

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

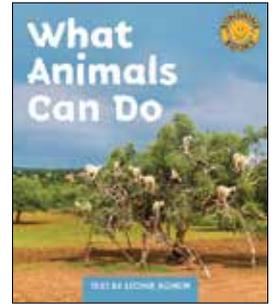
Letters and Sounds: Recognise and produce words that begin with the same sound: kn /n/

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.

Salt of the Earth

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: can, good, make, not, out, put, some, when

Focus Content Words: animals, body, eggs, farmers, meat, popcorn, salt, sweat, taste, water

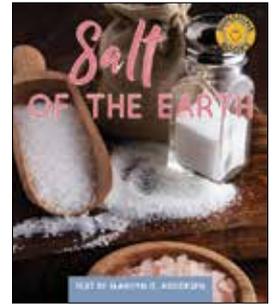
Phonics

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

Words to Blend and Segment: sweat, sweep, sweet, swing, swim

Fluency

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



Salt is a important for how our bodies work.

Before Reading

- Ask: What do you see on the cover picture? What do you know about salt? Discuss the different types of salt on the cover. (sea salt flakes, rock salt, table salt)
- Read the title to students and then read it together. Predict what the text might be about. Ask: Is this a fiction or non-fiction book? How do you know? What is the difference? (Fiction is not true and non-fiction may have photos.) Flick through the pages to check.
- Students read the title and the table of contents to give an idea of what is in the text.
- Talk/walk through the pictures. Discuss the ways salt is used or what is happening to the salt on each page. Bring words like *animals, body, eggs, farmers, meat, popcorn, salt, sweat, taste, water* 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. Ask: What is happening to the salt in the photo on the Contents page? On pages 2–3, what are the different foods that have salt on them? Students look for tricky words like *better, popcorn*. Break the words into chunks or syllables, e.g. bet-ter. Students read the text together pointing to the words as they are read.
- On page 5, discuss the pictures and whether students can see the salt or not. Find the words *can* and *can't* in the text. Talk about their meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures, what the different foods or uses of salt are before reading each page.
- On page 16, have students look at the index and find where there is more information about meat. They ask a partner questions about the index. e.g. What page is popcorn on?

After Reading

Check on the accuracy of students' predictions made at the beginning. Invite them to discuss the information. Prompt if needed.

- Students re-tell the text using the pictures on each page as a guide. Discuss the ending. Is salt good for us or not? Why do we need some salt?
- Why do you think the author wrote the book? What have you learnt? How much salt is enough for us? How much is too much?
- Read the fact on the back cover. Link it to the text and pictures on pages 10–11. Have a discussion on preserving fish and meat using salt.

Phonics

- Write words *sweat, sweep, sweet, swing, swim* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sw-eat, sweat*. Brainstorm more words with *sw* to add to the list. e.g. *swan, swamp*. Find *sweat* and *sweet* in the book and discuss their meaning in the context of the story.

Word Study

- Talk about the words *can, good, make, not, out, put, some, when*. 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 showing a way to use salt in the book. They write the matching sentence from the text.
- Brainstorm words that end in *-lt* e.g. *salt, melt, knelt, felt, fault, vault, malt, halt*. Students discuss their meaning.
- On page 13, find *melt* and discuss how it is used in the text.
- Find the words with the */or/* vowel sound, e.g. *for, popcorn, horses*. Talk about the role of *r* in this vowel sound. Together *o* and *r* make */or/*, an *r*-controlled vowel sound.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *pop/corn*. Together listen for one-syllable words in the book to clap, e.g. *salt, fish*. Have students clap two syllable words, e.g. *a/go; sail/ors*.

Fluency

- Choral reading with students pointing to the words as they are read.
- Students choose a page to reread to a partner. They use intonation to make the meaning clear. Their partner summarises what they have read in their own words. Then they swap over.

Writing

- Have students write a new text using the pattern of the text, e.g. *Animals need salt, too. Farmers put out salt blocks for goats. Students share this with a partner.*
- Discuss why avoiding too much salt is a challenge for people. Bring some empty food packaging to school to look at the amount of hidden salt in them. e.g. *crackers, muesli bars, potato chips, biscuits.*
- Make a poster saying *too much salt is not good, some salt is OK.*
- Have students draw and label things they like that are salty. Include some items that have hidden salt that we need to be aware of.

Hungry Harry

GOALS

Comprehension

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

Vocabulary

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

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

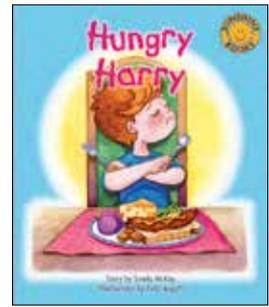
Phonics

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

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

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

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

A Berry Big Family

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: blue, but, eat, like, look, red, will, you

Focus Content Words: berries, fruit, jam, pie, sauce, sick, small, smoothie, sour, stone

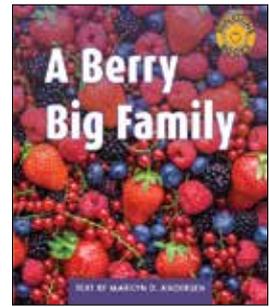
Phonics

Letters and Sounds: Plurals – recognise and produce words that end with the same sound: /s/

Words to Blend and Segment: berries, jams, leaves, pies, sauces

Fluency

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



Berries grow over most of the world and there are favourite ones in different countries.

