

Where Is the Sun?

GOALS

Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss where the sun is on each page.

Vocabulary

Focus High-frequency Words: away, from, if, other, there, we, where, your

Focus Content Words: clouds, daytime, Earth, moon, night, star, summer, sun, winter, world

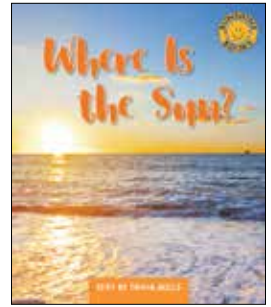
Phonics

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

Words to Blend and Segment: bus, but, dust, must, sun

Fluency

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



The sun is always in our sky but we can't always see it. Find out where it is.

Before Reading

- Ask students what they know about the sun. Read the title together. Ask: What does it mean? Can you see the sun in the picture on the cover? Is this sunset or sunrise? Are there ever times when we can't see the sun? Discuss what students see in the picture on the title page. Notice the colours and shades of light from the sun. Look at the back cover. Notice how big the sun is in comparison to our Earth.
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Help students use the title of the book and cover illustration to make predictions about the text. Read the title and the table of contents to see how the text is organised.
- Talk/walk through the pictures. Notice the colours and sunlight. Discuss where the sun is on each page. Bring words like *clouds, daytime, Earth, moon, night, star, summer, sun, winter, world* into the conversation.
- Before turning to page 16, ask students how they think the text might end.

Reading the Text

- Read the cover and the title page together. Read page 2 together.
- On pages 4–5, ask: What are the different planets and where is the sun? Look for tricky words like *special, closest*. Break the words into chunks or syllables, e.g. *clos-est*. Students read the text together pointing to the words as they are read.
- Talk about the meaning of *special* and *closest*. Read the words together.
- Follow this pattern for each page, discussing the pictures and where the sun is before reading each page.
- Predict the ending before turning to page 16. Look at the index and find the page where there is information about winter. Ask a partner questions about the index. e.g. What page is summer 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. Discuss where the sun is on each page.
- Discuss the ending and what it means. What do you think the author's purpose was for writing the book? What have you learnt from this book? How can the sun always be there even if we can't see it?
- Look at the design on the page numbers. What is it? What does this feature add to the book?

Phonics

- Write words *bus, but, dust, must, sun* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/- us, *bus*. Brainstorm more words with /u/ to add to the list. (rust, bust, fun, tummy)
- Have students find the word *Earth's* on page 4. Notice the apostrophe. What does it mean? (The sun is the star of the Earth so the apostrophe goes after Earth before the s.) Find more examples in the text: *summer's day* and *sun's light* on page 6. Practise using the possessive apostrophe and explaining its meaning with a partner.

Word Study

- Talk about the words *away, from, if, other, there, we, where, your* on the inside front cover. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Students draw a picture of something in the book. They write the matching sentence from the text, e.g. page 14, *Sometimes the moon hides the sun in the daytime. The sun is still there.*
- Have students find the words that tell where the sun is, e.g. *behind, closest, there, further away, other side*. Discuss the meaning of these words. Draw a web with the sun in the middle. Place the location words around the sun showing the closest to the furthest away by the position in relation to the sun. They can add more location words of their own.
- Ask: Why is the sun Earth's special star? Does it look like a star? Make a seasons chart showing what you might see in each season. Include the sun even if it is covered by clouds.
- Have students think of opposites. e.g. day/night. They find the opposites to these words in the text: furthest, summer, cool, night time, dark. They read the sentences they are in. (*closest, winter, warm, daytime, light*)
- Students listen and identify syllables in words and clap as they are spoken, e.g. Ju/pi/ter. They listen for one-syllable words in the book to clap, e.g. *clouds, world*. Have students clap two syllable words, e.g. *al/ways, fur/ther*.

Fluency

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

Writing

- Have students write a new text using the pattern of the text, e.g. But where is the sun in autumn? It is hiding behind the clouds. They illustrate their story and share with a partner.
- Reread page 6. Have students tell or write about why sun is good for us and why too much sun is not good for our skin. What can you do to protect ourselves from too much sun?

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 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.

How to Grow a T-Shirt

GOALS

Comprehension

Re-tell the text using the pictures on each page as a guide. What is the sequence for making a T-shirt? Look at the back cover to help you.

Vocabulary

Focus High-frequency Words: back, be, from, it, long, pretty, then, too

Focus Content Words: boll, bush, cotton, knitted, ripe, seed, spinning, stretch, T-shirt, woven

Phonics

Letters and Sounds: Recognise and produce words that end with the same ending: -ed (past tense)

Words to Blend and Segment: cleaned, knitted, printed, pulled, twisted

Fluency

Chose 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.



Many of us wear T-shirts but where do they come from?

