

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:

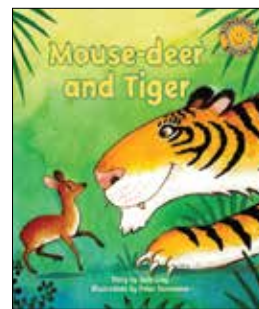
th voiced

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.

We Need to Read

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: about, any, away, be, help, make, there, very

Focus Content Words: blind, braille, code, family, friends, glasses, letters, pets, toys, words

Phonics

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

ou out

Words to Blend and Segment: about, cloud, loud, out, shout

Fluency

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



We read every day, for all sorts of reasons. We need to read!

Before Reading

- Ask students to talk about what they know about reading and why we need to read.
- Read the title together. Read the name of the author to them. Discuss what students see in the pictures on the cover and title page. Ask: Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true.)
- Help students use the title of the book and cover illustration to make predictions about what might be in the text.
- 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 how books make people feel happy or focused. Students discuss what books they see on each page and who is reading them. Bring words like *blind, braille, code, family, friends, glasses, letters, pets, toys, words* 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 different reasons we read? What can you say about the children in the picture? Do you recognise any of the books? Which ones have you read?
- Look for tricky words like *learn, enjoy, find out about* in the text. Break the words into chunks or syllables, e.g. *en-joy*. Students read the text, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Ask: What places can we read? Find the words *home, school, work* in the text. Read the words together.
- Follow this pattern for each page, discussing the pictures before reading each page. Discuss the ending after turning to page 16.
- Students use the index and find information about school. They ask a partner questions about the index, e.g. What page are glasses on?

After Reading

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

- Ask students about people who can not see. How can they read books? (Braille) How does braille work? What do people use if they can't see very well, but are not blind? (glasses)
- Discuss and model how to identify the main idea of the text.
- Discuss page 16 and what it means. How does reading feed the mind? How does reading make leaders? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Look at the back cover. Have students finish this sentence to show how they feel. *A day without reading is like...* If they aren't sure, could they try some time without reading? Are they able to do it? How does it feel?
- Look at the design on the page numbers. What is it? What does this feature add to the book?

Phonics

- Write the words *about, cloud, loud, out, shout* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /cl/-oud, *cloud*. Brainstorm more words with -ou to add to the list, e.g. doubt, couch, pouch.

Word Study

- Talk about the words *about, any, away, be, help, make, there, very*. Read the flash cards from the inside front cover 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 from the book. They write the matching sentence from the text.
- Discuss words that are metaphors (a comparison without like or as) on page 16. Reading is feeding the mind. Readers are leaders.
- Have students find compound words in the story, e.g. *anyone, newspapers, ourselves, without, yourself*. They say their meaning and then break them apart into two words.
- Have students describe what you find in a library. Use page 6 to help you. Who benefits from libraries? Have you ever been to a school or a public library? They share their experiences.

Fluency

- Practise rereading the story with a partner (orally), sharing information.

Writing

- Have students write a new text using the pattern of the text, e.g. Reading can help us to make things. They illustrate the thing to make and share this with a partner.
- *Reading can...* (page 8) How can it help us be friends when we are far away?
- Have students make a reading web with a picture of a book in the middle and all the things that reading can do for us coming out from the web. They label and draw the things. They share with a partner as a re-tell of the text.
- Students make a survey of all the different things that can be read in the classroom. Who can find the most? They report the findings to 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

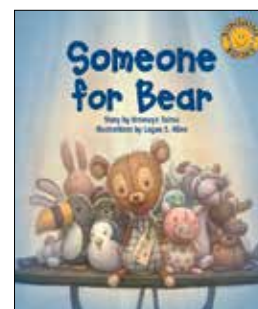
Letters and Sounds: Recognise and produce words that have the same vowel sound:

-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.

Juliet's Scarf

GOALS

Comprehension

Re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to?

Vocabulary

Focus High-frequency Words: ask, before, big, first, get, going, now, very

Focus Content Words: elephant, giraffe, idea, knitting, monkey, neck, scarf, throat, trunk, warm

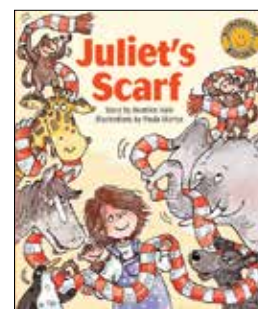
Phonics

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

Words to Blend and Segment: scab, scale, scarf, scone, scoop

Fluency

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



Juliet loves to knit but she can't find anyone to wear the scarf she has knitted.

Before Reading

- Read the title and the names of the author and illustrator. Notice the apostrophe in the title. Ask: What is it for? (the scarf belongs to Juliet) Look at the cover picture. Ask: What do you see? What can you say about the scarf? What is Juliet doing in the picture? How would you describe Juliet? Have students relate any knowledge of scarves.
- Help 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 in this picture compared to the cover? What is it showing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Juliet on each page or the animals. Bring words like *elephant*, *giraffe*, *idea*, *knitting*, *monkey*, *neck*, *scarf*, *throat*, *trunk*, *warm* into the conversation.
- On page 14, have students predict what might happen.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: What is Juliet doing? Find the word *knitting* with a silent k to confirm. What is she knitting? Find the word *scarf*. Notice what is happening on page 3. Find the word *longer*. Read the sentences together.
- On pages 4–5, ask: What is Juliet doing now? Look for the words *father* and *dog* in the text to confirm this. Read the sentences together. What do you think Juliet will try next?
- Follow this pattern for each page up to page 14, 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.
- Students discuss what they see in the illustration. Read the text together. Ask: What is Juliet going to knit next? Did you like the ending? Why? How would you read the sentence? What did you think of the way the long scarf was used in the end? How would you have used it?

