-* prefix (*dislike, disagree*).

Word Study

- Talk about the words *help, little, around, stopped, where, from, home, every*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Discuss the meaning or use of each word in the book, e.g. *help* means to assist.
- Ask: What do you notice about the meaning of these words used in the book: *clambered, climbed*? They are synonyms that mean getting yourself up somewhere. Where are these words used in the book? (pages 20 and 21.)
- Locate the word *you've* on page 22. Discuss the contraction, what the apostrophe is for, what letters are missing and the expanded form. Think of more examples of contractions and expand them. How do contractions improve our reading of the story?

Fluency

- Model reading a page of the text with pace and expression. Students repeat.

Writing

- Students make a setting, characters, problem, solution summary of the story, using those four headings and illustrate the main points. They use this to re-tell the story to the class.
- Students write a new ending to the story, saying what happens after Lily receives her huge scarf from the giant.

Home/School Link

Take the book home and any related activity done in class to share with family.

Miss Pickles and the Duck

GOALS

Comprehension

Reading strategies: Ask: What are some of the things good readers do?
Model how to use picture, print and contextual cues.

Vocabulary

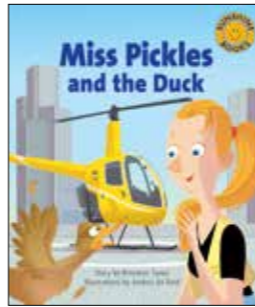
High-frequency Words: house, about, back, better, next, were, there, once
Content Words: duck, farm, middle, nowhere, pilot, helicopter, supermarket, ducklings, roof, cage

Phonics

Letters and Sounds: Recognise and produce words that have /oo/ as in good
Words to Blend and Segment: wooden, floor, good, poor, door

Fluency

Students practise reading parts of the book aloud on their own and then to the teacher.



When Miss Pickles finds a duck living in the middle of the city, she thinks the duck would like it more in the middle of nowhere.

Before Reading

- Look at the cover. Ask: What is happening? How does the duck look? How does Miss Pickles look?
- Read the names of the author and illustrator. Ask: What do you think of the cover illustration?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different in this picture compared to the cover? Where has Miss Pickles been?
- Talk/walk through the pictures. Discuss what is happening to Miss Pickles or the duck on each page. Bring words like *duck, farm, middle, nowhere, pilot, helicopter, supermarket, ducklings, roof, cage* into the conversation.
- On page 23, have students predict the ending.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues.
- Look at pages 2–3. Ask: Where does Miss Pickles live? Locate the word *farm* to confirm. Read the sentence. Can you see any other houses nearby? Miss Pickles calls it the middle of nowhere. (Find the words *middle, nowhere*) Read the page together.
- Turn to pages 4–5. Where is Miss Pickles? How did she get there? What do you think her job is? Find the words *pilot* and *helicopter* to confirm. Read the first sentence to check it makes sense. What else do you see in the picture? Is the duck happy? Read the sentences together.
- Follow this pattern for each page up to page 23, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the last sentence? Do you think the ducks will be happy now? How does Miss Pickles feel?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- What kind of person is Miss Pickles? Why did she take the ducks to her farm?
- Look at the back cover. Re-tell the story using the pictures as a guide. Why did Miss Pickles want the ducks to go into the cage? Did the ducks like being in the cage?

Phonics

- Write the words *wooden, floor, good, poor, door* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *wood-en*. Brainstorm other words with /oo/ as in *good*, e.g. *look, chook, hood*. Read them together.

Word Study

- Talk about the words *house, about, back, better, next, were, there, once*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book, e.g. a house is where people live. Make sentence strip definitions to match to the words.

Fluency

- Students practise reading parts of the book aloud on their own and then to a partner or teacher.

Writing

- Students write another page for the story. What happened on the next day after Miss Pickles brought the ducks home? They illustrate and share with the class.
- Students make a time line noting the events in the story from the mother duck's point of view. They illustrate and label the time line, then use it to re-tell the story to a partner pretending they are the duck telling the story.
- Students make a web with the duck in the middle. They surround it with words that describe what the duck did in the story.
- Students make a problem/events/solution three-column chart about the story. They illustrate it and share it with a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.

What Does Happiness Look Like?

GOALS

Comprehension

Reading strategies: Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.

Vocabulary

High-frequency Words: would, who, tell, really, new, was, friends, things

Content Words: happiness, reads, clothes, money, beach, ice-creams, football, proud, bike, happy

Phonics

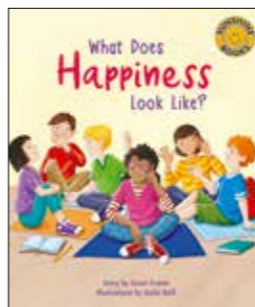
Letters and Sounds: Identify and make rhyming words, e.g. McPhee/me; decide/cried

Words to Blend and Segment: ea (long e): beach, ice-cream, sea, peaceful, mean, reads

Fluency

Model reading of the text with expression, noting the punctuation, rhythm and rhyme.

Students repeat.



The teacher asks her class what happiness is. Some children think it is new things, clothes or money. The narrator concludes for her it is friends and family. This rhyming story explores children's ideas.

Before Reading

- Read the title and the names of the author and illustrator. Ask: What could the title mean?
- Look at the back cover. Discuss which pictures students think would make them feel happy.
- Look at the cover picture. Discuss what students see. Ask: What is the setting?
- Help students to use the title and cover illustration to make predictions about the story. Discuss the title page illustration.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *happiness, reads, clothes, money, beach, ice-creams, football, proud, bike, happy* into the conversation. On page 23, have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator together. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Turn to pages 2–3. Ask: How would you describe this class? Locate the tricky words like *everybody, question, happiness, explain* to confirm. Break them into chunks or syllables, e.g. *hap-pi-ness, happiness*. Make sure the words look right, sound right and make sense. Read the sentences together. Remind students to change their voice for the questions.
- Turn to pages 4–5. Ask: What is happening in the pictures? Look for the words *thought, really, decide, answer* to confirm. Discuss their meaning. Read the words together.
- Follow this pattern up to page 23, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Discuss the illustration. Ask: Did you like the ending? Did it make you think about what happiness really means to you? What changes did you make in your thinking?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. What did the children do that would make Ms McPhee feel proud?
- Review what the title means now that you have read the story. Ask: Is it different to what you thought when looking at the back cover at the beginning of the lesson? Who is telling the story?

Phonics

- Write the words *beach, ice-cream, sea, peaceful, mean, reads* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *b-ea-ch, beach*. Read the words together and talk about the meaning of each. Think of more ea words to add to the list, e.g. *lead, reading, meaning, peace, team*.

Word Study

- Talk about the words *would, who, tell, really, new, was, friends, things*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Discuss the meaning or use of each word in the book.
- Locate the word *decide* on page 5. Build a list of words with the letter cluster -ide, e.g. *ride, side, slide, inside, outside*.
- Find words with the suffix -ful, e.g. *peaceful, grateful*. Have students build a list and explain the meaning of each word.

Fluency

- Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.

Writing

- Have students think about when they feel peaceful, grateful and happy. They write about what happiness looks like for them. They illustrate their writing and share.
- Students make a time line showing the suggestions for happiness made by the children in the class. They label it and illustrate. They use the time line to re-tell the story. They can record the re-telling for further discussion and reflection.

Home/School Link

Take the book home and any related activity done in class to share with family.