Before Reading

- Ask students if they have any T-shirts. Read the title and the name of the author to them and then read the title together. Ask: What do you know about T-shirts? How do you think a T-shirt is made? Discuss what students see in the pictures on the cover and title page. Notice the different colours.
- Help students use the title of the book and cover illustration to make predictions about 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 the machinery. Discuss what is used to make different stages of the T-shirt on each page. Bring words like *boll*, *bush*, *cotton*, *knitted*, *ripe*, *seed*, *spinning*, *stretch*, *T-shirt*, *woven* into the conversation.
- Before turning to page 16, ask students how they think the text might end.

Reading the Text

- Read the cover and the contents page together. On pages 2–3, look at cotton growing in the pictures. Ask: How would you describe the cotton? What are the different stages of growing cotton? Look for tricky words like *cotton*, *bush*, *bolts*. Break the words into chunks or syllables, e.g. *cot-ton*.
- Together read the text on page 2, pointing to the words as they are read.
- On page 3, look at the machines harvesting the cotton. Find the words *machines*, *pick*, *pack* in the text. Read page 3 together. Ask: How was cotton picked before machines were invented?
- On pages 4-5, discuss the picture. Find the words *factory*, *stretched*, *cleaned*. Talk about the meaning of these words. Read the words together.
- Follow this pattern for each page discussing the pictures and what the different stages are before reading each page. Talk about the ending on page 16.
- Look at the index and have students tell where there is information about a loom. They ask a partner questions about the index, e.g. What page is the spinning on?

After Reading

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

- Discuss the ending and whether the T-shirt looks great. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Is this book fiction or non-fiction? How do you know? What is the difference?
- Look at the back cover. Students order the pictures in the sequence of making a T-shirt. They note that picture E shows hand picking cotton, the original way of harvesting cotton.
- Students re-tell the text using the pictures on each page as a guide. What is the sequence for making a T-shirt? Look at the back cover to help you.
- Students comment on the design of the page numbers. What is it? What does this feature add to the book?
- Have students draw a T-shirt and decorate it. They make it look individual with collage, painting or coloured pencils/pens. They label it with a description of how they did it.

Phonics

- Write the words *cleaned, knitted, printed, pulled, twisted* on the board to practise blending and segmenting the words together as a group, e.g. *clean-ed, cleaned*. Brainstorm more words with -ed to add to the list, e.g. stretched, called, picked, packed. Students notice that some past tense words have a different spelling, e.g. make/made; grow/grew.
- Have students look for verbs (action words) in the text ending in -ing, e.g. *growing, cleaning, spinning, making, decorating, printing, sewing*. Together find the base verb for each and list them in a table. Notice how some base words change before adding -ing, e.g. spin/spinning; make/making.
- Have students find words in the story with sh-, e.g. *shirt, sheet, bush*. Brainstorm more to list and say, e.g. she, shine, bash, crash.
- Students identify syllables in words and clap as they are spoken, e.g. *dec/or/at/ing*. Together find and read one-syllable words in the book to clap, e.g. *seed, boll*. Have students clap two-syllable words, e.g. *cot/ton, ma/chine*.

Word Study

- Talk about the words *back, be, from, it, long, pretty, then, too*. Photocopy the flash cards from the inside front cover for students to play a spelling or memory game. Read the high-frequency words together. Ask students to find and read these words in the book. They discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the stages in the book. They write the matching sentence from the text.
- Students choose a fact from the index and write a fact file, e.g. What is screen printing? (page 14) They write a fact and illustrate and share with a partner.

Fluency

- Chose 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 make a flow chart showing the sequence of making a T-shirt. They illustrate and label their artwork and use this to re-tell the text to a group.

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

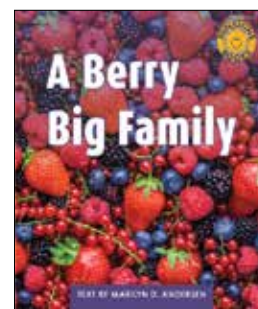
Phonics

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-i-ous*. 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.

Arches

GOALS

Comprehension

Making predictions: Help students to use the title of the book and the cover illustration to make predictions about the text. After reading, check on predictions. Were they correct?

Vocabulary

Focus High-frequency Words: about, from, just, made, more, one, over, them

Focus Content Words: arch, bricks, building, concrete, dam, doorway, metal, stone, strong, windows

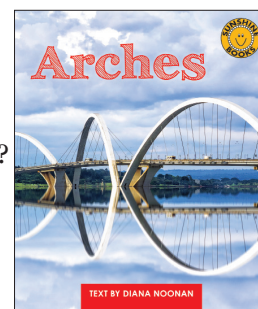
Phonics

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

Words to Blend and Segment: arch, bunch, lunch, march, much

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.



Once you know what you are looking for, you will see arches in lots of structures.