After Reading

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

- Is this a fiction or nonfiction book? How do you know?
- Students re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to? How did they all feel at the end of the story?
- Reread the story together, varying voices for the different characters.

Phonics

- Write the words *scab*, *scale*, *scarf*, *scone*, *scoop* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /sc /ab/. Demonstrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with /sc/ to write up on the board. Read them together, e.g. scan, scare, scalp, scar.
- Talk about words where gh sounds like /f/, e.g. *coughing* on page 11. Students say the word and think of more, e.g. laugh, tough, rough, trough, enough. Students make a gh /f/ web.

Word Study

- Talk about the words *ask*, *before*, *big*, *first*, *get*, *going*, *now*, *very*. 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 game in pairs. Discuss the meaning or use of each word in the book, e.g. *before* is the opposite of *after* on page 2.
- Find words with possessive apostrophes, e.g. *Juliet's scarf*, *Jane's horse*, *giraffe's throat/neck*; *elephant's trunk*, *horse's neck*. Students practise using these with a partner.
- Find the words *first* and *second* on pages 11 and 12. How many zookeepers were in the story? How many monkeys were in the story. What did they do?
- 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

- Practise re-reading the story with a partner (orally). Remember to use a variety of intonation and expression to make the characters sound interesting.

Writing

- Discuss the back cover and have students re-tell the story using these pictures.
- Students make a summary chart of the story answering the question words: Who? What? When? Where? Why? How? They label and illustrate, then share with the group.
- Demonstrate how to knit so that students could knit a square each to be made into a rug or for animals in shelters.

Art Outside the Frame

GOALS

Comprehension

Making predictions: Help students to use the title of the book and the cover illustration to make predictions about the text.

Vocabulary

Focus High-frequency Words: all, let, made, not, some, their, when, with

Focus Content Words: art, artist, carve, clay, frame, mould, sculpture, stone, wheel, wood

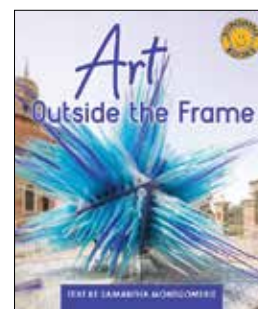
Phonics

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

Words to Blend and Segment – present text: adds, looks, makes, shapes, uses

Fluency

Choose a heading from the Contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.



This book is about art that isn't flat and isn't usually on a wall. We call it sculpture.

Before Reading

- Read the title together. Ask: What could this mean? Discuss what they see in the pictures on the cover and contents page. What do the photos show about art? Help students to use the title of the book and the cover illustration to make predictions about the text.
- How do you know that this book is non-fiction? Who wrote the text? Have you read any others books by Samantha Montgomerie? (*Flamingoes Everywhere*, *What's Your Fur For?*) What did you think of them?
- Read the title and the contents to get an idea of what kind of art is going to be in the text.
- Talk/walk through the pictures. Notice the different kinds of art that is not in a frame. Discuss what students see on each page. Bring words like *art*, *artist*, *carve*, *clay*, *frame*, *mould*, *sculpture*, *stone*, *wheel* and *wood* into the conversation. Ask: What is a sculpture? (page 2).

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? This is a very famous sculpture. Look at the text to see why it is a sculpture. Look for tricky words like *frame*, *flat*, *sculpture*, *different*. Break the words into chunks or syllables, e.g. *fr-ame*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, ask: What do you see? Share experiences of seeing a statue. Is there one near our school or in the town? Look for the tricky words *sculpture*, *carving*, *artist*, *stone*, *wood*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what the different features and tricky words are before reading each page.
- Students go to the index and find the page where there is more information about a mould. They ask a partner questions about the index, e.g. what page is metal on?

After Reading

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

- What does *mould* mean on page 8? How is it different to mould on food? Prompt if needed.
- Discuss the ending and the interesting sculpture on page 16. Can you make a stone sculpture like that? How do sculptures make us think? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Model how to identify the main idea of the text. Read the chapters and decide on a main idea for each. Then see if a theme appears to show the main idea of the text.
- Students re-tell the text using the pictures on each page as a guide. Together discuss the feature of sculptures and art outside the frame. How is this book similar or different to *Art Inside the Frame*?
- Look at the back cover to discuss what these sculptures are made of.

Phonics

- Write the words *adds, looks, makes, shapes, uses* on the board to chunk and say them as a group, e.g. *add/s, l/ook/s, m/ake/s, sh/ape/s, use/s*. Brainstorm more words ending in -s/es, e.g. *think/s, call/s, carve/s*.
- Students find all the verbs ending in -ing in the text (present continuous tense). They can use the contents page to help. They fill in a three-column chart with the base verb (present tense), the present continuous and the past tense beside them, e.g. *carve, carving, carved*.
- Together identify one-syllable words in the book to clap, e.g. *clay, art*. Then have students clap two-syllable words, e.g. *carv/ing; i/deas*.

Word Study

- Talk about the words *all, let, made, not, some, their, when, with*. 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 features in the book. They write the matching sentence from the text.
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations and the question words – how, when, where, why, who, what. For example, *Using Clay* page 6. Question: 1. How do artists shape clay? Students ask a partner their questions to have a fun quiz.

Fluency

- Choose a heading from the contents page and find the related pages. Model reading them in an interesting way. Students repeat the process with a partner.

Writing

- Have students write and illustrate a fact from the text. They share this with a partner.
- The class can use their imagination to use some wire, old parts, stones or clay to create a sculpture. They display it and write about it.
- Have students make a flow diagram to show the steps to making a sculpture using a mould and liquid. They refer to page 8 to help them.

