

What Animals Can Do

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: do, into, know, our, see, they, what, who

Focus Content Words: blind, dog, everyone, herd, llama, police, sheep, wool, worm, work

Phonics

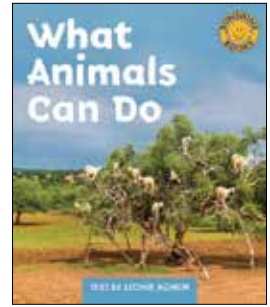
Letters and Sounds: Recognise and produce words that begin with the same sound: kn /n/

Words to Blend and Segment: knee, knew, knit, knot, know

Fluency

Model reading of text with expression noting the punctuation, rhyme, questions and repetitive parts.

Students repeat.



Animals have skills.
You can see some in
the pages of this book.

Before Reading

- Ask: What animals do you see on the front cover? What are they doing? (eating and watching for predators)
- Read the title together. Discuss the picture on the title page. Ask: What are these animals doing? (The dog is herding sheep.) Look at the back cover and talk about other things dogs do.
- Read the title and the table of contents to see what is in the text.
- Talk/walk through the pictures. Notice how animals can do many things. Discuss what animals do on each page. Bring words like *blind*, *dog*, *everyone*, *herd*, *llama*, *police*, *sheep*, *wool*, *worm*, *work* into the conversation.
- Before turning to page 12, ask students what they think a cat can do.
- Is this book fiction or non-fiction? How do you know? What is the difference?

Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the cover and the title page together.
- On pages 2–3, what are the two animals in the pictures? (sheep and llama) Look in the text for the first sound of *sheep* /sh/. Find the word. Find the word *llama* on page 3.
- Look for the tricky words *know* and *knew*. Talk about the silent k. Then read the text together pointing to the words as they are read. Notice the questions and answers.
- On pages 4–5, discuss the pictures. Talk about the fact that some dogs work. Find the words *police*, *herd*, *blind* in the text. Check they look right and sound right. Read the text together to make sure it makes sense. Ask: Do you notice that some of the text is familiar? Which parts are repeated from the previous two pages? How do the repetitive parts help the text? (flow and predictability)
- Follow this pattern for each page discussing the pictures, what the different animals are and what they do before reading each page. Use the index to find more information about a llama.
- Students ask a partner questions about the index, e.g. what page is the guide dog on?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the information.

Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. They discuss the animals and what they do.
- Discuss the ending and how useful cats can be. What do you think the author's purpose was for writing the book? What have you learnt?
- Discuss whether it is good for people to own or be close to animals. Why? What can animals teach people? What are the benefits or disadvantages? Prepare a class poster summarising and illustrating the points discussed.

Phonics

- Write the words *knee, knew, knit, knot, know* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /kn/-ee, *knee*. Brainstorm more words with /kn/ to add to the list. e.g. *knack, knob, knife*
- Discuss the relationship between *know* and *knew* (present and past tense).

Word Study

- Talk about the words *do, into, know, our, see, they, what, who* on the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the animals in the book. They write the matching sentence from the text, e.g. page 4, *What can a dog do? A dog can work for the police, everyone knows.*
- Find the words that start with fl. (*flickering, flashlight, flicker, float/s, floating, flash*) Discuss the two letters they start with, /f/ /l/ fl. Students think of more words starting with fl. (flame, flow, flip, fling)
- Talk about repetition and why the author uses this technique to give the text better flow and predictability.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *eve/ry/one*. Together listen for one-syllable words in the book to clap, e.g. *herd, blind*. Have students clap two-syllable words, e.g. *rid/ing; hors/es*.

Fluency

- Model reading the text with expression noting the punctuation, rhyme, questions and repetitive parts. Students repeat after you.

Writing

- Have students write a new text using the pattern of the text, e.g. *What can horses do? A horse is for show jumping, everyone knows. They share this with a partner.*
- Have students write about a pet animal they know. Include how to look after it, train it and what it can do. They illustrate and share with the group.

Red's Kennel

GOALS

Comprehension

Identify the sequence of events: What happened first, next etc.

Vocabulary

Focus High-frequency Words: did, could, help, little, only, please, that, well

Focus Content Words: door, fur, garden, house, idea, kennel, nail, possum, wave, window

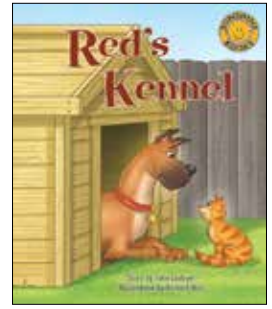
Phonics

Letters and Sounds: Identify syllables in words and clap as they are spoken, e.g. ken-nel

Words to Blend and Segment: cannot, kennel, outside, possum, window

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?



Red is AJ's dog and he needs a new kennel as he grows bigger.

Before Reading

- Read the title. Have students notice the apostrophe in *Red's*. The kennel belongs to the dog called Red. Read the names of the author and illustrator. Have students think of other stories by John Lockyer. Ask for their opinion of them.
- Look at the cover picture. Discuss what they see. Ask: Why do you think the dog was called Red? What is Red doing in the picture? How would you describe the dog? 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. Ask: What will the story be about?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *door, fur, garden, house, idea, kennel, nail, possum, wave, window* 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: Who are the characters in the illustration? Find the names *AJ, Dad* and *Red* to confirm. What are they looking at? Find the word *kennel* to confirm. How are they feeling about the kennel? (Look at their faces.) Who made the kennel? Read the sentences together. Ask: Why do you think the boy is called AJ? What could it stand for? What are your initials?
- On pages 4–5, ask: Who is in the kennel now? Look for the words in the text to confirm this. How is Red feeling? Look at his eyes. Does he want to chase a bird? What are Dad and AJ discussing? Read the words together. What is their good idea? (Make a door that only Red can open and not the other animals.)
- Follow this pattern for each page up to page 15. Review the predictions for the ending made earlier, then turn to page 16 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. (Show how you would read in a laughing voice.)

After Reading

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

- Students re-tell the story using the pictures on each page as a guide. What did Red, Dad and AJ do on each page? Why did all the animals come into the kennel to start with? How did Dad stop them? What happened to Dad? Why are they laughing at the end? How could Dad have changed the outcome or done things differently?
- Have students identify the sequence of events: What happened first, next etc.
- Look at the back cover. Tell the story from Red's point of view. Use the illustrations to help you.
- Reread the story together.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 5, *he* used instead of "Red"; on page 14, *they* instead of "the boys". Students find other pronouns in the book and explain their meaning.
- What can you say about the characters in the story? Make a Venn diagram to show similarities and differences between two of the characters.
- Reread page 13, focusing on the punctuation. Show students the purpose of the question marks and model how your voice changes for a question.

Phonics

- Write the words *cannot*, *kennel*, *outside*, *possum*, *window* on the board. Blend and segment the words by saying and clapping the syllables as they are spoken, e.g. *ken-nel*. Find more words in the text to divide into syllables.
- Look at the words *laugh*, *laughing*, *laughed*. Write them on the board. Students notice the letters gh sound like /f/. (Enough is another similar gh example to note.)

Word Study

- Talk about the words *did*, *could*, *help*, *little*, *only*, *please*, *that*, *well* and read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book.
- Find the adjective *bigger* in the text on page 2. Explain that this is a comparative of big. Students think of other comparatives that can be used to describe something.
- 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, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

Writing

- Have students draw and write about a place for a cat, bird or possum to stay in.
- 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.