Before Reading

- Help students to use the title of the book and the cover illustration to make predictions about the text. Read the title and the name of the author. Ask: What do you think this book will be about? What are arches? Has anyone seen one? Where are you most likely to see an arch?
- Look at the back cover. Discuss the famous arch they see and what it might be for.
- Discuss what students see on the cover and title page. Notice the reflection of arches on the cover. Ask: What are these arches holding up? With a partner make your bodies into an arch or bridge shape. Would this be a stronger shape than standing straight or alone?
- 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 varied arches are and where they are used. Discuss what students see on each page. Bring words like *arch, bricks, building, concrete, dam, doorway, metal, stone, strong, windows* into the conversation.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you think arches are for? What are the arches holding up in the pictures? Notice how ornate some arches are. What are they made of? Imagine how long these arches would take to build.
- Look for tricky words, e.g. *strong, heavy, bricks, stone, building, doorway* and *windows*. Break the words into chunks or syllables, e.g. *str-ong, heav-y*. Then read the text together, pointing to the words as they are read. Ask: Have you seen any arches near where you live?
- On pages 4–5, these arches are all famous. Ask: Which do you like best? What are these arches made of? Find the words *giant dam, concrete, tower, metal, gateway, steel*. Talk about the meaning of these words and the chunks that make them up, e.g. *giant* (Note the pronunciation is different to how it looks.) Note the g in *giant* sounds like /j/. Read the text together.
- Follow this pattern for each page, discussing the pictures, what the different arches are, what they hold up or what they are made of before reading each page.

After Reading

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

- Have students describe what they now know about the interesting shapes of arches. How is this similar to how bridges are built today?
- What do you think the author's purpose was for writing the book? What have you learnt?
- Look around the classroom, at home or outside. Are arches used anywhere?
- Look at the design on the page numbers. What do you see? Why do you think the designer added this interesting technique?
- Reread the text together. Discuss the names of the different arches and where they are. (written in the captions)

Phonics

- Write the words *arch*, *bunch*, *lunch*, *march*, *much*, *tight* on the board to practise blending and segmenting together as a group, e.g. *b-unch*, *bunch*. Brainstorm more words with -ch to add to the list. (touch, bunch, reach, teach, couch)
- Have students find the word *giant* on page 4. Notice the soft g /j/. They practise saying *giant*. They think of more words that have a soft g, (giraffe) and words with a hard g like go (gateway). They listen to the difference between the first sounds of *giant* and go.
- Students identify syllables in words and clap as they are spoken, e.g. *arch/es*. Together find one-syllable words in the book to clap, e.g. *bridge*, *stone*. Have students clap two-syllable words, e.g. *tun/nels*, *con/crete*.

Word Study

- Talk about the words *about*, *from*, *just*, *made*, *more*, *one*, *over*, *them*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Students find compound words in the text, e.g. *gateway*, *doorway*, *everything*. They say the two words that are joined to make one and the meaning. Suggest others they may know.
- Talk about opposites in the text, e.g. *short/long*. Students say what the opposites to these words could be and find them in the text – weak, not many, down, under.
- Using the base word *build*, have students suggest all the words that can be made from it. (built, building, builds, building)

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

- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Students use modelling clay or lego/building blocks to design a strong arch. They decorate it and share how they made it.
- Students could build a fort using sugar cubes and glue in place of bricks. They can experiment to find the strongest arch. They photograph their arch and write about why it was so strong.
- Discuss the challenges people face building arches. Compare today with long ago. Students present their ideas to the class.

Forts

GOALS

Comprehension

Making connections: Have you ever played in or on a playground fort or made a fort? What kind of game did you play? What are forts used for?

Vocabulary

Focus High-frequency Words: but, came, like, live, their, them, were, when

Focus Content Words: animals, cannons, door, enemies, fort, gaps, people, safe, town, tunnels

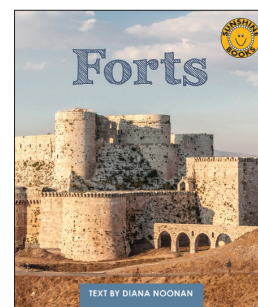
Phonics

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

Words to Blend and Segment: born, corn, for, force, fort

Fluency

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



People don't usually live in forts anymore but there are still many to discover.

Before Reading

- Students talk about playing in or on a playground fort or making a fort. Ask: What kind of game did you play? What are forts used for? Look on the back cover to see if they have seen or played in a fort like this one.
- Read the title together. Discuss what they see in the pictures on the cover and title page. Notice the different shapes. Ask: Who wrote the text? What other texts have you read by Diana Noonan? (*So Many Seeds? Let's Get Fit!*) What did you think of them?
- Help students use the title and cover illustration to make predictions about the text. Then 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 high and strong the forts look. Ask: Would they be safe? Discuss what students see on each page. Bring words like *animals, cannons, door, enemies, fort, gaps, people, safe, town and tunnels* into the conversation.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the picture? What can you say about it? (Elicit that it was built long ago to keep people safe and was hard to get into.) Have students look for tricky words, e.g. *ago, people, hard, kept, safe*. Then read the text together, pointing to the words as they are read. How long do you think it would have taken to build a fort like this?
- On page 4, discuss the town by the fort. Ask: What is in the town? Talk about the meaning of these words and the chunks that make them up, e.g. *ch-ur-ches, mar-kets, hou-ses*.
- On page 5, notice the steps made of stone in the fort. People would take their animals with them when enemies came. Find the tricky words. Break them into chunks or syllables, e.g. *en-e-mies, an-i-mals, peo-ple*. Read the sentences together.
- Follow this pattern for each page, discussing pictures and what the different forts or features of forts are before reading each page. Ask for comments about what forts look like today.
- Students look at the index and find the page with information about cannons. They ask a partner questions about the index, e.g. What page are tunnels on?