Art Inside the Frame

GOALS

Comprehension

Making connections: Read the fact on the back cover. Think about a time when something similar has happened to you? Have you ever mixed paints like an artist?

Vocabulary

Focus High-frequency Words: around, how, make, new, right, that, their, what

Focus Content Words: artist, bridge, flowers, fruit, painting, people, place, think, tree, world

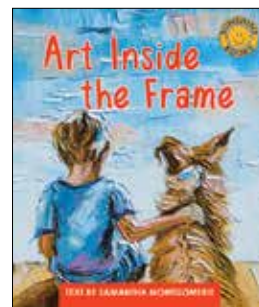
Phonics

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

Words to Blend and Segment: brain, chain, pain, paint, rain

Fluency

Practise rereading the text with a partner (orally), sharing information.



This book is about the art that hangs on the wall in a frame and what it shows us.

Before Reading

- Read the title together. Discuss what students see in the pictures on the cover and contents page. Ask: What do you think the book will be about? How do you know that this book is non-fiction? Who wrote the text? Have you read any other books by Samantha Montgomerie? (*Miss Twinkle*, *You Are a Star*, *Light Show Under the Sea*) What did you think of them?
- Read the title and the table of contents to get an idea of what will be in the text.
- Talk/walk through the pictures. Notice the different styles of artwork that appear in frames. Discuss what is on each page. Bring words like *artist*, *bridge*, *flowers*, *fruit*, *painting*, *people*, *place*, *think*, *tree*, *world* into the conversation. Students notice the difference between realistic and imaginative art. (between art that comes from the artist's imagination and art that shows real objects and people)

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, have students talk about how this painting makes them feel. Ask: What can you see in this scene? Do you think the sky is realistic? Why? Why not?
- On pages 4–5, ask: What do you see in the pictures? (An artist's garden: one is a photo and one is a painting.) How can you tell which is a photo? Look at the text to help you. Look for tricky words like *artists*, *painting*, *around*, *bridge*, *garden*. Break the words into chunks or syllables, e.g. *art/ists*. Read the text together, pointing to the words as they are read.
- On pages 6–7, ask: What do you see? (paintings that look like photos) Find the tricky words like *flowers*, *fruit*, *animals*, *colours*, *everything*, *right*, *photograph*. Break them into chunks, e.g. *fl-ow-ers*. Read the sentences together.
- Follow this pattern for each page, discussing the pictures, what the different features and tricky words are before reading the text.
- Students look at the index and find the pages with information about artists. They ask a partner questions about the index, e.g. Which pages have information about paintings?

After Reading

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

- Discuss how paintings make us think in new ways. What does *art inside the frame* mean? What do you think the author's purpose was for writing the book? What have you learnt from this book? Where would you see art like this every day?
- Students re-tell the text using the pictures on each page as a guide. They discuss the features of the art as they appear.
- Read the fact on the back cover. Students think about a time when something similar happened to them. Have you ever mixed paints like an artist? Share experiences. What colours did you make? What colours can you mix to make another colour? Students can refer to *Colour Magic* (Level 11).
- How is this book similar to *Art Outside the Frame*?

Phonics

- Write the words *brain, chain, pain, paint, rain* on the board. Chunk and say them as a group, e.g. *br-ain*. Brainstorm more words with -ai, e.g. brainstorm, wait, bait.
- Together think of words starting with ph (f) like *photo, photograph, phone* and *phonics*. Write these on the board and have students practise saying them. They make a ph web, illustrating the words.

Word Study

- Talk about the words *around, how, make, new, right, that, their, what*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context. Play a spelling game with the cards.
- Students find the word *imagination* on page 13. Break it into syllables, *i/mag/in/a/tion*. They find the base word on page 16. (*imagine*) What do these words mean?
- 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.
- Students look for compound words in the text, e.g. *everyday, everything something, sometimes*. They list the two words and then the compound word along with the meaning. They can add other compound words they know to the list.
- Organise a quiz. Choose one chapter to reread and write questions about it using information from the text or from the illustrations. For example, *People* on page 8 – Question: 1. How were people shown before photos? They ask a partner the questions to have a fun quiz.

Fluency

- Practise re-reading the text with a partner (orally), sharing information.

Writing

- Have students write and illustrate a fact from the story, e.g. *Some artists paint worlds that are not real*. They share this with a partner.
- Students experiment with mixing paints as on the back cover. They document the colours they make with photos. They mount their photos and label each one with the colours they used.
- Plan a school or class trip to an art gallery to view paintings. Students write a review in the form of a blog to share their experience.

Different But the Same

GOALS

Comprehension

Discuss possible reasons for the author writing this text, i.e. showing how we all have similarities as well as differences.

Vocabulary

High-frequency Words: way, our, well, small, green, more, long, eyes

Content Words: brown, different, same, curly, wavy, respect, skin, freckles, colour, feelings

Phonics

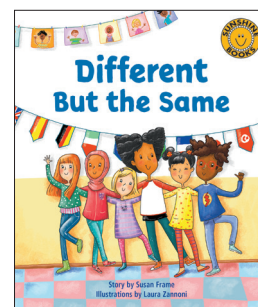
Letters and Sounds: Identify and produce rhyming words, e.g. inside/pride; me/be; day/away

Words to Blend and Segment: -ear; hear, wear, hearing, wears, bear, pear, footwear

Fluency

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

Ask: What can be learnt from this story?



The children in the classroom are different in lots of ways. But they all have the same feelings deep inside.