Lots of Feathers

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: and, fly, have, help, off, or, they, when

Focus Content Words: birds, dry, feathers, fluffy, keep, oily, tail, warm, ways, wings

Phonics

Letters and Sounds: Recognise and produce words that end with -ing (present tense)

Words to Blend and Segment: flying, hiding, keeping, showing, using

Fluency

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



Birds use their feathers in different ways.

Before Reading

- Have students look at the cover. Explain that this is a flamingo. Ask: What is the flamingo doing? Notice the different shades of pink. What do you know about feathers?
- Start a Before and After chart. On the left side students make a web about what they already know about feathers.
- Read the title together. Discuss what students notice in the pictures on the cover and title page. (colours of the feathers, many layers)
- Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Help students use the title of the book and cover illustration to make predictions about what the text will be about. Read the table of contents to give an idea.
- Talk/walk through the pictures. Notice the different uses for feathers. Discuss what birds are associated with the uses on each page. Bring words like *birds*, *dry*, *feathers*, *fluffy*, *keep*, *oily*, *tail*, *warm*, *ways*, *wings* into the conversation.

Reading the Text

- Read the cover and the title page together. On pages 2–3, ask: What are the different ways that feathers are used? Look for tricky words like *showing*, *keeping*, *flying*. Break the words into chunks or syllables. e.g. keep/ing Read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *fluffy* and *down* in the text. Talk about the meaning of *down feathers*. Read the words together.
- Follow this pattern for each page discussing the pictures, what the different uses are before reading each page. On page 16, look at the index and find the page where there is more information about down feathers.
- Students ask a partner questions about the index, e.g. what page is hunting on?

After Reading

Check on the accuracy of students' predictions. Invite them to discuss the information.

Prompt if needed.

- Re-tell the text using the pictures on each page as a guide. Discuss the different types of feathers and what they are used for and how they help the birds.
- Discuss possible reasons for the author writing this text, e.g. passion for birds; to share information; to stimulate interest.
- What have you learnt from this book? Summarise the information in a two-column chart with the headings: Type of feather; Use (e.g. oily/slide on ice).
- Ask students how feathers can help us. (Keep us warm.) How are they used for people today? (pillows, sleeping bags, jackets) Would there be down or oily feathers in them?
- Look at the design on the page numbers. What is it? What does this feature add to the book?
- Look at the back cover? What do you think the bird is using its feathers for? (showing off)

Phonics

- Write the words *flying, hiding, keeping, showing, using* on the board to practise blending and segmenting the onsets and rimes, e.g. /fly/- ing, flying. Brainstorm verbs with -ing to add to the list. Remind students of the rule when the verb ends in e, drop the e before adding -ing.

Word Study

- Talk about the words *and, fly, have, help, off, or, they, when* from the inside front cover. Read them together. Ask students to read these words and discuss their meaning in context.
- Students draw a picture of one of the birds in the book. They write the matching sentence from the text, e.g. page 14, *Some birds use feathers to hide.*
- Find the word *bird's* on page 10. Notice the apostrophe. What does it mean? (the wing and tail feathers belong to the bird) Students practise using the possessive apostrophe and explaining its meaning with a partner. e.g. Here is Sam's pen. (the pen belongs to Sam)
- Students find words in the text that start with fl. (*flying, fly, fluffy*) Discuss the two letters they start with. /f/ /l/ fl Think of more words starting with fl (flame, flow, flip, flash, flick).
- Make a timeline showing fluffy at one end and oily at the other. Find words to go in between. e.g. sticky, slimy, rough.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *beaut/i/ful*. Together listen for one-syllable words in the book to clap, e.g. *wing, tail*. Have students clap two syllable words, e.g. *us/ing, feath/ers*.

Fluency

- Choral reading with students pointing to the words as they are read. Use intonation to make the words sound interesting and meaningful.
- In pairs, have students choose a spread and read to each other, making sure the words make sense when read.

Writing

- Students make a web "What I learnt about Feathers" with the page numbers for reference. Finish the After part on the right side of the Before and After chart to share with the class.
- Have students make a poster with a partner showing the uses of feathers. They illustrate and write captions. e.g. down feathers – keep warm, line nests. They share this with the class.

Mutter, the Parrot

GOALS

Comprehension

Analyse the characters of Mum, Dad, Jan and the parrot. What can you say about each character?

Vocabulary

Focus High-frequency Words: him, his, on, over, some, them, want, with

Focus Content Words: butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast

Phonics

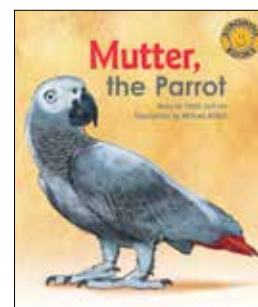
Letters and Sounds: Recognise and produce words that have the same vowel sound:

-er /uh/ schwa

Words to Blend and Segment: butter, father, flutter, mother, mutter

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?



Mutter thinks he is a member of the family and shouldn't be kept in a cage. But he is a parrot!

Before Reading

- Together look at the cover picture and discuss what you see. Ask: What do you know about parrots? Read the fact on the back cover. Discuss words they may have heard parrots saying.
- Ask: What is the parrot doing on the cover? What is his name? Why might he be called Mutter? Describe him. What do you notice about his feathers? Read the title together.
- Read the names of the author and illustrator. 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 Mutter now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mutter on each page or what the family is doing. Bring words like *butter, cage, feathers, lock, moustache, parrot, shower, spoon, stairs, toast* 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 are Jan and her Mum doing? Why was the parrot called *Mutter*? Find the words *talked a lot* to confirm. What is Mutter doing? Why? Find the words *locked* and *spoon*. Do these make sense? Read the sentences together.
- On page 4, ask: Where is Mutter now? Look for the words *lock, fuss, off* in the story. Read the page to check *fuss* makes sense. How is Mutter feeling?
- On page 5, ask: What is happening here? Find the words *feathers* and *cut*. Why do you think this is happening? Read the words together. Do you think Mutter will be happy now?
- Follow this pattern for each page up to page 14. Discuss how the speaking parts help with making the story interesting. Ask: How would you use your voice for these parts?
- On page 16, read the text. Ask: Did you like the ending? Why? How would you read the sentence? Is he really saying he likes toast with butter?

After Reading

Check the 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 Mutter and the family do on each page? Why do you think Mutter didn't like his cage? Did he like it when he could be free? How did they all feel at the end of the story? Did you like the ending? Why? Do you think Mutter thought he was a person?
- Analyse the characters of Mum, Dad, Jan and Mutter. What can you say about each character?
- Reread the story together, changing voices for the different characters.
- Find words with two letters the same in them, e.g. *mutter*, *butter*, *wobbled*, *parrot*, *cutting*, *fluttered*. Together clap and say the syllables, e.g. *par/rot*. The syllables divide between the double letters. Notice *hopped* and *tapped* are different and have only one syllable.
- Look at the word *toast*. Listen to the middle sound. It is a long /o/ sound. Brainstorm and list words that rhyme with *toast* and have the same spelling, e.g. *coast*, *roast*, *boast*.
- Reread pages 8–9, focusing on the punctuation – the purpose of capital letters, speech marks and exclamation marks. Try to say the words as though you are the character, showing their feelings with your voice, e.g. How would Dad say "Aaagh!"? Why do you think Mutter tugged on Dad's moustache?