Before Reading

- Help students to use the title of the book and cover illustration to make predictions about the text. Notice the use of *Berry* in the title.
- Read the title and then read it together. Ask: What could *berry big* mean? (a play on words for very big) There are many different berries. Which berries do you like to eat? Discuss what students see in the pictures on the cover and title page. Notice the variety of berries. Who wrote the text?
- Students tell if this is fiction or non-fiction and explain how they know.
- Help students use the title and cover illustration to make predictions about the text. They read the title and the table of contents to get an idea of what the text will be about.
- Talk/walk through the pictures. Have students notice the colours of the berries. Discuss what they see on each page. Bring words like *berries, fruit, jam, pie, sauce, sick, small, smoothie, sour, stone* into the conversation.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What berries are in the picture? Do you like these? Look for tricky words, e.g. *everywhere, Antarctica, world, centre, fruit*. Break the words into chunks or syllables, e.g. *An-tar-tic-a*. Then read the text together pointing to the words as they are spoken. Ask: Have you eaten *raspberries* or *cranberries*? Notice that they both end in the word *berries*.
- On pages 4–5, discuss the pictures. Ask: Which do you like best? Find the words *yummy, sauces* and *delicious* in the text. Talk about the meaning of these words and the chunks that make them up, e.g. *de-lic-ious*. Note the pronunciation is different to how the word looks. Note the *c* in *sauc* sounds like /s/. Read the words together.
- Follow this pattern for each page discussing the pictures, what the different berries are, where they come from or what they are made into before reading each page.

- Students use the index to find information about raspberries.

After Reading

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

- Students re-tell the text using the pictures on each page as a guide. They discuss the ending and what berries taste like.
- What do you think the author's purpose was for writing the book? What have you learnt from this book? How many countries do berries grow in?
- Students look at design of the page numbers and discuss what effect this has on the book.
- On the back cover, students match the berries to their names. They say the name of the berry, then look for beginning letters to match. They are all compound words and all end in *berries*.

Phonics

- Write the words *berries, jams, leaves, pies, sauces* on the board to practise blending and segmenting together as a group, e.g. *berr-ies, berries*. Brainstorm more plural words to add to the list. (stones, places) Have students notice that words that end in y change to ies for the plural.
- Students identify syllables in words and clap as they are spoken, e.g. *smooth/ie*. They find one-syllable words in the book to clap, e.g. *small, fruit*. Have students clap two-syllable words, e.g. *Swe/den, peo/ple*.

Word Study

- Talk about the words *blue, but, eat, like, look, red, will, you*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context. Play a spelling game with them.
- Students make a berry web showing the different kinds of berries. They illustrate and label them.
- Organise for students to survey members of the class to see what berries they like best. They turn the results into a graph to share.
- In pairs, students copy or trace a map of the world and indicate where the different berries grow. They write the words and illustrate to share with the class.
- Have students make a flow chart summarising the different steps needed to make a berry smoothie. They illustrate and label the process.

Fluency

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

Writing

- Students draw a picture of one of the berries in the book. They write the matching sentence from the text and share this with a partner.
- In pairs, students make up a recipe using berries, e.g. berry ice cream, sauce or jam. They list and illustrate the ingredients and the step-by-step method.

How Does Your Snack Grow?

GOALS

Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss how each snack is grown.

Vocabulary

Focus High-frequency Words: come, from, has, how, like, where, yellow, your

Focus Content Words: apple, banana, carrot, chickpeas, grapes, hummus, popcorn, raisins, snack, sunflower

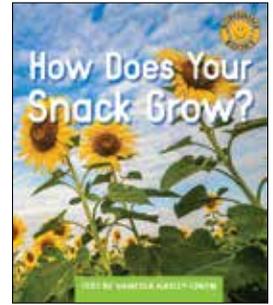
Phonics

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

Words to Blend and Segment: apples, bananas, chickpeas, popcorn, raisins

Fluency

Model fluent reading of a section of the text, including how to read questions, for students to repeat.



See how children eat different snacks and find out how their snacks are grown.

Before Reading

- Talk about what snacks students like to eat. Read the title and author to them and then read the title together. Ask: What snack did you eat today? Do you know how your snack grows? Discuss what students see in the pictures on the cover and title page. Look at the back cover.
- Ask: Which are your favourite snacks and why? Do you know how any of these grow? Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true)
- Students read the title and table of contents and the illustrations to give an idea of what the text is going to be about.
- Talk/walk through the pictures. Notice the colours of the different snacks. Discuss what the snack is on each page and how it is grown. Bring words like *apple*, *banana*, *carrot*, *chickpeas*, *grapes*, *hummus*, *popcorn*, *raisins*, *snack*, *sunflower* into the conversation.
- Before turning to page 16, ask students how they think the text might end.