Before Reading

- Read the title and the names of the author and illustrator. Notice the opposites in the title. (*different/same*) Ask: What do they mean? How does the sound of the title set the scene for the story? What could the title mean? Have you read any other stories by Susan Frame? Did you enjoy them? Together look at the cover picture. Discuss what you see. Ask: Is this a fiction or non-fiction 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 is the girl doing? What do you think might happen in the story now?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *brown, different, same, curly, wavy, respect, skin, freckles, colour, feelings* into the conversation. Stop at page 23 and have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator together.
- Look at the picture on pages 2–3. Ask: What are the girls doing? What do you see in the classroom?
- Locate the tricky words *different, instance, straight* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Notice the rhyming words.
- Turn to pages 4–5. What is happening in the classroom now? Look for the tricky words: *brown, curly, wavy*, in the text to confirm. Read the words together. Notice the rhythm and the rhyming words.
- Follow this reading pattern for each page up to page 23, using the illustrations, text and contextual cues to read the words together noting the punctuation, rhythm and rhyme.
- 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 on page 24. 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 text.

- Who is telling the story? What does respect mean? Prompt if needed.
- Ask: What type of genre is this story? Do you think it could be based on true facts?
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
- Re-read the story together paying attention to punctuation marks, rhythm and rhyme.
- Look at the back cover. Discuss how these two boys are different or the same. Discuss how students are different from or the same as their friends.
- Re-read page 14 focusing on the punctuation. Focus on the purpose of the capital letters, full stops 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.
- Discuss the possible reason for the author writing this text, e.g. showing how we all have similarities as well as differences. What can students learn from this story?

Phonics

- Write the words *hear, wear, hearing, wears, bear, pear, footwear* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *h-ear, hear*. Read them together and talk about the meaning of each. Think of more -ear words to add to the list, e.g. *wearing, pears, bears, ears*

Word Study

- Talk about the words *way, our, well, small, green, more, long, eyes*. 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. on page 22 “*the way we dress*” means how we look or the style of dress.

Fluency

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

Writing

- Students draw a picture to illustrate a sentence from the story. They write the sentence under it and then read their sentence to a partner, e.g. Simon and Delilah both wear glasses (page 17).

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

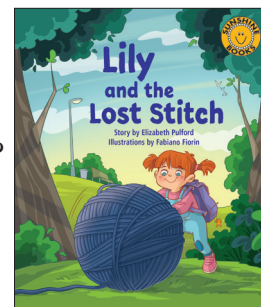
Letters and Sounds: Recognise and produce words that start with soft g (/j/)

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.

Art Is Us

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: us, lived, use/d, these, been, inside, would, called

Content Words: learn, important, art, decorate, past, paintings, cave, information, handwriting, stories

Phonics

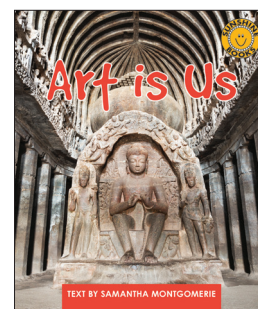
Letters and Sounds: Recognise and produce words that end with the same vowel sound -ure

Words to Blend and Segment: picture, figure, mixture, furniture, fracture, manure

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.



People all over the world use art to show what is important in their lives and cultures.

Before Reading

- Read the title and the author's name. Then read them together. Ask: What could the title mean? What do you know about art? Discuss what students see in the pictures on the cover and title page.
- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Read the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different places art occurs. Discuss what makes the art on each page. Bring words like *learn, important, art, decorate, past, paintings, cave, information, handwriting, stories* into the conversation.
- Before turning to page 24, ask students how they think the book might end.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What kind of art do you see? Look for tricky words like *important, decorate, learn*. Discuss their meaning. Break the words into chunks or syllables, e.g. *im-por-tant, important*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Read the heading. Find the words *past, paintings, cave* in the text. Talk about the meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures about art before reading each page.
- Look at the index and find pages where there is more information about tombs. Students ask a partner questions about the index, e.g. What page has information about hunting?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Check on the accuracy of students' predictions made at the beginning. Re-tell the text using the pictures on each page as a guide.
- Look at the back cover. Talk about the masks from Africa.
- Discuss and model how to summarise the text. Together, work through the text chapter by chapter, summarising each. Then look for a main thread or theme that might summarise the whole text.

Phonics

- Write the words *picture, figure, mixture, furniture, fracture, manure* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *fig-ure, figure*.

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Word Study

- Talk about the words *us, lived, use/d, these, been, inside, would, called*. 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 identify syllables in words and clap as you say them, e.g. *ab-or-ig-in-al, tribe, ter-ra-cot-ta, sym-bol*. Together find one-syllable words in the book to clap, e.g. *made, large*. Have students clap two-syllable words, e.g. *af-ter, in-side*.

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.

Writing

- Students make a web showing why art is useful to us, e.g. it tells us about the past. They label and illustrate their web. They can share it with the class.
- Students make an artwork about something that is special to them. They write some sentences to say what is special about it and what story it tells.
- Students create an approximate time line of the art in the text. They identify the country where the art originated, if known. They illustrate with a thumbnail of the art.
- Students research and write a story about ancient art, using inspiration from the text, e.g. totem poles, rock art, cave painting.
- Students research how calligraphy is a visual form of writing. They write sentences about it and give some examples.

Dragon Dance

GOALS

Comprehension

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

Vocabulary

High-frequency Words: magic, river, red, dragon, head, animal, night, want

Content Words: snake, festival, lanterns, front, behind, middle, luck, dance, brave, strong

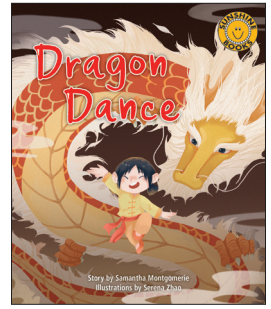
Phonics

Letters and Sounds: Recognise and produce words that have the vowel sound /i_e/ (long i) as in like.