Phonics

- Write the words *butter*, *father*, *flutter*, *mother*, *mutter* on the board to practise blending the chunks or syllables as a group, e.g. *but/ter* (*but//tuh/*). Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -er /uh/ to write up on the board. Read them together, e.g. *sister*, *brother*, *daughter*.

Word Study

- Talk about the words *him*, *his*, *on*, *over*, *some*, *them*, *want*, *with*. Read them together. Ask students to find the words in the text. Photocopy 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. *him* is the opposite of *her* on page 2.
- Have students find the past tense to match the base verb and make these into a two-column chart to read together, e.g. *talk/talked*; *flutter/fluttered*; *wobble/wobbled*; *climb/climbed*; *lock/locked*.
- Students find contractions in the story and write the matching expanded forms, e.g. *that's/that is*; *he's/he is*; *couldn't/could not*; *doesn't/does not*.

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 make a beginning, middle and end chart about the story. They label and illustrate and use it to re-tell the story to a partner.
- Have students research a bird project and present it in poster format to share with the class. Topics could be: Domestic birds, Caged birds, What to feed birds, How to trim wing feathers, How to teach a bird to talk.

Frank's Big Day

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: after, big, by, over, sleep, under, walk, was

Focus Content Words: couch, day, family, goldfish, hedge, spot, thought, tired, warm, window

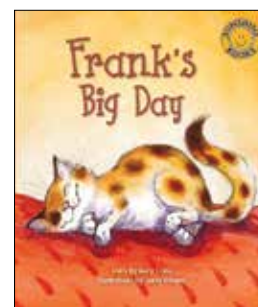
Phonics

Letters and Sounds: Recognise and produce words that end with -ent

Words to Blend and Segment: bent, dent, sent, tent, went

Fluency

Choral reading with students pointing to the words as they are read. (Model emphasising the repetitive parts and using intonation.)



Frank has a very tiring day but makes sure he goes to sleep every now and then.

Before Reading

- Together look at the cover picture. Students discuss what they see. Ask: Do you recognise the cat? What is his name? Read the title and the names of the author and illustrator. Notice something in the title. (apostrophe) What is it for? What is Frank doing? Have they read other stories by Gary Cross. (*Frank, the Flea Cat*) Did you enjoy it?
- Help students to use the title and cover illustration to make predictions about the story. Ask: What might Frank do on his big day? Discuss the outside back cover pictures to get some ideas of what cats like to do.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the front cover? What is Frank doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Frank is doing on each page. Bring words like *couch, day, family, goldfish, hedge, spot, thought, tired, warm, window* 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: What are some of the things good readers do? Model how to use picture, print and contextual cues.
- On pages 2–3, ask: What are the Fuller family doing? Find the word *out* in the first line. What is Frank doing? Find the word that starts like thinking (*thought*) to confirm. Look for /th/. What is he thinking about? (a plan) Look for pl. Find the word *planned*. Read the sentences together. Do these words make sense in the sentences?
- On page 4, ask: How is Frank feeling? Why? Find words in the text to confirm this. (*tired, thinking*) Read the first sentence. Where is the Frank? Students look for the word *by* to confirm that Frank is by the window. Read the second sentence to check it makes sense.
- On page 5, ask: What is happening here? Where is Frank? Who is he teasing? What is the dog doing? Read the words together. Notice the repetition of *yapped and jumped*.
- Follow this pattern 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. Read the text together.

After Reading

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

- Discuss how the repetitive parts help with reading the story. How do you use your voice for these parts? What did Frank like to do most? What are the repetitive parts? *Frank felt tired after... He found a warm spot and went to sleep.*
- What things made Frank tired and what warm spots did he find to sleep in? Record these on a story map, e.g. thinking/sleeping by the window and so on. Illustrate and label with arrows to show the direction Frank went on the map. Retell the story using the story map.
- Revisit the outside back cover. Did Frank do any of the things the cats are doing? Discuss.
- Reread the story. Students feel the rhythm and familiarity as they read the repetitive parts.
- What might Frank do next time the Fullers go out? What about other cats when home alone?

Phonics

- Write the words *bent, dent, sent, tent, went* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b /ent/. Brainstorm other words ending with -ent to write up on the board. Read them together, e.g. vent, spent, rent, gent.
- Students identify syllables and clap as they are spoken, e.g. *but/ter/flyes*. Together find one-syllable words in the book to clap, e.g. *chase, woke, Frank*. Have students clap two-syllable words, e.g. *hung/ry, kitch/en, teas/ing*.
- Notice the apostrophe in *Frank's* on the cover. Where else can you see one in the book? (pages 7, 9 and 16) What does it mean? Students practise using the possessive apostrophe and explaining its meaning with a partner, e.g. Here is Sam's pen. (the pen belongs to Sam)

Word Study

- Talk about the words *after, big, by, over, sleep, under, walk, was*. Read them together. Ask students to find the words in the text.
- Find the verbs ending in -ing and match another form of the verb, e.g. thinking/thought; teasing/teased; stare/stared; hissing/hissed; eating/ate; chase/chasing. Make a three-column chart of the verb families (base, present, past), e.g. think, thinking, thought.
- Find compound words in the story, e.g. *himself, goldfish*. Break the words into two and then join them and say the meaning of the compound word. Record and illustrate these on a chart.

Fluency

- Choral reading with students pointing to the words as they are read. Model emphasising the repetitive parts and using intonation.
- Find words that are repeated and have students listen to their sounds while you say them. e.g. *yapped and jumped and jumped and yapped*. Listen for the /p/ sounds. Notice how *yapped* sounds a little like a dog yapping. They are action and sound words that suit a dog. The author has chosen these words carefully to help paint a picture in your mind. Do the same with other examples, e.g. *hissed and puffed and puffed and hissed*. Talk about alliteration and assonance and why the author uses these techniques.

Writing

- Students use the repetitive part *Frank felt tired after... He found a warm spot and went to sleep*. They make up a new activity for Frank and a place to sleep and illustrate the new page.

Zodiac Animals

GOALS

Comprehension

Making text to self connections: Ask students if they know what year they were born in. Refer to page 16 to see the zodiac signs.

Vocabulary

Focus High-frequency Words: after, are, ask, call, every, has, new, would

Focus Content Words: dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year

Phonics

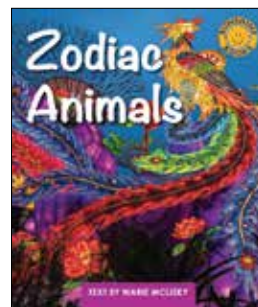
Letters and Sounds: Recognise and produce words that end with the same sound:

long e

Words to Blend and Segment: cheeky, funny, happy, lucky, nosy

Fluency

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



The Chinese New Year is named one of the 12 zodiac animals. Which one are you?