Reading the Text

- Read the cover and title page together. On pages 2–3, ask: what are the two snacks? Look for tricky words like *hummus* and *carrot*. Break the words into chunks or syllables, e.g. *hum-mus*. Talk about where carrots grow. Read the text together, pointing to the words as they are read.
- On pages 4-5, discuss the pictures. Find the words *chickpeas* and *humus* in the text. Talk about where chickpeas grow and what they are used for. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different snacks are before reading each page.
- On page 16, have students look at the index and find the page where there is more information about raisins. They ask a partner questions about the index, e.g. What page is popcorn on?

After Reading

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

- Students re-tell the text using the pictures on each page as a guide. They discuss how each snack is grown.
- Discuss the ending and what a snack is. Who is the author? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Have students look at the design on the page numbers. What is it? What does this feature add to the book?
- Students make a chart summarising the snacks in the text and where they come from or grow. They label, illustrate and share with the class.

Phonics

- Write the words *apples, bananas, chickpeas, popcorn, raisins* on the board to practise blending and segmenting the syllables as a group, e.g. *ap-ple, apple*. Together find more words in the text to break into syllables, e.g. *carrots, sunflower, chickpeas*.

Word Study

- Talk about the words *come, from, has, how, like, where, yellow, your*. 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. Photocopy multiple sets of the flash cards and play a spelling game with students.
- On a piece of paper, students draw a picture of one of the snacks in the book. They write the matching sentence from the text.
- Discuss words that are a simile (a comparison using like or as) on page 10, *The corn plants grow tall like grass*. This sentence compares the corn plants to tall grass. Students make up their own similes, e.g. My snack is as tasty as ice cream.
- Have students find words in the book that end with ck /k/ (*snack, chick*). They think of more words ending with ck, e.g. back, crack, track, kick. They make a /ck/ web and say the words and illustrate where possible.
- Have students make the life cycle of one of the snacks. Use the apple (page 15) or carrot (page 3) for a model or to copy.

Fluency

- Model fluent reading of a section of the text, including how to read questions, for students to repeat.

Writing

- Have students discuss the benefits of growing their own snacks. Who benefits from this? What could our families grow or prepare? They write their thoughts, then illustrate them before sharing with a partner.
- Have students write a new text using the pattern of the text, e.g. *I like grapes. Grapes grow on vines*. They illustrate and share this with a partner.
- Students grow some snacks at school, e.g. carrots, corn. They track the progress from garden to plate. They keep a diary with photos or illustrations each week.

Those Are Not My Beans

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: four, one, them, two, was, who, yellow, yes

Focus Content Words: beans, cabbage, eggs, grapes, onions, pie, pineapple, socks, store, trolley

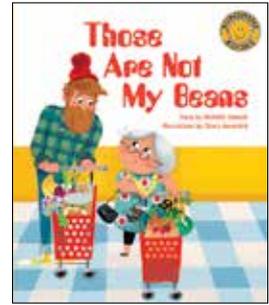
Phonics

Letters and Sounds: Identify and make rhyming words, e.g. store/four; seeds/needs

Words to Blend and Segment –cr: crash, cream, creep, crunch, crust

Fluency

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



Grandma is at the store and she has things in her trolley that she didn't put there.

Who did?

Before Reading

- Read the title and the names of the author and illustrator. Ask: What could the title mean? Who might be saying, *Those are not my beans*. Together look at the cover picture and discuss. What is Grandma doing in the picture? What is the man doing? How would you describe Grandma? Do you like beans? Have you visited a supermarket? Share experiences.
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what Grandma is doing on each page or what the man is doing. Bring words like *beans, cabbage, eggs, grapes, onions, pie, pineapple, socks, store, trolley* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator together.
- On pages 2–3, ask: What is Grandma doing? Find the words *apples* and *trolley* to confirm. Read the sentences together.
- On pages 4–5, ask: What did Grandma choose next on page 4? (*grapes* and *pineapple*) Students look for the words in the text to confirm this. For tricky words like *grapes* or *pineapple*, break the words into syllables or chunks, e.g. *gr-apes*; *pine-ap-ple*. Read the sentences.
- On page 5, find words in the text to confirm the illustration is of vegetables. (*cabbage, cauliflower, vegetables*) Break the words into chunks or syllables. Read the words together. Then read the sentences together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentence?

After Reading

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

- Grandma realised she had something wrong in her trolley. What else did she notice? How is this story similar to something that has happened to your family?
- What might have happened if Grandma and the man went home with the wrong groceries?
- What type of genre is this story? Is this a fiction or non-fiction book? How do you know?
- Students re-tell the text using the story map on the back cover. Whose shopping is in the pictures? (Grandma's) What is missing? (beans) Who is missing? (the man) How did they all feel at the end of the story? Now re-tell the story using all the pages in the book.
- Discuss and model how to identify the main idea of the story.
- Discuss how the rhyming words help with reading the story. How do you use your voice for these parts? Students find the rhyming words in the story, e.g. *dots/spots; nice/price*.
- Reread the story together, emphasising the rhyming words. Feel the rhythm as you read them.
- Relate pronouns to the illustrations in the book, e.g. on the cover, *those* means the beans that are not mine; *she* on page 2 is used instead of Grandma; *he* on page 6 is used instead of the man. Students find other pronouns in the book and explain their meaning.