Words to Blend and Segment: like, life, wise, bike, nice, price, knife

Fluency

Choral read parts of the story with students pointing to the words as they are read. (Model emphasising interesting words like twirl, swirl, twist, swish.)



Chan loves to dance and she especially wants to do the dragon dance at Chinese New Year.

Before Reading

- Read the title and the names of the author and illustrator. Notice the alliteration in the title. Explain to students that alliteration is a skill authors use to enhance their writing.
- Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is a dragon dance? Have they read any other stories by Samantha Montgomerie? Did they like reading them?
- Together look at the cover. Ask: What is the girl doing? Can you see a dragon? Is this a fiction or non-fiction 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? Is it the same dragon? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *snake, festival, lanterns, front, behind, middle, luck, dance, brave, strong* into the conversation. On page 23, 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 the girl doing? Is this the same girl as the one on the cover? What do you see happening? Locate the tricky words *swish, swirl, twist, twirl, festival, lanterns* to confirm. Discuss their meaning. Remind students to make sure the words look right, sound right and make sense.
- Read the sentences together. Notice the alliteration of sw and tw, e.g. *twist/twirl; swish/swirl*. How do these words sound? Can you picture dancing by swishing and swirling?
- On pages 4–5, ask: What is happening now? Look for the tricky words *colourful, jiggled, noticed*. Read the words together. Notice and emphasise the alliterative words again.
- Follow this pattern for each page up to page 23. 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 text.

- Ask: Why did Chang want to be the dragon's head? How did Dad change her mind? On page 12, what does Dad mean when he says "takes a whole team of dancers"?
- What type of genre is this story? Do you think it could be based on true facts?
- Discuss and model how to identify the main idea of the text.
- Re-read the story together making sure students are aware of the punctuation marks and changing voices for the characters.
- Look at the back cover. Discuss how dragons are important to Chinese people. Does this one look similar to the one Chang was part of?
- Re-read page 8, focusing on the punctuation. Demonstrate reading without punctuation and then repeat, acknowledging the difference when you use it. Notice how the meaning becomes clearer when punctuation marks are observed.
- Tell students that authors use similes to describe and compare two things. They use like or as, e.g. slither like a snake (page 12), flow like a river (page 12). Students find more examples in the story. They write their own example to share.

Phonics

- Identify and produce words with i_e (long i). Write the words *like, life, wise, bike, nice, price, knife* on the board to practise blending and segmenting the onsets and rimes, e.g. *l-like, like*. Read them together and talk about the meaning of each. Students think of more i_e words.

Word Study

- Talk about the words *magic, river, red, dragon, head, animal, night, want*. 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. On page 4 *want* means "would like".
- Students find words in the story starting with digraph ch, e.g. *choose, Chinese, Chang*. Brainstorm other words with ch.
- Students look in the story for words with the soft c like ice. (*noticed, dancer, dance, danced*) They think of other words to list and say.
- Students write another page for the story. They imagine what happened to the dragon in the sky. They illustrate and share their new endings.

Fluency

- Choral read parts of the story with students pointing to the words as they are read. Model emphasising interesting words like *twirl, swirl, twist, swish* on page 2.

Writing

- Organise a class project where students discuss what countries class members come from. They mark these on a world map. They talk about the different cultures and festivals that might be relevant. Have individuals draw and write about these to share and display.

Play Ball!

GOALS

Comprehension

Making connections: Ask: Have you ever played with a ball? What games have you played? Look at the cover. What game is being played here?

Vocabulary

High-frequency Words: away, how, or, has, been, small, fast, only

Content Words: catch, hit, throw, tennis, hockey, baseball, basketball, football, polo, soccer

Phonics

Letters and Sounds: Identify and produce compound words, e.g. softball, football, indoor

Words to Blend and Segment: Identify and produce words with ch: children, chase, punch, watch, catch, each

Fluency

Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.



A ball is used in so many sports.

Before Reading

- Read the title and the name of the author together.
- Ask: Have you ever played with a ball? What kind of game did you play?
- Look at the cover. What game is being played here? What is the girl doing with the ball?
- On the back cover, discuss which game uses each of the three balls.
- Talk/walk through the pictures. Notice the different places where balls are used. Discuss what ball game is being played on each page. Bring words like *catch*, *hit*, *throw*, *tennis*, *hockey*, *baseball*, *basketball*, *football*, *polo*, *soccer* into the conversation.

Reading the Text

- Read the cover together.
- Turn to pages 2–3, ask: What game are the people playing? What things are happening with the ball? Look for tricky words like *catch*, *hit*, *throw*. Discuss their meaning. Break the words into chunks or sounds, e.g. *thr-ow*. Then read the text together, students point to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *football*, *soccer*, *professional*, *millions* in the text. Talk about the meaning in context. Read the words together. Then read the text.
- Follow this pattern for each page, discussing the pictures and words before reading each page.
- Look at the index and find which pages have information about baseball. Students ask a partner questions about the index, e.g. Which pages have information on squash?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Re-tell the text using the pictures on each page as a guide. Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book? How many different types of ball games can you name?
- Look at the design of the page numbers. Ask: What is it? How does this feature add to the book?

Phonics

- Have students identify and produce compound words from the text, e.g. *softball*, *football*, *indoor*. They write the word and then the two words that make the compound word.
- Identify and produce words with *ch*. Write the words *children*, *chase*, *punch*, *watch*, *catch*, *each* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *ch-ase*. Students brainstorm more words with *ch* to add to the list, e.g. *check*, *choose*, *chick*. Explain that *c* and *h* combine to make one sound, the *ch*- digraph.