Before Reading

- Ask: What do you know about zodiac animals? Talk about Chinese New Year and the lantern festival. Share experiences the students have had. Ask students if they know what year they were born. Refer to page 16 to see the zodiac signs.
- Read the title to students and then read it together. Ask: What could *zodiac animals* mean? Discuss the images on the cover and title page. Read the name of the author to them.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the colours and the designs of animal lanterns. Discuss what animals make the zodiac animals on each page. Bring words like *dragon, monkey, ox, pig, rabbit, rat, sign, snake, tiger, year* into the conversation.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What animals can you see in the picture? Look for tricky words like *Chinese, zodiac, lantern, festival* and *lanterns*. Break the words into chunks or syllables, e.g. *lan-tern*. Then read the text together, pointing to the words as they are read.
- Students refer to page 16 to find their animal. They will need to know the year of their birth.
- On pages 4–5, discuss the pictures. Ask: What is the first animal? Find the words *year, dragon, strong, lucky*. Talk about the meaning of *strong* and *lucky*. Read the text together.
- On page 5, ask: What is the next animal? Find the words *snake, smart, wise* in the text. Read the text together. This means if you are born in any of the years of the snake, you may have these qualities.
- Follow this pattern for each page, discussing the pictures, what the different animals and their qualities are before reading each page.

After Reading

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

- Students find their animal on page 16, then match up to their qualities in the text, e.g. if they are born in the year of the rabbit, do they feel shy and/or happy? How does knowing your zodiac animal make you feel?
- Students re-tell the text using the pictures on each page as a guide. Discuss the animals of the zodiac signs and their qualities.
- Discuss what a zodiac animal means. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Chinese New Year is when the lantern festival is held. It is also when special food is eaten. Look at the back cover to learn a fact about a sweet food. (These are dumplings made from rice flour with a sweet filling.) Have students research other food people like to eat at Chinese New Year. They make a booklet showing these.

Phonics

- Write the words *cheeky, funny, happy, lucky, nosy* on the board to practise blending the words together, e.g. *cheek-y, cheeky*. Brainstorm more words ending with -y to add to the list, e.g. family, monkey, loudly, friendly, memory.

Word Study

- Talk about the words *after, are, ask, call, every, has, new, would*. Read them together. Ask students to find these words and discuss their meaning in context, e.g. on page 2, *after* is used in the context of "named after" an animal which means uses the name of an animal.
- On a piece of paper, students draw a picture of one of the animals in the book. They write the matching sentence from the text.
- Have students find the words that start with fr-. (*friends, friendly*) Discuss the two letters they start with, /f/ /r/ fr. Students think of more words starting with fr, e.g. from, frame, fresh, frost. They label a fr- web and illustrate where possible.
- Students identify syllables in words and clap as they are spoken, e.g. *zo/di/ac*. Together identify one-syllable words in the book to clap, e.g. *goat, born*. Have students clap two-syllable words, e.g. *lan/tern, car/ry*.
- Students make a two-column chart and list the adjectives beside the 12 animals to describe them. They draw the animal beside its name.

Fluency

- Practise re-reading the story with a partner (orally). Notice how you change your voice when you ask the questions.

Writing

- Students write about their zodiac animal and its qualities. They illustrate the animal and share this with a partner.
- Have a quiz about the years of the zodiac animals. Use page 16 and in pairs find animals that match the years, e.g. What animal is 2013? Answer: snake.
- Design an animal lantern for the current Chinese New Year. Use some ideas from the art styles in the text. Students explain why the design and colours were chosen.

Ruby Is a Beekeeper

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: call, eat, get, her, made, new, take, want

Focus Content Words: beekeeper, bees, hives, honey, hood, smoke, sting, suit, swarm, wood

Phonics

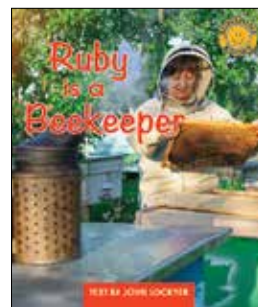
Letters and Sounds: Recognise and produce words that have the same sound:

x /ks/

Words to Blend and Segment: box, fox, index, wax, x-ray

Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



Ruby loves her bees and the honey they make. See what a beekeeper does.

Before Reading

- Ask students what they know about bees. Discuss what they see in the pictures on the cover. Ask: What would a person who looks after bees be called? Look at the title. Read the title together. Who wrote the text? Have you read other stories by John Lockyer? (*Beaks, The Family That Shared*) What do you think this book will be about?
- Talk/walk through the pictures. Notice the various activities Ruby does. Discuss what students see on each page. Bring words like *beekeeper, bees, hives, honey, hood, smoke, sting, suit, swarm, wood* into the conversation. How do you know that this book is non-fiction?

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photo? What is Ruby doing? Look for tricky words like *beekeeper, hives, wood, many, honey*. Break the words into chunks or syllables, e.g. *bee-keep-er*. Then read the text together, pointing to the words as they are read and making sure they make sense, sound right and look right.
- On pages 4–5, ask: What do you see? Notice her special suit. Why would she wear this? Look in the text for clues. (Elicit – to avoid bee stings) Share students' experiences of bee stings. Why do you think Ruby sends smoke into the hives? (Smoke makes them sleepy and stops them stinging.) Find the tricky words, *special, suit, hood, doesn't, sting, blows, smoke, sleepy*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what Ruby or the bees are doing and any tricky words before reading each page.
- Students look at the index and find the page where there is more information about nectar? They ask a partner questions about the index, e.g. what page is *swarm* on?

After Reading

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

- What is a beekeeper's *hood*? (page 4) What is a *swarm*? (page 6)
- Discuss the ending and what being a beekeeper means. What have you learnt from this book?
- Discuss the possible reasons for the author writing this text, e.g. an interest in bees; to share information; to stimulate interest.
- Students re-tell the text using the pictures on each page as a guide. They discuss the things Ruby has to do as a beekeeper.
- Model how to identify the main idea of the text. Find the main idea of each chapter first, then see where there is a common theme. This will give the overall main idea of the text.
- What shape are the designs on the page numbers? What effect has the designer had on the book by adding these? Why did they choose this shape? (honeycomb/hexagon shape)
- Read and discuss the fact on the back cover together. What does this mean for all plants? Who will be affected? What needs to happen to save the plants in the food chain?

Phonics

- Write the words *box, fox, index, wax, x-ray* on the board to blend and segment and say them as a group, e.g. *b-ox, box*. Brainstorm more words that have x, e.g. mix, mixed, mixing, mixes, fix. Notice an e is added before s when the word ends in x, e.g. fixes.
- Find words in the text with the long ee sound to repeat. Students make a web of these and illustrate where possible, e.g. *bee, beekeeper, sleepy, cheese, eat*.
- Have students think of words that use bee as a base, e.g. eg beekeeper, bee hive, bee sting, swarm of bees, honeybee, bumble bee.

Word Study

- Talk about the words *call, eat, get, her, made, new, take, want*. Read the flash cards from the inside front cover together. Ask students to find 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 features in the book. They write the matching sentence from the text.
- Have students look for compound words in the text, e.g. *beekeeper, honeycomb*. List the two words and then the compound word on the board along with the meaning. Add any other compound words students know to the board.

Fluency

- Model reading a section of the text using expression and emphasis to convey information for students to repeat.

Writing

- Students write about their favourite way of eating honey. They could create a recipe that uses honey in it. This could be a class project.
- Students make a model using a repeated hexagon shape. They plan it on paper first.
- Have students work collaboratively to design a poster showing the importance of bees. They investigate what bees do to ensure plants grow. They label and illustrate and share with the class.

Fins Are Fantastic

GOALS

Comprehension

Discuss and model how to identify the main idea of the text.