Phonics

- Write the words *crash, cream, creep, crunch, crust* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /cr /ash. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with /cr/ to write on the board. Read them together, e.g. crunchy, cross.
- Read the words *trolley* and *golly*. Students notice that the y sounds like long /e/. They brainstorm more words ending in y, e.g. silly, baby, juicy. They make a web for words ending in y that sound like long /e/.

Word Study

- Read the words *four, one, them, two, was, who, yellow, yes*. 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.
- Have students find the plural nouns and provide the singular in a two-column chart, e.g. socks/sock; grapes/grape; apples/apple; onions/onion; eggs/egg, trollies/trolley. Note nouns ending in y change to -ies in the plural.
- Students find words in the text starting with /th/, e.g. *the, think, thought, these, those, that, they, them*. Say the words. They notice any that start quietly (voiceless – think, thought).

Fluency

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

Writing

- Students make their own story map noting the events in the story. They can use the back cover as a model. They illustrate and label the story map and use it to re-tell the story to the class.
- Students choose fruit and vegetables they like from the supermarket and draw a trolley to fill. They draw the food or cut out pictures from magazines to fill the trolley. They label and say why they chose the particular items.

The Family That Shared

GOALS

Comprehension

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

Vocabulary

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

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

Phonics

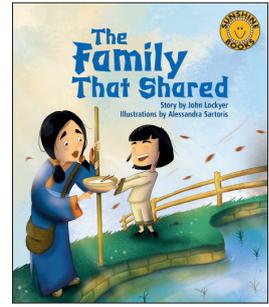
Letters and Sounds: Recognise and produce words that end with the same ending:

-ice

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

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

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

Katie's Cabbage Chaos

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: an, come, down, much, of, other, round, went

Focus Content Words: beetroot, cabbage, camera, coleslaw, sacks, seed, seedling, snails, thief, weeds

Phonics

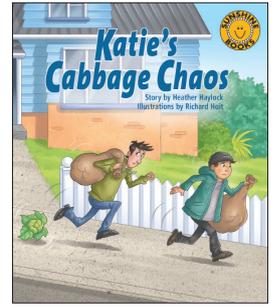
Letters and Sounds: Recognise and produce words that begin with the same sound:

tw

Words to Blend and Segment: tweet, twig, twin, twirl, twist

Fluency

Model fluent reading of a section of the text, emphasising the alliteration, assonance and attending to punctuation, for students to repeat.



A garden full of cabbages comes in useful when two thieves steal from the neighbour.

Before Reading

- Read the title and the names of the author and illustrator. Notice the alliteration in the title. The three words start with /k/. 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 *chaos*? (a mess, disorder, confusion) What could *Cabbage Chaos* mean? Have they read any other stories by Heather Haylock? (*Nutty Knitting, Tom, the School Cat*) Did you like reading them?
- Together look at the cover picture. Discuss what they see? Ask: What are the people doing in the picture? What could be in the sacks? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and front cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *beetroot, cabbage, camera, coleslaw, sacks, seed, seedling, snails, thief, weeds* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture. Ask: What is Katie doing? Her class is learning to grow vegetables. Find the words *learning, grow, vegetables, planting, cabbage* and *seeds*. Ask: Do the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What did Dad and Mum think of Katie's idea? Dad thought it would be good not to mow the lawn. Mum thought there would be too much coleslaw to eat. Look for the words *coleslaw, mow* and *lawn* in the text to confirm. Read the words together.
- Follow this pattern up to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

After Reading

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

- Do you think Katie found a good use for the cabbages? What would you have done in a similar situation? What do you think Katie will use the beetroot for? What type of genre is this story? Do you think it is based on a true story?
- Discuss how to identify the main idea of the text. Review events and talk about the main idea.
- Reread the story together. Be aware of the punctuation marks, changing voices for the characters. Remember to emphasise the descriptive words, e.g. *twisted and twirled* on page 6.
- Look at the back cover to discuss ways to eat cabbage and how students like to eat it. Which is your favourite? Do you know any more ways to use cabbage?
- Reread page 9, focusing on the punctuation: the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate reading without punctuation and then repeat with punctuation. Notice how the meaning becomes clearer when punctuation marks are observed.

Phonics

- Write the words *tweet, twig, twin, twirl, twist* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *tw-eet, tweet*. Read them together and talk about the meaning of each. Think of more tw- words to add to the list, e.g. twice, twisted, twirling, tweets, twins, twigs.
- Discuss with students how sometimes ch sounds like /k/, e.g. Christmas, chaos.