After Reading

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

- Would forts be useful today? Why? Is this book 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.
- Discuss the ending and what a trip to a fort might be like today. What do you think the author's purpose was for writing the book? What have you learnt from this book? How many countries do you think you would find forts in today? Are there any forts where you live?
- Look at the page numbers. What effect does this have on the design of the book?

Phonics

- Write the words *born, corn, for, force, fort* on the board to practise blending and segmenting together as a group, e.g *b-orn, born*. Brainstorm /or/ words to add to the list, e.g. *core, sort*.

Word Study

- Talk about the words *but, came, like, live, their, them, were, when*. Photocopy the flash cards from the inside front cover. and read them together. Ask students to find and read these words in the book and discuss their meaning in context. They play a spelling game with the cards.
- Students draw a fort shape and make each stone or brick contain a word that describes or makes up a fort, e.g. *stone, cannon, tunnel, strong, thick walls*.
- Survey members of the class to see what they like best about forts. Record the results in an illustrated graph or chart to share.
- Students copy or trace a map of the world and with a partner indicate where there are old forts in the world. They write the words and illustrate to share with the class.

Fluency

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

Writing

- On a piece of paper, students draw a picture of one of the forts in the book. Then they write the matching sentence from the text. They share this with a partner.
- Students can make a model of a fort using modelling clay or lego (building bricks). They discuss whether people were safer long ago than today. They give reasons and write their answers. They can illustrate the explanation.
- Students draw a plan of a fort showing the different parts. They label their drawing and write about it.
- The class could build a model fort in the classroom. They design, build and problem solve with issues around making sure the fort won't collapse. They could use sticks, stones and other materials found outside.

Museums Are Fun

GOALS

Comprehension

Connect to prior knowledge: Has anyone been to a museum? What did you see? Tell us about your visit.

Vocabulary

Focus High-frequency Words: ask, but, from, old, over, some, walk, what

Focus Content Words: art, bird, bread, desk, history, museum, nature, oven, school, village

Phonics

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

Words to Blend and Segment: king, living, ring, sing, thing

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.



See all the topics you can explore in the different kinds of museums.

Before Reading

- Connect to students' prior knowledge, ask: Has anyone been to a museum? What did you see? Tell us about your visit. Look at the back cover. Share what the children are doing at this museum and any similar experience students have had.
- Read the title together. Discuss what students see in the pictures on the cover and title page. Ask: Who wrote the text? Read the author's name together.
- Help students use the title of the book and cover illustration to make predictions about the text. Then read the title and contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the different kinds of museum and the variety of things and activities in them. Discuss what they see on each page. Bring words like *art, bird, bread, desk, history, museum, nature, oven, school, village* into the conversation.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the pictures? Are they very different things? Why do we have museums? Read the words together.
- On pages 4–5, read the heading and the words together.
- On page 6, look for the tricky words in the heading. Break the words into chunks or syllables, e.g. *liv-ing, his-tor-y*. Read the page together pointing to the words. Ask: What do you see in the pictures? Would you like to be in a classroom like that? Why, why not?
- Look for tricky words on page 7. Break the words into chunks or syllables, e.g. *class-room, wood-en*. Then read the text together, pointing to the words as they are read. Ask: How do your desks compare? Are they made of wood?
- Follow this pattern, discussing the pictures, what the museum is and what is being shown before reading each page. Look for the tricky words and check that they sound right, look right and make sense in the sentences.
- On page 16, students look at the index and find the page with more information about fossils.

After Reading

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

- What does the author mean when she writes, "Museums are fun!" Is this book fiction or non-fiction? How do you know? What is the difference?
- What do you think the author's purpose was for writing the book? What have you learnt from this book? What different museums have you visited? What are the different museums you have read about in this book? What is the difference between natural history and living history?
- Students choose a heading from the contents page. They read the relevant pages and summarise the main idea with pictures and labels. They share with the class.