Vocabulary

High-frequency Words: place, live, help, many, stop, over, think, long

Content Words: ocean, fins, shark, whale, fantastic, wide, deep, turn, dolphin, move

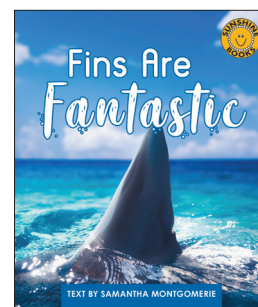
Phonics

Letters and Sounds: Identify and produce words with long u (u_e)

Words to Blend and Segment: use, fluke, ute, cute, flute

Fluency

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



Many ocean animals have fins. There are large ones and small ones on different parts of their bodies. This book tells us what they are for.

Before Reading

- Read the title and the author's name together. Ask: What do you know about fins? What are fins? Discuss what students see in the pictures on the cover and title page. What are the animals on the title page? Ask: Have you ever seen a dolphin? Where can you see them?
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Read the title and the table of contents to give an idea of what is going to be in the text. Help students use the title of the book and the contents page to make predictions about the text.
- Talk/walk through the pictures. Notice the different kinds of fins. Discuss what you see on each page. Bring words like *ocean, fins, shark, whale, fantastic, wide, deep, turn, dolphin, move* into the conversation.

Reading the Text

- Read the cover and the contents page together. On pages 2–3, ask: What is the ocean? Look for tricky words like *many, place, forwards*. Break the words into chunks or syllables, e.g. *man-y*. Then read the text together pointing to the words as they read.
- Look at pages 4–5 to discuss the picture and the captions. Read the heading. Find the words *different, animals, body* in the text. Talk about the meaning. Read the words together.
- Follow this pattern for each page discussing the pictures about the animals and their fins before reading each page.
- On page 24, look at the index and find the page with information about orca. Students ask a partner questions about the index, e.g. What page are pelvic fins on?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Check on the accuracy of students' predictions. Invite them to discuss the information.
- Discuss and model how to identify the main idea of the text. What do students think the author's purpose was for writing the book? What have they learnt from this book? How would fins help people to swim in the ocean?

Phonics

- Write the words *cute, flute* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *c-ute*. Brainstorm more words with u_e to add to the list, e.g. *fuse, tube*.

Word Study

- Talk about the words *place, live, help, many, stop, over, think, long*. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Copy and print sets of the flash cards on the inside front cover. Play a spelling or memory game with the cards, e.g. make a crossword puzzle together. Brainstorm the clues or meanings.
- Students draw a picture from the book. They write the matching sentence from the text.
- Locate the words that end with -ce. (*slice, race, place*) Note that this is a soft c which sounds like /s/. Students think of more words ending with -ce. (*spice, mice, ice*) Read the words and make a -ce web.

Fluency

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

Writing

- Students make a web showing uses for different types of fins. They label and illustrate their fins. Share with the class.
- Have students draw and label an animal with fins. They can use pages 4–5 as a guide. They illustrate and share.
- Fins are fantastic. Students write a poem or story saying why fins are fantastic.

Frank's Big Food Trip

GOALS

Comprehension

Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the story.

Vocabulary

High-frequency Words: looking, asked, just, food, something, different, gave, could

Content Words: hungry, milk, dessert, bowl, biscuits, full, yogurt, fish, mince, strolled

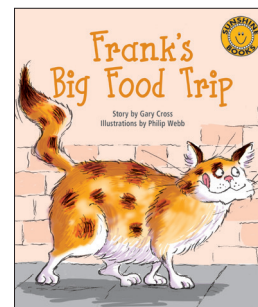
Phonics

Letters and Sounds: Recognise and produce words that have /ar/, e.g. far

Words to Blend and Segment: darling, farmer, far, starting, hardly

Fluency

Choose a page to choral read with students, e.g. page 14. Model emphasising the repetitive parts and using intonation.



Frank is feeling hungry. But he doesn't feel like eating cat biscuits so he visits his friends to find something more tasty to eat.

Before Reading

- Together look at the cover picture. Discuss what students see. Read the title and the names of the author and illustrator. Have students read any other stories by Gary Cross? Ask what they thought of them.
- Look at the title page illustration. What is the same or different in this picture compared to the cover?
- Ask: Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the title and the cover and title page illustrations to make predictions about the story. What do they think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *hungry, milk, dessert, bowl, biscuits, full, yogurt, fish, mince, strolled* into the conversation.
- On page 23, have students predict the ending.

Reading the Text

- Look at the picture on pages 2–3. What do you see? Locate the tricky words *hungry, bowl, empty, school* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. When does this story take place?
- Look at the illustration on pages 4–5. Ask: What is Frank saying to his owner? Look for the words *matter, eaten, food*, in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together. Notice the speech marks and the different characters. Change your voice for Frank and the different people.
- Review the predictions for the ending made earlier, then turn to page 24 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 these sentences?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: What kind of cat is Frank? How would you describe him? Find words in the story that indicate this. What type of genre is this story? Do you think it is based on a true story?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. Why didn't Frank eat the biscuits that his family left for him?
- Re-read the story together emphasising the different characters. Be aware of the punctuation marks. On page 10 point to the question mark. What does this mean and how does it affect how you read the sentence?
- Look at the back cover. Discuss the story map. Re-tell the story using the map.
- What do you think the author's purpose was for writing the story?
- Students make a time line to show the places Frank visited. Under each they summarise the main event. They label and illustrate and use their time line to re-tell the story.

Phonics

- Have students recognise and produce words that have /ar/, e.g. far. Write the words *darling*, *farmer*, *far*, *starting*, *hardly* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *dar-ling*, *darling*. Read the words together and talk about the meaning of each. Think of more ar words to add to the list, e.g. *car*, *bark*, *dark*, *marker*.

Word Study

- Talk about the words *looking*, *asked*, *just*, *food*, *something*, *different*, *gave*, *could*. 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 game in pairs. Discuss the meaning or use of each word in the book, e.g. "*looking hungry*" means showing signs of wanting to eat (page 10).

Fluency

- Choose a page to choral read with the students. Model emphasising the repetitive parts and using character voices and intonation.

Writing

- Students write a story about Frank going to different places to find food. They choose a food they think would be his favourite.
- For a class project, brainstorm food that would be good for a cat and food that Frank had in the story. Contribute to a chart showing food that is good for cats, and food that is not suitable for cats, e.g. ice-cream – not good; cat biscuits – good.

Jack, the Sniffer Dog

GOALS

Comprehension

Discuss possible reasons for the author writing this text.

Vocabulary

High-frequency Words: boat, tree, looking, under, other, park, pulled, find

Content Words: island, prow, anchor, behind, burrow, scent, trap, shore, sniffer, hear

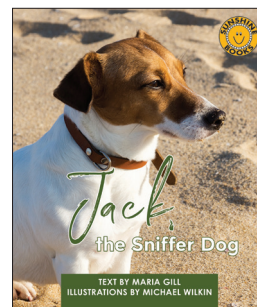
Phonics

Letters and Sounds: Identify and understand possessives, e.g. Jack's, dog's, birds', rat's

Words to Blend and Segment: Recognise and produce words that have the same vowel sound long a (ai): chain, again, laid, trained, paid, pain, rain

Fluency

Model reading a section of the text using expression and emphasis to convey information (or meaning) for students to repeat.



Jack is a sniffer dog.
He helps to keep native
birds and animals safe
from predators with
his nose.