Word Study

- Talk about the words *away*, *how*, *or*, *has*, *been*, *small*, *fast*, *only*. 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 can play a spelling or memory game with the cards, e.g. unscramble words such as *wyaa* (*away*).
- Have students locate words that end with *ball*. These are compound words with the base word *ball*, e.g. *volleyball*, *basketball*, *baseball*, *softball*, *football*. Read the words. Write the words. Have students separate them and rejoin them, e.g. *volley* + *ball* = *volleyball*. They think of more ball games that include *ball* in the name.

Fluency

- Students choose an item from the index and find the page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.

Writing

- Students make a web showing ball games. They illustrate and label it and share with the class.
- Students write a riddle for a partner to guess what game or ball they are describing, e.g. I am small and made of rubber with a felt covering. I am often yellow. What am I? (A tennis ball)
- Have students write a poem saying why balls are incredible.
- Students draw a picture of a ball from the book and then write the matching sentence.
- Students choose a ball from pages 22–23 and write a guide to show how it is made. They may need to research the subject. They show the steps with arrows in a flow diagram and illustrate and share.

Shooting for the Stars

GOALS

Comprehension

Re-tell the text using the pictures on each page. Discuss what the different characters said about choosing Mia to be the spaceship pilot and how it made her feel. What can be learnt from this story?

Vocabulary

High-frequency Words: end, best, ever, said, out, before, need, their

Content Words: show, space, aliens, spaceship, stars, shooting, pilot, dance, planet

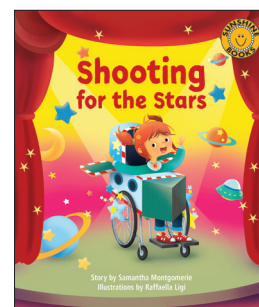
Phonics

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

Words to Blend and Segment: sh: show, she, shooting, showed, spaceship, rushed

Fluency

Model fluent reading of a section of the text using intonation for students to repeat. On pages 8 and 22, notice how you say the alliterative words (twisted and twirled)



Martina wants her end of year show to be the best one ever. She also wants to make sure that Mia, who uses a wheelchair, can join in.

Before Reading

- Look at the cover together. Ask: What is happening? What do you notice about the girl? What do you notice about her wheelchair? Explain that Mia is on the stage performing in a show. Even her wheelchair has a costume.
- Read the title and the names of the author and illustrator. Ask if students have read any other stories by Samantha Montgomerie. Ask if they liked reading them.
- Look at the title page illustration. Ask: What is the same or different about this picture compared to the cover? How does Mia look? Help students to use the title and cover and title page illustrations to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening with the class and Mia on each page. Bring words like *show, space, aliens, lasers, spaceship, stars, shooting, pilot, dance, planet* into the conversation. On page 23, 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.
- Turn to pages 2–3. Ask: What are the class doing? Find the words *Martina, planning, excited*. Discuss their meaning. Who is Martina? What is she thinking about? Read the page together.
- Turn to pages 4–5. Ask: What do you see? What do you think she is talking about? Find the words *space, loved, aliens, flashing* and *world* in the text to confirm this. Discuss their meaning. 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.
- Discuss what is happening in the illustration. Read the text together. Ask: How would you read the last two sentences? How are the girls feeling? Why did Martina say “It was out of this world”? What does that mean? Who else said those words? (Miss Lee on page 4.)
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: How would you describe Mia? How would you describe Martina and Miss Lee?
- Re-tell the text using the pictures on each page. Discuss what the different characters said about choosing Mia to be the spaceship pilot and how it made her feel. Ask: What have you learnt from this story?
- Look at the back cover. Talk about how Mia is feeling on these pages from the story. Why is she feeling this way?

Phonics

- Write the words *show, she, shooting, showed, spaceship, rushed* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-ow, show*.
- Brainstorm other words with *sh* as in *show* to write on the board. Read them together, e.g. *shout, share, shop*.
- Look for words with *oo* in them, e.g. *shooting, looking*. Notice there are two different sounds for *oo*. Build two separate lists for the two sounds. Use words like *moon, stood, looped, took, looking, soon*. Read the lists as a class.

Word Study

- Talk about the words *end, best, ever, said, out, before, need, their*. 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 spelling or memory game in pairs. Discuss the meaning or use of each word in the book. Make sentence strip definitions to match to the words. Convert these into a crossword puzzle for others to do.
- Look at the words *best* on page 2 and *worst* on page 8. Ask: What do they mean? Explain that they are superlatives for the adjectives *good* and *bad*. What is the superlative for *great*? Do the same for other adjectives, e.g. *small, big, long, dark, tall*. Add the comparatives. Build a three-column chart for the adjective, comparative and superlative.

Fluency

- Model fluent reading of a section of the text using intonation for students to repeat. On pages 8 and 22, notice how you say the alliterative words (*twisted* and *twirled*).

Writing

- Students make a time line noting the events in the story from Mia's point of view. They illustrate and label it, then use it to re-tell the story to the class pretending they are Mia.
- Students draw a picture from the story. They find a matching sentence, write it and read it to a partner, e.g. It felt like the worst show ever for Mia (page 8).
- They write instructions for converting Mia's wheelchair into a spaceship. They include some of the words: first, next, then, last. They can use page 18 to help.
- In groups students write a script for the play. They list the cast and the scenery. They write parts for the characters to say and act it out to another group.

Standing Strong

GOALS

Comprehension

Is this book fiction or non-fiction? How do you know? (photos) What is the difference? (Non-fiction is true and informs.) Make predictions about the text from the cover and title page photographs. Walk through the pages to confirm.