Phonics

- Write the words *king, living, ring, sing, thing* on the board to practise blending and segmenting together as a group, e.g. k-ing, king. Brainstorm more words the end in -ng to add to the list. (song, bring, bang, lung)
- Students find the words *space* and *science* on page 16. Explain that they both have a c that sounds like /s/. (soft c) Most words have a hard c like cat /k/. Students think of more words with c and say whether they are a soft or hard c.
- Look at the words *skeleton* and *scary* on page 13. Students say the words. Notice they both start with the /sk/ blend but have different spellings. Have students make a web with words that start with sc or sk, e.g. scat, scar, ski, scooter, skin. They illustrate where possible.
- Students identify syllables in words and clap as they are spoken, e.g. *his/tor/y, din/o/saur*. Together find one-syllable words in the book to clap, e.g. *art, space, shells*. Have students clap two syllable words, e.g. *sci/ence, liv/ing, pret/ty; fos/sils*.

Word Study

- Talk about the words *ask, but, from, old, over, some, walk, what*. Read them together. Ask students to find and read these words in the text. They discuss the meaning in context with a partner and ask each other spelling riddles, e.g. I am thinking of a word that is the opposite of under and it starts with o. Can you spell it? (over)
- Students write a list of questions they might ask in a science museum to help them find out how things work. They use the question words how, when, why, what, where.

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

- On a piece of paper, students draw a picture from book. They write the matching sentence from the text.
- Find a recipe for an old-fashioned food such a scones and help students to make them. They list and illustrate the ingredients and method.
- Have students write about the museum in the book that they found most interesting and why.
- On page 8, have students notice the roofs of most of the houses. Together research how to make a thatched roof. Students write some sentences about thatched roofs.

What We Do When...

GOALS

Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss the time and what is done on each page.

Vocabulary

Focus High-frequency Words: after, don't, for, going, more, or, that, then

Focus Content Words: afternoon, day, dinner, holiday, hour, long, morning, night, noon, weekend

Phonics

Letters and Sounds: Identify and make rhyming words.

Words to Blend and Segment –oo: afternoon, boot, noon, soon, too

Fluency

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



This rhyming story takes you through a typical school day and helps tell the time.

Before Reading

- Read the title together. Ask: What could it mean? (things we do at different times) Who wrote the text? Discuss the pictures on the cover and title page. Ask: Is this book fiction or non-fiction? How do you know? What is the difference?
- Help students use the title and cover illustration to make predictions about 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 the different activities people do during the day and night. Discuss what students see on each page. Bring words like *afternoon, day, dinner, holiday, hour, long, morning, night, noon, weekend* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the title together.
- On pages 2–3, ask: What do you see in the picture? Elicit the words *night-time* and *daytime*. What do we call it when it's dark? Look for tricky words, e.g. *daytime, night-time, usually, people, school*. Break the words into chunks or syllables, e.g. *us-u-a-lly*. Read the text together, pointing to the words as they are read. Have students notice the rhyming words.
- On pages 4–5, discuss the pictures. Elicit the words *sleep* and *cry*. Have students find the words *torch, beach, sleep, babies, wake*. Talk about the meaning of these words and the chunks that make them up, e.g. *t-or-ch*. Read the text together, emphasising the rhymes.
- Follow this pattern for each page discussing the pictures, what the different time of day is and what the activities are, before reading each page.
- Students predict the ending. On page 16, they look at the index and find the page with more information about lunchtime. They ask a partner questions about the index.

After Reading

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

- Discuss the ending and what holidays or weekends mean. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Students re-tell the text using the pictures on each page as a guide. Discuss the time and what is done on each page.
- Students look at the back cover and put the pictures in the correct order of the day.
- Reread the text together, emphasising the rhyme and feeling the rhythm.

Phonics

- Write the words *afternoon, boot, noon, soon, too* on the board to practise blending and segmenting together as a group, e.g. b/ooot, boot. Brainstorm more oo words to add to the list, e.g. room, moon, smooth.
- Students find compound words in the text and explain the meaning of the two words that make up the compound word and the word itself, e.g. *afternoon, bedtime, daytime, midnight*.

Word Study

- Talk about the words *after, don't, for, going, more, or, that, then*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book. They discuss their meaning in context, e.g. *after* is the opposite of before on page 11. They play a spelling game with them.
- Students find and discuss the meaning of the opposites (antonyms) in the text, e.g. *long/short; daytime/night time; morning/afternoon; dark/light; wake/sleep; night/day*. They list them in a two-column chart and discuss how they were used in the text.
- Students find and discuss the meaning of the synonyms (words with similar meanings) in the text, e.g. *noon/midday*.
- On page 3, find the word *don't*. Together discuss the meaning of the contraction, what the apostrophe is for, what letter is missing and the expanded form (do not). Find more examples of contractions in the text and expand them. (*isn't, it's, breakfast's*) Explain that the word *o'clock* on page 7 is an old-fashioned way of saying "of the clock".
- Students make a timeline showing the sequence of a day. They illustrate and label their timeline, then use it to retell the activities of the day.
- In pairs students copy or trace a map of the world and indicate if an area is dark and where it would be light in the world. They label, illustrate and share with the class.