Before Reading

- Look at the cover. Ask: What breed of dog is this? (Jack Russell) Has anyone seen one or does anyone you know own one? What are they like?
- Read the title together. Discuss what students see in the pictures on the cover and title page. Ask: What do the pictures show about sniffer dogs? What do you think will happen in the book?
- Talk/walk through the pictures. Notice what Jack is doing on each page and what he has to wear. Discuss what students see on each page. Bring words like *island*, *prow*, *anchor*, *behind*, *burrow*, *scent*, *trap*, *shore*, *sniffer*, *hear* into the conversation. Notice the things Jack does that help keep our environment protected.

Reading the Text

- Read the cover together. On pages 2–3, ask: What do you see in the picture? Where is Jack standing? Look at the text to get some clues. Look for the arrows.
- Discuss what made Jack excited. Look for tricky words like *anchor*, *chain*, *island*, *howling*. Break the words into chunks or syllables, e.g. *pr-ow* (ow as in loud, now) Then read the text together pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- Discuss the picture on pages 4–5. What do you see? The handler is attaching the muzzle to Jack. Share experiences if anyone has met a dog with a muzzle. Why did they wear one? Read the words together.
- Follow this pattern for each page discussing the pictures and what the tricky words are before reading.
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Discuss the ending and how Jack helped to track the rat.
- Discuss possible reasons for the author writing this text. What have students learnt from this book?
- Look at the back cover. Where is this dog working? What is the sniffer dog looking for?
-

Phonics

- Write the words *chain, again, laid, trained, paid, pain, rain* on the board to chunk and say them as a group. Students think of more words with ai (long a). They say them, and discuss their meaning and use them in a sentence. Remind them that there are other spellings for the long a sound: ay as in way, may; a_e as in came, same.
- Students identify possessives in the text, *Jack's, dog's, birds', rat's*. Discuss whether they are singular or plural and the reason the apostrophe can be before or after the s.

Word Study

- Talk about the words *boat, tree, looking, under, other, park, pulled, find*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read these words in the book. Discuss their meaning in context. Use the cards to play a spelling game. Scramble letters for students to rearrange the letters to spell a word, e.g. toab (boat); etre (tree).
- Students draw a picture of a sniffer dog in the middle of a web. They write the words for what the dogs wear, such as muzzle, lead, harness, branching out from the web.

Fluency

- Model reading a section of the text using expression and emphasis to convey information (or meaning) for students to repeat.

Writing

- Students write and illustrate a fact from the story, e.g. Rats eat native birds' eggs. (page 22) They share this with a partner.
- As a class, make a poster with a division down the middle. Show native birds and animals that need to be protected on one side and unwanted pests that need to be found or sniffed out by dogs on the other. Students can use pages 22–24 to help them. They can illustrate the poster and display in the school public area.

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

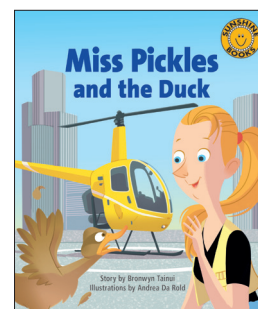
Phonics

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.

The Thing About Cats

GOALS

Comprehension

Connect to prior knowledge: Has anyone owned a cat or visited someone with a cat?

What's one thing you can say about cats?

Vocabulary

High-frequency Words: they, home, well, called, better, round, more, good

Content Words: skill, tail, jump, balance, stalk, blink, paws, walk, smell, feel

Phonics

Letters and Sounds: Recognise and produce words that have the same voiced

/th/ sound, e.g. they

Words to Blend and Segment: the, they, their, these, this, them, that, than

Fluency

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



Cats are mysterious, talented animals. They have ways of doing things that show how clever they are.

Before Reading

- Ask: Has anyone owned a cat or visited someone with a cat? What's one thing you can say about cats?
- Read the title and the name of the author. Read them together. Ask: Have you read any other books by Bronwyn Tainui? Share your experiences.
- Discuss what students see in the pictures on the cover and title page. Ask: Do you know what breed these cats are? What do you think will happen in the text? How do you know that this book is non-fiction?
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *skill, tail, jump, balance, stalk, blink, paws, walk, smell, feel* into the conversation. Notice the amazing things cats can do. Ask: Which cat do you like best?

Reading the Text

- Read the cover and the title page together. On pages 2–3, ask: What do you see in the photo? What is special about a cat's eyes? Look at the text for clues. Look for tricky words like *eyes, brightly, skills*. Break the words into chunks or syllables, e.g. *br-ight-ly, brightly*. Read the text together, pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- Discuss the picture on pages 4–5. Find the words *centre, slits, pupils*. Discuss their meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Look at the index and find the page with information about stalking. Students ask a partner questions about the index, e.g. What page is smell on?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Why are cats' eyes so special? What does it mean if the tail is flicking? How fast can a cat run? Discuss the ending and the meaning of a *kitty kiss*.
- Re-tell the text using the pictures on each page as a guide. Discuss the special skills cats have.
- Look at the design on the page numbers. Ask: What effect do you think the designer was hoping for? How does this effect add to the design of the book?
- What do students think the author's purpose was for writing the book? What have they learnt from this book?

Phonics

- Recognise and produce words that have the same voiced /th/ sound - *they*. Students listen for the /th/ sound as you read the words, *the, they, their, these, this, them, that, than*.
- Write the words *the, they, their, these, this, them, that, than* on the board. Together chunk and say them as a group, e.g. *th-ey*. Students use them in a sentence. (NB: Some /th/ sounds are voiceless like *thick, thin*.)
- Students identify syllables in words and clap as you say them, e.g. *some-times, mys-ter-i-ous, kil-om-et-re, cats, twist, qui-et-ly*. Together look for one-syllable words in the book to clap, e.g. *cats, move*. Have students clap two-syllable words, e.g. *run-ners, fas-ter*.

Word Study

- Talk about the words *they, home, well, called, better, round, more, good*. Copy and print the flash cards from the inside front cover of the book. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game with the flash cards.
- Students draw a picture of one of the features in the book. They write the matching sentence from the text, e.g. Cats walk on soft padded paws (page 8).

Fluency

- Choral read with students pointing to the words as they are read.

Writing

- Students write and illustrate a fact from the story, e.g. Cats like to hunt. They share their story with a partner.
- Students write a poem or story about their favourite cat and the reasons why.
- Students make a poster showing the skills of cats. They label and illustrate it and share with the class. On their poster, they could draw a diagram of a cat and label the cat's features with arrows, e.g. whiskers, padded paws, tails.

Daisy Dog

GOALS

Comprehension

Re-tell the story using the pictures on each page as a guide. Discuss the meaning of *clunky*, *clanky* (page 4) and how Daisy knew where the tool was.

Vocabulary

High-frequency Words: ran, soon, children, this, that, dog, must, some

Content Words: garden, hole, hammer, bone, shed, gate, found, summer, ground, sound

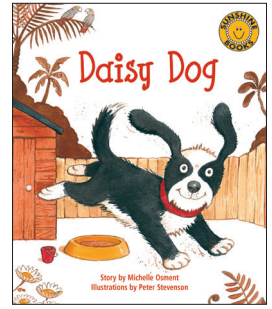
Phonics

Letters and Sounds: Identify and make rhyming words, e.g. pole, hole, mat, cat, food, mood

Words to Blend and Segment: ou sound: sound, ground, around, found, bound, hound, loud, shout, about

Fluency

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



Daisy likes to hide things in holes she's dug. So, when her owner needs his hammer Daisy is the one to find it.