Vocabulary

High-frequency Words: people, better, take, want, wanted, white, many, same

Content Words: standing, strong, differently, changed, stood, improve, world, ideas, equal, actions

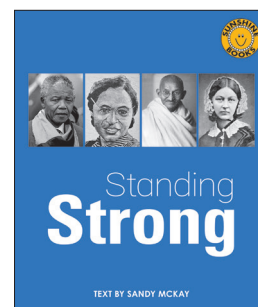
Phonics

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

Words to Blend and Segment: stand/ing, strong, peo/ple, be/cause, coun/try

Fluency

Choose a heading from the contents page. Find the related pages. Model reading them in an interesting way. Students repeat the process with a partner



This book looks at people who stood up for the principles of fairness and justice.

Before Reading

- Ask: What do you see on the cover? What do you understand by the expression *standing strong*? Discuss the different people on the cover. Do you recognise any of these people? Look at the contents page for clues.
- Read the title. Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Students make predictions about the text from the cover and title page photographs.
- Talk/walk through the pictures. Notice the photos of people throughout. Ask: Why do you think most of them are black-and-white photos? Discuss what the people were standing strong for. Bring words like *standing, strong, differently, changed, stood, improve, world, ideas, equal, actions* into the conversation.

Reading the Text

- Read the cover and the title page together. Ask: What is happening in the photo on the contents page? Read the table of contents.
- On pages 2–3, ask: Who are the photos of? What did they stand strong for? Look for tricky words like *stood, strong, action, dangerous, difficult*. Break the words into chunks or syllables, e.g. *ac-tion, action*. Talk about the meaning of the words. Then read the text together, pointing to the words as you read.
- On pages 4–5, discuss the photos and whether students know anything about Emmeline Pankhurst. Find the words *country, thought, unfair* in the text. Talk about their meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the people are standing strong for. On page 24 ask: Do you recognise anyone on this page?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: Why did Nelson Mandela go to prison?
- Re-tell the text using the pictures on each page as a guide. Discuss the ending. Ask: Is it good to stand strong? Why do we need people like these to stand up for fairness? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Read the back cover. Have a discussion on standing strong for the planet. Link to page 24 and what Greta Thunberg stands strong for.

Phonics

- Students identify syllables in words and clap as they are spoken. They find words with one, two, three and four syllables in the text to say and clap, e.g. *black*, *pris-on*, *Man-del-a*, *com-for-ta-ble*. Organise the words into a four-column table.

Word Study

- Talk about the words *people*, *better*, *take*, *want*, *wanted*, *white*, *many*, *same*. 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 and discuss their meaning in context. Write the meaning on a sentence strip so students can play a game to match the words with their meanings.
- Brainstorm words that end in -le where the e is silent, e.g. *people*, *comfortable*, *example*, *terrible*, *able*. Together discuss their meaning. Find *able* on page 18 and discuss how it is used in the text.
- Talk about the r controlled vowel sound. This is where the vowel changes when followed by the letter r. Students locate words with the ar vowel sound in the text, e.g. *hard*, *parks*, *marched*.

Fluency

- Choose a heading from the contents page, find the related pages and model reading them in an interesting way. Students repeat the process with a partner.

Writing

- Students write a new chapter using the pattern of the text, e.g. People stand strong because.... They illustrate their writing and share with a partner.
- They draw a picture of someone standing strong from the book. They write the matching sentence from the text.
- They choose one person from the book. They read about them and write a quiz where the answers are in the text. For example, Mahatma Gandhi, Question 1: What year was he born? They have fun with a partner answering and asking quiz questions.

Inventions

GOALS

Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.

Vocabulary

High-frequency Words: old, when, new, first, another, thought, book, liked

Content Words: invention, ideas, chocolate, inventor, strong, easy, customer, cornflakes, register, frisbee

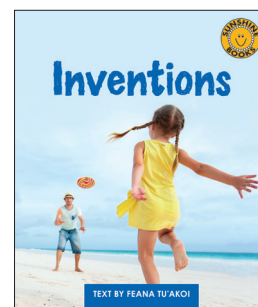
Phonics

Letters and Sounds: Identify and produce words with the vowel sound oi (oy)

Words to Blend and Segment: oil, ballpoint, boil, foil, spoil, toil, moist, joining

Fluency

Model fluent reading of a section of the text using expression to differentiate between old and new for students to repeat.



Inventions make our lives easier and more exciting. Some of them took a long time to evolve; others happened quickly and often by chance.

Before Reading

- Read the title and the name of the author. Then read them together.
- Discuss what students see in the pictures on the cover and title page. Ask: What do they show about inventions? What is being thrown on the cover? What has the chocolate on the title page got to do with inventions? What do you think this book will be about? How do you know that this book is non-fiction?
- Look at the back cover fact. Ask: What do you see? Why is this invention important? Read the information. How long ago was it invented?
- Read the table of contents to give an idea of what is in the text.
- Talk/walk through the pictures. Notice the different ideas people have had. Discuss what students see on each page. Bring words like *invention*, *ideas*, *chocolate*, *inventor*, *strong*, *easy*, *customer*, *cornflakes*, *register*, *frisbee* into the conversation. Ask: What do you notice about the inventions on the time line on pages 22–23? The inventions begin with old ideas and move up to modern ones like the frisbee.

Reading the Text

- Read the cover and the contents page together.
- Turn to pages 2–3. Ask: What inventions do you see in the pictures? Which ones are old? Look at the text labels beside each picture to see when they were made. Look for tricky words like *inventions*, *safer*, *easier* in the text. Break the words into chunks or syllables, e.g. *in-ven-tions*. Then read the text together pointing to the words as you read.
- On pages 4–5, discuss the pictures. Ask: What do you see? Find the tricky words *inventors*, *ideas*, *history*, *safety*, *ancient*, *Egypt*. Read the words together. Then read the text together making sure the tricky words sound right, look right and make sense.
- Elicit the meaning for “They didn’t last.”
- Follow this pattern for each page discussing the pictures and what the different features are before reading each page.
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Model asking questions about the text to help reinforce the idea of reading with a purpose. Ask: What is an accidental invention? Give examples of how inventions have changed lives.
- Re-tell the text using the pictures on each page as a guide. Discuss the different types of inventions as they appear in the text.
- Look at the design on the page numbers. Ask: How does this effect add to the design of the book? Why do you think a light bulb was chosen?
- Students make a quiz where the answers are in a chapter of the text. For example, Nature, Question 1: What is one invention from nature? They ask a partner the questions.