Fluency

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

Writing

- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Students choose a heading from the contents page and read the relevant pages. They summarise the pages in their own words and write a sentence to share with the class.
- Students use the illustrations on pages 8 and 10 to make a poster about the two ways of showing 12 o'clock (analog and digital).

Captain Patch Goes to Sea

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: away, call, could, every, had, just, may, saw

Focus Content Words: bath, chest, crew, diamonds, gold, island, months, shark, sick, year

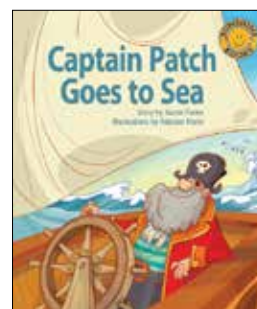
Phonics

Letters and Sounds: Identify and make rhyming words, e.g. crew/stew; drop/stop

Words to Blend and Segment – ew: crew, dew, few, new, stew

Fluency

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



Travel with Captain Patch and his crew over a whole year in this rhyming ballad.

Before Reading

- Together look at the cover picture. Ask: What do you see? Why would he have that name? Read the title together. Read the the names of the author and illustrator. Have you read any other stories by Susan Frame? (*Getting Around*, *Jo Tries Out for the Team*) What did you think of these stories?
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What are the people doing in the picture? What do you notice about the flag on the ship? 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.
- Talk/walk through the pictures. Discuss what is happening on each page and in each month. Bring words like *bath*, *chest*, *crew*, *diamonds*, *gold*, *island*, *months*, *shark*, *sick*, *year* 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 page 2, ask: What do you see? Students find the tricky words *January*, *trusty crew*, *eighteen twenty-two* and *exactly* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. When did this story take place? (January, 1822 – about 200 years ago) Have students notice the rhyming words, e.g. *two/crew*, *sea/see*.
- On page 3, ask: What did Captain Patch and his crew do in February? Look for the words *February*, *magical*, *jiving jelly-fish* and *danced* in the text to confirm. Read the words together. Students notice the rhyming words, e.g. *land/sand*, *shoes/blues*.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together and noting the rhyming words.
- On page 15, 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.

After Reading

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

- What kind of person is Captain Patch? How do you know? Find words in the story that indicate this. What type of genre is this story? Do you think it is based on a true story?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. What did Captain Patch suggest when the crew got sick? (page 4)
- Reread the story together, emphasising the rhyming words and feeling the rhythm. Be aware of the punctuation marks. On page 8, there is a dash. What does this mean? (pause, like a comma, but something is explained after the dash) Change your voice for Captain Patch.
- Look at the back cover to discuss what the pirates did each month. Practise saying the months of the year together. Learn to recite them like Captain Patch did on page 16.
- What do you think the author's purpose was for writing the story?

Phonics

- Write the words *crew*, *dew*, *few*, *new*, *stew* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *cr-ew*, *crew*. Read the words together and talk about the meaning of each. Students think of more ew words to add to the list, e.g. chew, blew.

Word Study

- Talk about the words *away*, *call*, *could*, *every*, *had*, *just*, *may*, *saw*. 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 memory game. Discuss the meaning or use of each word in the book, e.g. *call* means to stop by on page 10.
- On page 3, read the description of the magical land *with bright orange trees and purple sand*. Explain that the author is helping us to create a picture in our minds as we read. Read on to *Crabs danced...* Why are there hyphenated words? (They are adjectives made up of more than one word to describe a noun.) What did the crabs wear? (*red-and-green shoes*) What do you notice about *jiving jellyfish*? Can you see a picture of the jellyfish in your mind?
- Have students make a list of interesting words the author has used to make her story colourful and exciting.
- On page 4, students find the word used for medicine? (*remedy*) Why did the author use *remedy* instead of medicine? (It rhymes with tea.) Make a list of all the rhyming words in the story on the board to read together.

Fluency

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

Writing

- Students make a timeline for the months of the year. Under each they summarise the main event that happened. They label and illustrate and use this to re-tell the story to the group.
- Class project: Create the pirates' favourite dish, some pickled onions or other pirate food. Students write the recipe and create the dish. They write about whether they liked the taste.

Wonderful World

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: big, down, green, look, there, this, up, what

Focus Content Words: billions, coral, millions, north, pole, reef, rainforest, south, waterfall, world

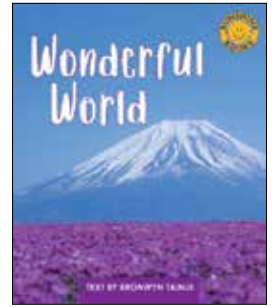
Phonics

Letters and Sounds: Identify and make superlatives ending in -est

Words to Blend and Segment: biggest, greatest, highest, largest, longest

Fluency

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



This book travels to seven wonders to ask “Would you like to...”