Before Reading

- Look at the cover together. Ask: What do you see happening? How would you describe the dog? Where is she?
- Read the title. Ask what students notice about the words. Talk about alliteration.
- Read the names of the author and illustrator. Have students read any other stories by Michele Osment? Have they seen any other stories illustrated by Peter Stevenson? Ask if they liked reading them and what they thought of the illustrations.
- Students 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 about how Daisy looks in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening to Daisy the dog on each page. Bring words like *garden*, *hole*, *hammer*, *bone*, *shed*, *gate*, *found*, *summer*, *ground*, *sound* 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.
- Turn to pages 2–3. Ask: Where does Daisy live? Locate the word *garden*. Read the chunks or syllables, *gar-den*, *garden*. What is Daisy doing? Find and read the words *hole*, *hammer*, *bone*. Read the page together.
- Look at pages 4–5. Ask: What is Daisy doing now? How does the illustration tell us where she has been running? How does Daisy look? Why is she so excited? 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. Ask: Did you like the ending? Why? How would you read the last sentence? Why did the hammer need cleaning?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: How would you describe Daisy Dog? What can you say about Bill?
- Re-tell the story using the pictures on each page as a guide. Discuss how Daisy knew where the tool was and the meaning of *clunky*, *clanky*.
- Look at the back cover. What things do you think Daisy would like to play with? What things are not suitable for dogs to play with?

Phonics

- Write the words *sound*, *ground*, *around*, *found*, *bound*, *hound*, *loud*, *shout*, *about* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *s-ound*. Brainstorm other words with /ou/ as in sound and write them on the board. Read them together.

Word Study

- Talk about the words *ran*, *soon*, *children*, *this*, *that*, *dog*, *must*, *some*. 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. Make sentence strip definitions to match to the words.
- Talk about contractions using *don't* as an example. Students make a two-column chart showing contractions and the expanded words in the story. They can add any others they know, e.g. *it's*, *didn't*, *she's*, *we'll*.
- Find words in the story with double consonants to break into syllables, e.g. *ham-mer*, *sum-mer*, *fun-ny* etc. Together say the words and clap the syllables as you say them. Note that the break comes between the double letters.
- Have students find the word *ducked* on page 18. They discuss the meaning.

Fluency

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

Writing

- Students draw a picture from the story. They find a matching sentence in the story and write it. They read their sentence to a partner and share their picture.
- Students write a new paragraph describing other things Daisy Dog could hide or play with. They include some of the interesting words from the story.
- Students make a time line noting the events in the story from Daisy Dog's point of view. They illustrate and label the time line, then use it to re-tell the story to the class pretending they are Daisy Dog.
- Students make a web with Daisy Dog in the middle. They surround it with words that describe what Daisy Dog did in the story.

The Gibbon Family

GOALS

Comprehension

Re-tell the text using the photos on each page. Ask a question, e.g. “Is a gibbon an ape or a monkey? How do you know? What can be learnt from this text?”

Vocabulary

High-frequency Words: after, eat, two, tree, through, way, feet, morning

Content Words: tail, ape, arm, gibbon, gorilla, monkey, clever, rainforest, save, move

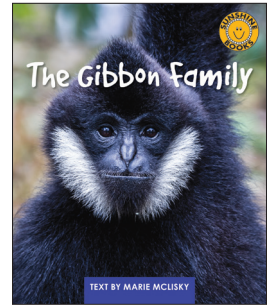
Phonics

Letters and Sounds: Recognise and produce words that have the vowel sound ee (long e)

Words to Blend and Segment: tree, feet, keeping, seen, keen, see, been

Fluency

Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.



Gibbons belong to the ape family and they are the cleverest ape. Find out what they can do.

Before Reading

- Read the title together. Ask: Who wrote the text? Discuss what students see on the cover and title page. What do the photos show about gibbons? What do students think this book might be about? How do they know that this book is non-fiction?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the differences between different apes and monkeys. Discuss what students see on each page. Bring words like *tail, ape, arm, gibbon, gorilla, monkey, clever, rainforest, save, move* into the conversation.

Reading the Text

- Read the cover and the contents page together.
- Turn to pages 2–3. Ask: What do you see in the photos? Look for tricky words like *ape, monkey, largest, smallest*. Break the words into chunks or syllables, e.g. *mon-key*. Discuss the meaning and then read the text together, pointing to the words as they are read. Make sure the words make sense, look right and sound right.
- On pages 4–5, discuss the pictures. What do students see? Find the words *clever* and *tails*. Ask: What is the difference between a monkey and an ape? Read the words together.
- Follow this pattern, discussing the pictures and any tricky words before reading each page.
- Look at the index and find the page with information about chimps. Students ask a partner questions about the index, e.g. Which page has information about gorillas?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: How do gibbons keep safe? Discuss what people can do to help save gibbons.
- Re-tell the text using the photos on each page. Ask: Is a gibbon an ape or a monkey? How do you know? What can be learnt from this story?
- Discuss and model how to summarise the text. Work through the text chapter by chapter, summarising each. Then look for a main thread or theme that might describe the text.
- Have students discuss the design on the page numbers. What effect do you think the designer was hoping for? How does this add to the design of the book?
- What do students think the author's purpose was for writing the book? What have they learnt from this text?
- Look at the back cover. Discuss what the four apes are and the differences between them.

Phonics

- Recognise and produce words that have the vowel sound ee (long e). Write the words *tree*, *feet*, *keeping*, *seen*, *keen*, *see*, *been* on the board to chunk and say them as a group, e.g. *tr-ee*. Students brainstorm more words with ee. (*bee*, *free*, *creep*, *steep*) They say them, discuss their meaning and use them in a sentence.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *rain-for-est*, *kil-om-et-res*. Together look for one-syllable words in the book to clap, e.g. *apes*, *live*. Have students clap two-syllable words, e.g. *bal-ance*, *gib-bon*.

Word Study

- Talk about the words *after*, *eat*, *two*, *tree*, *through*, *way*, *feet*, *morning*. Copy 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.
- Students choose one chapter to re-read and make a quiz about it, e.g. Movement, pages 14–16. Question 1: What do gibbons use for balance? Students ask a partner the quiz questions.

Fluency

- Model reading a section of the text for students to repeat. Differentiate your voice between the questions and answers.

Writing

- Students write and illustrate a fact from the story, such as how fruit is 70% of a gibbon's diet. They share their fact with a partner.
- Students research and brainstorm ways to help save gibbons. They collaborate to make a wall chart to display their findings.
- Students draw a picture of a gibbon in the middle of a web. They write different words for gibbon characteristics branching out from the web and illustrate where possible.

Why Cats Eat Rats

GOALS

Comprehension

Making predictions: Help students to use the title of the book and the cover and title page illustrations to make predictions about the story.

Vocabulary

High-frequency Words: cat, dragon, jumped, horse, rabbit, fast, animals, water

Content Words: tiger, ox, monkey, rat, snake, sheep, rooster, swimming, happy, angry

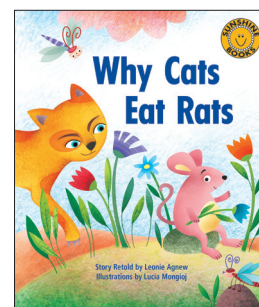
Phonics

Letters and Sounds: Identify and produce words that start with th as in thin (voiceless)

Words to Blend and Segment: think, thirteen, thought, through, thin, thick, three

Fluency

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



This is a traditional tale about why the Jade Emperor did not name a year in the calendar after cats.