Word Study

- Talk about the words *an, come, down, much, of, other, round, went*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book.
- Read the words *twisted and twirled* on page 6. Explain that this is an example of alliteration. The author is helping to create a picture in your mind as you read.
- On page 8, read the description of the cabbages in rows, *like an army of round, green soldiers*. Explain that this is a simile. The author is helping to create a picture as you read.
- On page 12, have students notice the words *rushing, gushing river of green*. *Rushing* and *gushing* rhyme. This is another techniques used by the author to paint a picture in your mind.
- Make a list of interesting words the author has used to make her story exciting, e.g. *Oww! Oooofff! CRASH!! hurled, tripped*. Students illustrate these as shaped words on a poster.

Fluency

- Model fluent reading of a section of the text, emphasising the alliteration, assonance and attending to punctuation, for students to repeat. (*twisted and twirled; rushing, gushing*)

Writing

- Students make a setting, characters, problem, solution summary of the story. Under the four headings they label and illustrate the main points and use this to re-tell the story to the class.
- Students write a new ending, telling what Katie does with the beetroot.
- Students plant some cabbage seeds and keep a diary as they grow.
- Make a coleslaw in class. See how many other vegetables you can use. Students write about the experience. Or try making some of the dishes from the back cover that contain cabbage. These could be cooking projects for the class.

It's Good to Share

GOALS

Comprehension

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

Vocabulary

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

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

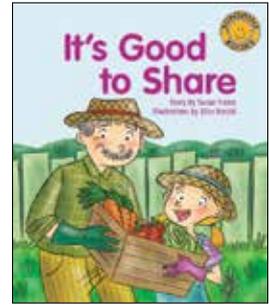
Phonics

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

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

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

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

Phonics

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

Word Study

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

Fluency

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

Writing

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

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

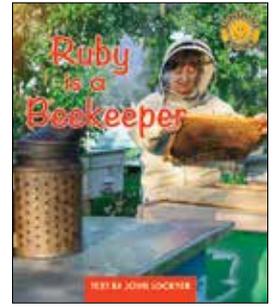
Letters and Sounds: Recognise and produce words that have the same sound:

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.

Leaf Life

GOALS

Comprehension

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

Vocabulary

High-frequency Words: where, air, sun, plants, around, grow, before, even

Content Words: leaf, life, leaves, drinks, medicine, dried, clothing, ground, change, colour

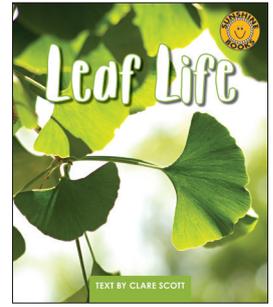
Phonics

Letters and Sounds: Recognise and produce words that have the same soft g sound /j/

Words to Blend and Segment: large, orange, change, vegetables, oxygen, hedges, giraffe

Fluency

Practise re-reading parts of the text with a partner (orally) – sharing information.



We might see leaves every day but do we know just how useful they are?

Before Reading

- Ask: What do you know about leaves? Where can you find leaves? Have you ever played with leaves or walked through leaves?
- Read the title and the name of the author together. Ask: What do you notice about the title? Why do authors use alliteration?
- What could *Leaf Life* mean? Discuss what students see in the pictures on the cover and title page. Notice the different shades of green. Ask: When would you find leaves of different colours?
- Is this book fiction or non-fiction? How do you know?
- 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 and contents page to make predictions about the text.
- Talk/walk through the pictures. Notice the different kinds of leaves on each page. Bring words like *leaf, life, leaves, drinks, medicine, dried, clothing, ground, change, colour* into the conversation.

Reading the Text

- On pages 2–3, ask: What can you find out about leaves? What is happening in the picture? Look for tricky words like *fresh, clean, air, leaves*. Break the words into chunks or syllables, e.g. *fr-e-sh, fresh*. Read the heading and the text together, pointing to words as they are read.
- On pages 4–5, discuss the picture. Find the words *light, water, breathe* in the text. Talk about their meaning. Read the words together. Follow this pattern for each page, discussing the pictures about leaves before reading each page.
- Look at the index and find the page with information about deciduous trees. Students ask a partner questions about the index, e.g. What page is cacti on?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Look at the design on the page numbers. What is it? How does this feature add to the book?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. What do they 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 soft g sound /j/. Write words *large, orange, change, vegetables, oxygen, hedges, giraffe* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *l-ar-ge, large*. Brainstorm more words with soft g /j/ to add to the list, e.g. *barge, judge, gym*.

Word Study

- Talk about the words *where, air, sun, plants, around, grow, before, even*. Copy and print two sets of 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 memory game with the cards.
- Students draw a picture relating to the book. They write the matching sentence from the text.
- Students scan the book to find words with ow as in *grow (grown, growing)*. They think of more words with ow. (*grows, below, know, own*) They read the words and make an -ow web.

Fluency

- Students practise re-reading parts of the text with a partner (orally).

Writing

- Students make a two-column chart with a leaf in one column and its uses or behaviour in the other, e.g. Venus Fly Trap/catches insects; palm leaves/clothing, roofs.
- Students use the information on pages 6–7 to research and write sentences about how leaves provide shelter or decoration. They illustrate their writing.
- Students write a poem or story saying why leaves are amazing.
- Students refer to page 22 and then create an art piece about or using leaves. This could be photographed or videoed and shared on the school website with comments from students.