Before Reading

- Ask: What do you notice about the title? (alliteration – a way writers make their writing more interesting)
- Read the title together. Ask: What is wonderful about our world? Discuss what students see in the pictures on the cover and title page. What do the photos show about our wonderful world? What other places might be in the book? How do you know that this book is non-fiction?
- Read the title and the table of contents to give an idea of what places are in the text.
- Talk/walk through the pictures. Notice the scenery. Discuss what students see on each page. Bring words like *billions*, *coral*, *millions*, *north*, *pole*, *reef*, *rainforest*, *south*, *waterfall*, *world* into the conversation. Ask: What do you notice about *millions* and *billions*? (They rhyme.) Which number is bigger?

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the photo? These are famous mountains. Look at the text to see why. Look for tricky words like *Everest*, *highest*, *mountain*, *climb*. Break the words into chunks or syllables, e.g. *Ev-er-est*. (*Climb* has a silent b.)
- Read the text together, pointing to the words as they are read. Look at the back cover to find where Mt Everest is on the world map.
- On pages 4–5, ask: What do you see in the picture? (a huge waterfall called Victoria Falls.) What country is it in? Share experiences if anyone has seen a waterfall. Was it loud? What makes the noise? Read the words together. Look at the back cover to find it on the map.
- Follow this pattern for each page, discussing the pictures and what the different features are before reading each page.
- Have students look at the index and ask a partner questions, e.g. What page would I find information about the rainforest?

After Reading

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

- Discuss and model how to identify the main idea of the text.
- Students re-tell the text using the pictures on each page as a guide. They discuss the features and the countries they appear in.
- Look at the design of the page numbers. How does this effect add to the design of the book?
- Discuss the ending and what *wonderful world* means. What do you think the author's purpose was for writing the book? What have you learnt from this book? They think of other alliterative titles that could be used for each chapter, e.g. Amazing Amazon, Crazy Canyon, Famous Falls.
- Return to the back cover and review the wonders and the countries where they are found.

Phonics

- Write the words *biggest, greatest, highest, largest, longest* on the board. Chunk and say them as a group, e.g. *great-est, greatest; big-gest, biggest*. Brainstorm more words ending in -est. (shortest, coldest) A superlative is used when things are compared. Remind students that words like nest and best are not superlatives.
- Students identify syllables in words and clap as they are spoken, e.g. *bar/ri/er*. Together read and clap one-syllable words in the book, e.g. *reef, fish*. Have students clap two-syllable words, e.g. *cor/al, mil/lions*.

Word Study

- Talk about the words *big, down, green, look, there, this, up, what*. Read them 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 story, e.g. *waterfall, rainforest*. List the two words and then the compound word on the board along with the meaning. Add any other compound words students know.
- Students create a quiz. They choose one chapter to reread, then write a question about it. *Great Barrier Reef* page page 8. Question 1: What is the largest coral reef in the world? They ask a partner their question to have a fun quiz.

Fluency

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

Writing

- Students write and illustrate a fact from the text. They share this with a partner.
- Have students create a new story called: Our Wonderful School. They list the reasons why and then write sentences about why it is wonderful.

The Thunder Giants

GOALS

Comprehension

Analyse the characters of Max, Billy and Samira. What can you say about each?

Vocabulary

Focus High-frequency Words: around, as, did, don't, her, saw, their, who

Focus Content Words: children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry

Phonics

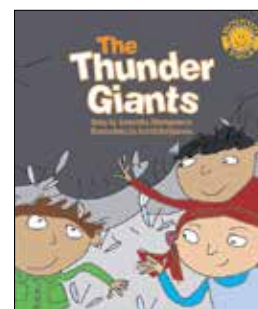
Letters and Sounds: Recognise and produce words that start with the same sound:

/j/ soft g

Words to Blend and Segment: gentle, germ, giant, giraffe, gym

Fluency

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



Thunder and lightning in a storm can be scary but the children find a way to make it fun.

Before Reading

- Read the title and the names of the author and illustrator. Then read the title together. Ask: What could the title mean? Have you heard thunder? Does it sound like giants? Have you read any other stories by Samantha Montgomerie? Did you like reading them?
- Together look at the cover picture. Ask: What are the children doing in the picture? 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 *children, classroom, giant, laugh, lunchtime, roof, scared, thunder, windows, worry* 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 are the children doing? Find the words *classroom, lunchtime, drawing, splashed, outside, drummed* and *steady* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What are the children drawing? They heard a very loud thunder clap. Look for the words *castle, thunder* and *rattle* in the text to confirm. Read the words together. (Notice castle has a silent t.)
- 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?

After Reading

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

- How did the children cope with being scared of loud thunder? 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?
- Analyse the characters of Max, Billy and Samira. What can you say about each?
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and emphasise the descriptive words, e.g. *rumbled and rolled* on page 6.
- Look at the back cover to discuss the fact about lightning and thunder.
- Reread page 8, 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.
- What do you think the author's purpose was for writing the story?