Before Reading

- Read the title and the names of the author and illustrator. Read the title together. Ask: How does the sound of the title set the scene for the story? The words cats and rats rhyme. This is called assonance. It is a skills writers use to enhance their writing.
- Ask: Leonie Agnew retold this story. What does that mean? Tell students that this is a traditional tale. It has been reimaged by the author from an old story.
- Together look at the cover picture. Discuss what students see. Ask: What are the cat and rat doing? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Help students to use the cover and title page illustrations 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 *tiger, ox, monkey, rat, snake, sheep rooster, swimming, happy, angry* 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.
- On pages 2–3, ask: What do you see happening? Locate the tricky words *Jade, emperor, calendar, decided, kingdom* to confirm. Discuss their meaning. Make sure the words look right, sound right and make sense.
- Read the sentences together. Ask: What animals do you see on the circular calendar? Can you name them? There are 12 animals on the calendar.
- On pages 4–5, have students discuss the 13 animals they see in the illustration. Look for the tricky words *thirteen, rooster, rabbit* to confirm. Read the sentences together.
- Follow this pattern up to page 23. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Ask: Who did you think would win the swimming race? Why was the race unfair? 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?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: Which animal missed out on being on the calendar? Why did rat come first? Why was Ox unhappy? Do you think Ox is smarter than rat? Why? Why was Cat angry? What message can we learn from this story? Why do you think the author chose this traditional story?
- What type of genre is this story? Do you think it could be based on facts?
- Reread the story together making sure students are aware of the punctuation marks and changing voices for the characters.
- Students look at the back cover and discuss when they were born and which animal they are.
- Reread page 10 focusing on the punctuation. Demonstrate how reading without punctuation marks sounds and then repeat acknowledging the difference when you use them. Have students notice how the meaning becomes clearer when punctuation marks are observed.

Phonics:

- Identify and produce words that start with th as in *thin* /th/(voiceless).
- Write the words *think, thirteen, thought, through, thin, thick, three* on the board to practise blending and segmenting the onsets and rimes together as a group. e.g. th-ink, think. Read them together and talk about the meaning of each. Think of more th words to add to the list.

Word Study

- Talk about the words *cat, dragon, jumped, horse, rabbit, fast, animals, water*. Read them together. Ask students to locate the words in the text. Discuss the meaning or use of each word in the book, e.g. on page 12 *jumped* is the past tense of jump.
- Discuss the past tense verbs *crept, forgave, frowned*. Ask: What are the base verbs? Build a list of other past tense verbs from the story.
- Look for present tense verbs ending with -ing, e.g. *swimming, pulling, fighting*. Brainstorm a list and read them together. Note that swim has an extra m before -ing.
- Ask students to retell the story in their own words. They record the retelling for further discussion and reflection.

Fluency

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

Writing

- Have students make a web about one of the animals. They draw the animal and list their characteristics.
- Ask: Do you have a cat or know someone with a cat? Write about what the cat likes or dislikes, e.g. Does it like rats? Does it like going in water? Students illustrate and share.
- Ask if students know the saying , “strong as an ox”. Where do they think it originated? Brainstorm other sayings and research where they came from. Students record and share.

Saving for a Rainy Day

GOALS

Comprehension

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

Have you ever saved or collected something to keep for a later time?

Vocabulary

High-frequency Words: much, bear, keep, any, only, most, mother, animals

Content Words: saving, rainy, father, extra, store, collect, honey, nectar, summer, winter

Phonics

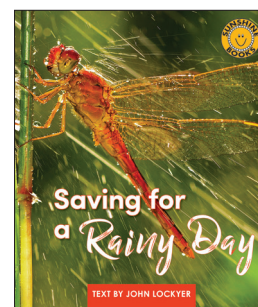
Letters and Sounds: Recognise and produce words that have the same vowel sound -ur

Words to Blend and Segment: turns, burn, return, curls, purrs, burst

Fluency

Pick a page that most students can read easily. Ask them to re-read it with pace and expression.

Model how to do this if necessary. Students repeat.



All sorts of creatures need to be sure they have enough to eat in case there is a problem. Here is how they do it.

Before Reading

- Read the title and the name of the author. Ask students what they think the title means. What do they know about saving? Discuss what they see on the cover and the title page.
- Talk about the meaning of saving. Ask: What do you think the reference to a rainy day might mean? Read the title and the name of the author together. Ask: What do you think this book will be about?
- Look at the pictures on the title page. Ask: What animals do you see? What could they be saving? And what for?
- Talk/walk through the pictures. Notice the various ways of saving. Discuss what students see on each page. Bring words like *saving, rainy, father, extra, store, collect, honey, nectar, summer, winter* into the conversation.
- Have students think about a time when they have saved or collected something to keep for a later time.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photos? What is the girl doing? What is she holding? Look for tricky words like *saving, rainy, extra, especially*. Break the words into chunks or syllables, e.g. *sav-ing, saving*. Talk about the meaning. Then read the text together pointing to the words as they are read, making sure they make sense, sound right and look right.
- On pages 4–5, discuss the picture. What do you see? What is the polar bear doing? Look in the text for clues. Share experiences of saving food. Why does the polar bear need to store food? Find the tricky words *store, summer, winter*. Read the words together.
- Follow this pattern for each page discussing the pictures, what is being saved and the tricky words before reading each page.
- Students look at the index and find the page with information about spiders. They ask a partner questions about the index, e.g. Which page has information about camels?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: What do beavers save? What does a camel store? What does hibernate mean?
- Discuss the ending and what we do to store food. What have students learnt from this book?
- Discuss the possible reasons for the author writing this text, e.g. passion for saving; to share information; to stimulate interest; to encourage being careful with money.
- Re-tell the text using the pictures on each page as a guide. Discuss the things that can be saved and the ways they can be stored.
- What shape are the designs on the page numbers? What effect has the designer had on the book by adding these? Why has this raindrop shape been used?
- Look at the back cover and discuss which things students might save for a rainy day.

Phonics

- Recognise and produce words that have the same vowel sound -ur. Write the words *turns*, *burn*, *return*, *curls*, *purrs*, *burst* on the board to blend and segment and say them as a group, e.g. *t-ur-ns*, *turns*. Together brainstorm more words that have -ur, e.g. *burning*, *curled*, *bursting*, *burnt*.

Word Study

- Talk about the words *much*, *bear*, *keep*, *any*, *only*, *most*, *mother*, *animals*. Copy 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. Make up a crossword together using the meanings as clues, e.g. What is the opposite of least? (most)

Fluency

- Pick a page that most students can read. Ask them to re-read it with pace and expression. Model how to do this if necessary. Students repeat after you.

Writing

- Students write and illustrate a fact from the text, e.g. Moles collect live earthworms. They share this with a partner.
- They write about something they have saved or collected to keep for a later time. They illustrate and share.
- They make a diagram to show how the Emperor penguin family look after themselves and their chick. They can use arrows to show who goes for food and when.
- They make a web with “Saving” in the middle and animals that save something branching out from the web. They illustrate and label the names of the animals and what they store.
- They design a poster showing the importance of saving. They label and illustrate it and share with the class.