Phonics

- Identify and produce words with the vowel sound oi (oy). Write the words *oil, ballpoint, boil, foil, spoil, toil, moist, joining* on the board to chunk and say them as a group, e.g. *sp-oil, spoil*. Brainstorm more words with oi, e.g. *boiling, moisture, spoilt*. Draw attention to how the words with oy (*boy, toy, annoy*) have the same sound.
- Students identify syllables in words and clap as they are spoken, e.g. *in-vent-or*. Together find one-syllable words in the book to clap, e.g. *straw, lock*. Have students clap two-syllable words, e.g. *fris-bee, corn-flakes*.

Word Study

- Talk about the words *old, when, new, first, another, thought, book, liked*. 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.

Fluency

- Model fluent reading of a section of the text using expression to differentiate between old and new for students to repeat.

Writing

- Students write and illustrate an invention from the story. They share it with a partner.
- They make a flow chart to show how the post-it note was invented. They include arrows, illustrations and labels or captions.
- Brainstorm a problem that might be solved by a new invention. Students write about it and draw their invention.

Taking Pictures

GOALS

Comprehension

Re-tell the text using the pictures (photos) on each page. Ask questions.

What can be learnt from this text?

Vocabulary

High-frequency Words: first, dark, began, ever, found, room, really, through

Content Words: cameras, taking, pictures, digital, computer, light, photo, colour, movies, phone

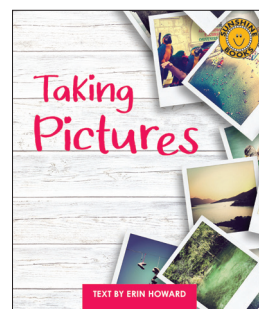
Phonics

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

Words to Blend and Segment: photo, phone, photograph, dolphin, elephant

Fluency

Choose an item from the index. Find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.



Nowadays we can take a photograph on our phone, but it wasn't always like that. This book explores the history of photography.

Before Reading

- Read the title together. Ask: Have you ever taken pictures? Discuss what students see on the cover and the title page. What do the photos show about photography? Who wrote this text? Have you read any other books by Erin Howard? Students share their experiences. How do you know that this book is non-fiction?
- Read the table of contents to get an idea of what might be in the text.
- Talk/walk through the pictures. Notice the different types of camera that have been invented over the years. Discuss what students see on each page. Bring words like *cameras*, *taking*, *pictures*, *digital*, *computer*, *light*, *photo*, *colour*, *movies*, *phone* into the conversation. Ask: What was the first camera like? What kind of camera do we mostly use today?

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photo? What kind of photo are the children taking and what are they using to take the photo? Look for tricky words like *camera*, *pictures*, *began*. Break the words into chunks or syllables, e.g. *cam-er-a*, *camera*. Discuss their meaning. Then read the text together.
- On pages 4–5, discuss the picture. Ask: What do you see? Share experiences if anyone has used one of these. Was it easy to use? Look for and discuss tricky words like *obscure* and *pinhole*. Read the text together.
- Follow this pattern for each page, discussing the pictures and the different features before reading each page.
- Look at the index and find the page with information about filters. Students ask a partner questions about the index, e.g. Which page has information about movies?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Look at the back cover to see the cameras and to discuss who they might be taking pictures of.
- On pages 18–19, ask: What changes did Kodak make?
- Re-tell the text using the pictures on each page. Ask: What can be learnt from this text?
- Look at the design of the page numbers. How does this effect add to the design of the book?
- Discuss the ending and what filters are for.
- Ask: What was the author's purpose for writing the book?

Phonics

- Recognise and produce words that have the ph /f/ sound. Write the words *photo*, *phone*, *photograph*, *dolphin*, *elephant* on the board to chunk and say them as a group, e.g. *pho-to*, *photo*. Together brainstorm more words with ph, e.g. *alphabet*, *sphere*, *nephew*.

Word Study

- Talk about the words *first*, *dark*, *began*, *ever*, *found*, *room*, *really*, *through*. 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 and discuss their meaning in context. Make a crossword puzzle together using these words as answers and their meanings as clues.
- Have students look for compound words in the story, e.g. *pinhole*, *sunlight*, *anything*, *outside*. List the two words and the compound word on the board along with the meaning. Add other compound words students suggest.

Fluency

- Choose an item from the index and find the related page. Model reading it so that the meaning of the item is emphasised. Students repeat the process.

Writing

- Students draw one of the cameras from the book. They write the matching sentence from the text.
- Students write and illustrate a fact from the story. They share their fact with a partner.
- Students create a new text called *Moving Pictures*. They write a chapter about what it would have been like to see movies for the first time.
- Students collaborate to make a model of a pinhole camera with a cardboard box. They write step-by-step instructions.
- Students draw a time line showing the developments in camera technology. They can use pages 22–23 for reference. They illustrate, label and share.
- Students make a quiz based on a chapter in the book. For example, Letting in Light, Question 1: Why was a black cloth used? Students ask a partner their questions.

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

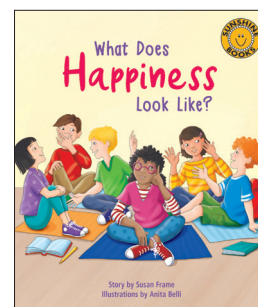
Phonics

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.