Ready, Steady, Cook!

GOALS

Comprehension

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

Vocabulary

High-frequency Words: need, food, some, can't, people, different, same, thing/s

Content Words: energy, cooking, heat, eat, raw, recipe, bread, always, baking, bubbles

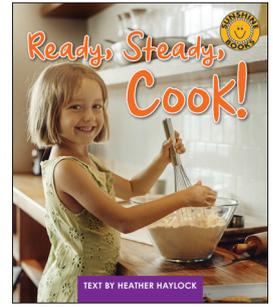
Phonics

Letters and Sounds: Recognise and produce words that have the same vowel sound
long o (/oa/)

Words to Blend and Segment: soak, roast, boat, float, coat, goat

Fluency

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



Cooking is a fun activity. It is important to understand the qualities of foods so they can be cooked properly.

Before Reading

- Find out students' prior knowledge of food and the different ways of cooking food, including the ways different cultures prepare food. Ask: What do you know about cooking?
- Read the title together and the author's name. Ask: Have you read any other books by Heather Haylock? Share your experiences.
- Ask: What do you notice about the title? (Two words rhyme, *Ready* and *Steady*. This is an effect authors and poets use to make their writing more interesting.) What does *ready* mean? What does *steady* mean? What does the title mean?
- Discuss what students see in the pictures on the cover and title page. What is being cooked?
- Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Make predictions about the text from the cover and title page photographs. 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 cooking occurs. Discuss what food is being cooked on each page. Bring words like *energy*, *cooking*, *heat*, *eat*, *raw*, *recipe*, *bread*, *always*, *baking*, *bubbles* into the conversation.

Reading the Text

- Read the cover and the contents page together. On pages 2–3, ask: What kind of food do you see? Look for tricky words like *energy*, *brain*, *raw*, *cooking*. Break the words into chunks or syllables, *en-er-gy*. Read the heading and text together, pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Find the words *cooked*, *safe*, *easily* in the text. Talk about the meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures about cooking and food before reading the text.
- Look at the glossary on page 22 and find the meaning for vitamins. Students ask a partner questions about the glossary. What word means the way to be active? (*energy*)
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- What do students think the author's purpose was for writing the book. What have they learnt from this book? Ask: What is your favourite recipe to cook? What ingredients would you need?
- Check on the accuracy of students' predictions made at the beginning. Invite students to discuss the information.
- Look at the back cover. Talk about which ingredients would be in the food in the photo.
- Look at the design on the page numbers. Ask: What is it? How does this add to the book?

Phonics

- Recognise and produce words that have the same vowel sound: /oa/ long o. Students listen carefully as you read words with the /oa/ sound, e.g. *oak, roast, boat, float, coat, goat*. Students repeat these words emphasising the /oa/ sound.
- Write words *soak, roast, boat, float, coat, goat* on the board to practise blending and segmenting the onsets and rimes together as a group, *s-oak, soak*. Brainstorm more words with -oa to add to the list, *moat, boast, roasting, soaked*. Notice that words like *note, vote*, have the same long o vowel sound with a different spelling.

Word Study

- Talk about the words *need, food, some, can't, people, different, same, thing/s*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read them in the book. Discuss their meaning in context.
- Students draw a picture of cooking from the book. They write the matching sentence from the text. They share it with a partner.
- Students play a spelling or memory game with the flash cards.

Fluency

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

Writing

- Students make a chart showing the different ways to cook. They can name a dish they know using the method. They label, illustrate and share.
- Students use some of the special cooking words to make a crossword with a partner. They write clues about the meaning, e.g. What is the opposite of cooked? (raw) Others can try to finish the crossword.

A Robot Sandwich

GOALS

Comprehension

Discuss the possible reason for the author writing this text, e.g. learning to write clear instructions.

Vocabulary

High-frequency Words: everyone, which, asked, work, did, all, what, they

Content Words: sandwich, teacher, robot, instructions, recipe, describe, followed, slice/s, bread, spread

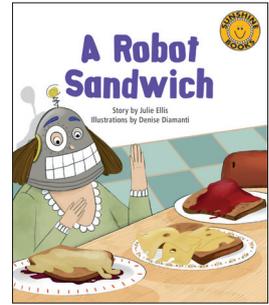
Phonics

Letters and Sounds: Recognise and produce words that have the soft c sound as in ice. /s/

Words to Blend and Segment: slice, recipe, ice, mice, twice, price

Fluency

Choose a page to choral read with the students, e.g. page 15, model emphasising the repetitive parts and using intonation.



The children write instructions to tell a robot how to make a sandwich. It is not as easy as they expected!

Before Reading

- Read the title and the names of the author and illustrator together. Ask: How does the sound of the title set the scene for the story? What could the title mean? Have you ever heard of a robot sandwich?
- Together look at the cover picture. Ask: What is the robot doing in the picture? Is this a real robot? Is this a fiction or a 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 would the robot mask be for?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *sandwich, teacher, robot, instructions, recipe, describe, followed, slice/s, bread, spread* 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.
- Turn to page 2. Ask: What do you see? Locate the tricky words *slices, bread, sandwich* to confirm. Make sure the words look right, sound right and make sense. Read the sentence together. Read the rest of the page together in the same way.
- On page 3, ask: What is the teacher doing? Find the words *teacher* and *instructions* to confirm and blend them, e.g. *teach-er; in-struct-ions*.
- Turn to page 4. Ask: What do you see in the picture? Look for tricky words *spread, vegemite ingredients* in the text to confirm. Read the words together.
- On page 5, notice that the illustration shows adverbs to help with writing instructions. Ask: What are adverbs? Read the adverbs in the story. They are all to do with time and the order of the instructions to be written for the robot.

- Read the rest of the pages together, looking at the picture and then finding the tricky words.
- 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 the sentences?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: Do you think the children found the robot teacher useful? What would you have done in a similar situation? Why do you think the robot did the wrong things to start with? How do you think robots will be used in the future?
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea. Ask: Why do you think the author wrote this text?
- Look at the back cover. Discuss the different sandwich fillings and which ones students prefer. Together, write clear instructions for a robot to make a favourite sandwich. The instructions could be illustrated with diagrams and arrows.
- Re-read page 9, focusing on the punctuation. Focus on the purpose of the capital letters, full stops, comma, speech marks, question mark and exclamation mark. Demonstrate reading without punctuation marks and then repeat, acknowledging how the meaning becomes clearer when punctuation marks are observed.

Phonics

- Write the words *slice, recipe, ice, mice, twice, price* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sl-ice, slice*. Read the words together and talk about the meaning of each. Students think of more soft c words to add to the list, e.g. *place, nice, once, rice*.

Word Study

- Talk about the words *everyone, which, asked, work, did, all, what, they*. Read them together. Ask students to locate the words in the text. Discuss the meaning or use of each word.

Fluency

- Choral read a page with students. Model emphasising repetitive parts and using intonation.

Writing

- Students write about what they would do if they had a robot. What instructions would they give it? How would they make them clear so the robot understood?
- Students use recycled cartons etc, to make their own robot. They paint it and name it.
- Students make sandwiches in class. They write instructions about what to do in order as they complete each step. They enjoy eating their sandwich. They could swop sandwich making instructions with a partner to see if their instructions were clear enough.

Good Habits

GOALS

Comprehension

Making connections: Read the back cover. Share which of these good habits you do.

Ask: What other good habits do you do?

Vocabulary

High-frequency Words: each, there, good, must, play, same, every, because

Content Words: January, December, habits, remember, exercise, sleep, vegetables, fruit, shower, today

Phonics

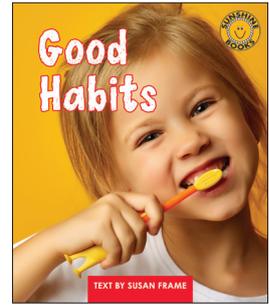
Letters and Sounds: Identify and produce rhyming words, e.g. December/remember; swim/gym; strong/long

Words to Blend and Segment: ay (long a): day, play, say, pay, way, stay, always

Fluency

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

Students repeat.



Do you clean your teeth morning and night? Do you do plenty of exercise and get lots of sleep? These are just some of the good habits in this rhyming text.

Before Reading

- Elicit what students would define as good habits. Ask: What do you know about good habits?
- Read the title together then read the author to them. Ask: Have you read any books by Susan Frame? Students share their experiences.
- What could the title mean? Discuss what they see in the pictures on the cover and title page and how they relate to the title. Ask: Are they examples of good habits? When do you clean your teeth? Is it a habit after breakfast and before bed?
- Look at the back cover. Ask: Which of these good habits do you do?
- Help students use the cover and the title page to make predictions about the text.
- Talk/walk through the pictures. Notice the different places where good habits happen. Discuss what makes a good habit on each page. Bring words like *January, December, habits, remember, exercise, sleep, vegetables, fruit, shower, today* into the conversation.
- Before turning to page 24, ask students how they think the book might end.

Reading the Text

- Read the title together.
- Turn to pages 2–3. Ask: What is happening in the picture? Look for tricky words like *January, December, remember, habits*. Break the words into chunks or syllables, e.g. *Jan-u-ar-y, January*. Then read the text together, pointing to the words as you read.
- On pages 4–5, discuss the pictures. Find the words *exercise, sleep, muscles, healthy* in the text. Talk about their meaning. Read the words together. Then read the text.
- Follow this pattern for each page, discussing the pictures and tricky words about good habits before reading each page.
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Read the back cover and share which of these good habits students do. Ask: What other good habits do you have?
- Re-tell the text using the pictures on each page as a guide. Discuss the good habits. Ask: What can be learnt from this story?

Phonics

- Have students identify and produce rhyming words in the text, e.g. *December/remember; swim/gym; strong/long*.
- Write words with -ay (long a) *day, play, say, pay, way, stay, always* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *d-ay, day*. Together brainstorm more words with -ay to add to the list, e.g. *may, bay, lay, ray, spray, today*. Remind students that there are other spellings for long a such as ai and a_e.

Word Study

- Talk about the words *each, there, good, must, play, same, every, because*. 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. Play a spelling or memory game with the cards, e.g. use alphabet letter tiles or cards to make the words.

Fluency

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

Writing

- Good habits are either worthwhile or helpful. Students write a poem or story saying why good habits are so helpful.
- Students write about one or more of their good habits. What are they and when do they do them? They illustrate their writing.
- Students draw a picture of a good habit from the book. They write the matching sentence from the text and share with a partner.
- Make a game with rhyming words together. Choose rhyming words from the book and write them on cards. The cards can be used to make a matching game with students.

Gluten-Free Benji

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 text. After reading, check on predictions made at the beginning. Were they correct?

Vocabulary

High-frequency Words: school, didn't, eat, everyone, still, couldn't, best, hard

Content Words: gluten, free, cheese, fruit, rice, vegetables, symbols, sure, noodles, eggs

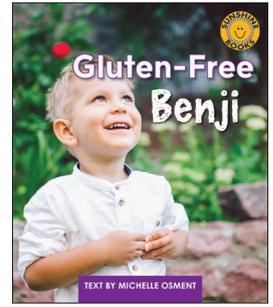
Phonics

Letters and Sounds: Identify syllables in words (especially with double consonants) and clap as they are spoken

Words to Blend and Segment: ng - eating, being, thing, anything, shopping, something, baking, long

Fluency

Model fluent reading of a section of the text for students to repeat. Use intonation to make it sound as though Benji is talking.



Benji and some of his family will feel sick if they eat food with gluten in it. They need to follow a gluten-free diet. Here's how!

Before Reading

- Help students to use the title of the book, the cover and title page photographs to make predictions about the text.
- Ask: What do you know about gluten? Is it something in food we eat? Discuss what they see in the picture on the title page.
- Talk/walk through the pictures. Notice Benji's family and the special food they buy or make to eat. Discuss what students see on each page. Bring words like *gluten, free, cheese, fruit, rice, vegetables, symbols, sure, noodles, eggs* into the conversation.
- Ask: How do you know that this book is non-fiction?

Reading the Text

- Read the cover and the title page together.
- Turn to pages 2–3. Ask: What do you see in the photo? How many children are in Benji's family? Look for tricky words like *special, gluten, sore*. Break the words into chunks or syllables, e.g. *spe-cial, special*. Read the text together, pointing to the words as you read, making sure they make sense, sound right and look right.
- On pages 4–5, discuss the picture. Ask: What do you see? Why do Benji and his family need gluten-free food? Find the tricky words *free, safe, labels*. Read the words together.
- Follow this pattern for each page, discussing the pictures, what Benji and his family are doing, the gluten-free food and the tricky words before reading each page.
- Students look at the index and find the page with information about pancakes. They ask a partner questions about the index, e.g. Which page has information about pizza?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: What does gluten-free mean? What have you learnt from this book?
- Discuss the possible reasons for the author writing this text, e.g. passion for gluten-free; to share information; to stimulate interest; to recount her own family's experience.
- Re-tell the text using the pictures on each page as a guide. Discuss the things gluten-free Benji has to do.
- Read and discuss the questions on the back cover together. What does this mean for people that need to be gluten-free?

Phonics

- Students identify syllables in words, especially with double consonants, and clap as they are spoken, e.g. *glu-ten; noo-dles; buck-wheat; ba-na-nas, shop-ping, yum-my, cof-fee, muf-fins, din-ner, piz-za, but-ter, cur-ry*.
- Write the words *eating, being, thing, anything, shopping, something, baking, long* on the board to blend and segment and say them as a group, e.g. *eat-ing, eating*. Students think of more words that have -ng, e.g. *sing, running, cooking*.
- Have students find words in the text with the long u sound like *use* or the short u sound like *yummy*. They make these words into two lists to read depending on the short or long u sound, e.g. *curry, gluten, butter, crumbs, up, fussy, capsicum, cucumber, lunch, yum, buckwheat*.

Word Study

- Talk about the words *school, didn't, eat, everyone, still, couldn't, best, hard*. 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.
- Have students look for contractions in the story, e.g. *didn't, couldn't, can't, doesn't*. List the two words and then the contraction on the board along with the meaning. Add any other contractions students suggest to the list, e.g. *won't, it's, don't*. They read the words.

Fluency

- Model fluent reading of a section of the text for students to repeat. Use intonation to make it sound as though Benji is talking.

Writing

- Students research a class project about which food can be gluten-free. They label and illustrate the food to make a booklet. They can clip photos from the internet for their project.
- They make the gf muffin recipe in class or at home. They write about the experience, the taste, what it looked like. They supply a photo or illustration to share.
- They design a poster showing the importance of gluten-free food. They label and illustrate it and share with the class.

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

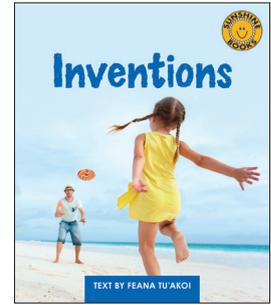
Phonics

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.