Phonics

- Write the words *gentle, germ, giant, giraffe, gym* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *g-erm, germ*. Read them together and talk about the meaning of each. Think of more soft g words to add to the list. (genius)
- On page 4, find the word *went*. Students suggest other words that rhyme with *went*, e.g. bent, sent, rent, tent. Say the words together.

Word Study

- Talk about the words *around, as, did, don't, her, saw, their, who*. 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. *around* means going in a circle on page 12. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- Read the words *stomped and stamped* on page 12. Explain that this is an example of alliteration of st. In the description of Samira dancing, the author is helping you to create a picture in your mind as you read. Have students find more examples of alliteration.
- Who are the thunder giants? Students say what they do and list them. What makes the thunder? What is happening when it gets louder? (*bowling, cooking, dancing*) Find the interesting words the author used to describe these.
- Make a timeline of the weather growing in intensity, starting with the rain splashing, then drumming on to the thunder clapping and so on.
- What were the main things that Max didn't like when there was thunder? Make a web with Max in the middle and things like *windows rattled* coming out from the web.

Fluency

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

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 retell the story to the class.
- Students draw or paint what they think a thunder giant might look like.

Hairy Facts

GOALS

Comprehension

Making connections: Read the back cover. Discuss your hair colour, your friends' hair colour and your family's hair colour. Who has the same colour as you?

Vocabulary

High-frequency Words: head, about, round, keep, know, than, tell, who

Content Words: hair, born, bald, strong, warm, curly, straight, blonde, redhead, black

Phonics

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

sound: -air

Words to Blend and Segment: air, hair, hairy, fair, pair, hairstyle, stairs, chair

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.



Most of us have hair on our heads. What colour is it? Why? Check out these and other facts about hair.

Before Reading

- Read the title together. Ask: Who is the author of the text? Why is there no illustrator? How do you know that this book is non-fiction?
- Discuss what students see on the cover and title page. Ask: What do the photos show about hair?
- Read the back cover. Match the words to the pictures. Discuss their meaning. Discuss students' hair colour, their friends' hair colour and their family's hair colour. Ask: Who has the same colour hair as you?
- Read the title and the table of contents to give an idea of what the text might be about.
- Talk/walk through the pictures. Notice the different hair colours and hair styles. Discuss what students see on each page. Bring words like *hair*, *born*, *bald*, *strong*, *warm*, *curly*, *straight*, *blonde*, *redhead*, *black* into the conversation. Notice how hair grows on page 12.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? How many hairs do we have? Look at the text to get some clues. Look for tricky words like *people*, *hairs*, *head*. Break the words into chunks or syllables, e.g. *peo-ple*. Then read the text together, pointing to the words as you read. Make sure the words make sense, look right and sound right.
- Turn to pages 4–5 and discuss the photos. Ask: What do you see? Find the words *born*, *blonde*, *darker*. Share experiences of what students were like as a baby. Ask: Were you born with hair? Read the words together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Look at the index and find the pages where there is information about follicles. Students ask a partner questions about the index, e.g. Which page has information about wigs?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: Who would like to be a hair stylist when they grow up? What does hair protect? Discuss which hairstyle students like.
- 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?

Phonics

- Recognise and produce words that have the same vowel sound – air. Write the words *air*, *hair*, *hairry*, *fair*, *pair*, *hairstyle*, *stairs*, *chair* on the board to chunk and say them as a group, e.g. *h-air*, *hair*. Discuss the meaning of each word and have students use it in a sentence.

Word Study

- Talk about the words *head*, *about*, *round*, *keep*, *know*, *than*, *tell*, *who*. Copy and print two sets of 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 could play a memory matching game with them.
- Students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Students draw a picture of a head of hair in the middle of a web. They can write different words related to hair as labels around the picture.
- Choose one chapter to re-read. Make a quiz about hair where the answers are in the text, e.g. Hair and Science, page 21, Question 1: What is DNA?

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.

Writing

- Students write and illustrate a fact from the text, e.g. The colour of your hair depends on your parents. They share this with a partner.
- Students make a poster showing different hairstyles with captions to name them and write a sentence about each.
- Students draw themselves and their family, labelling the different hair colours.

Let's Go to the Sahara

GOALS

Comprehension

Ask: 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: any, than, place, hot, very, sleep, plants, water

Content Words: world, desert, Arctic, Antarctic, sandy, freezing, sunhat, daytime, burrows, camel

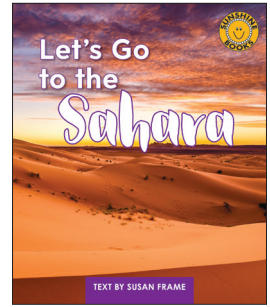
Phonics

Letters and Sounds: Identify syllables in words and clap as they are spoken, e.g. Arc-tic, An-tarc-tic, des-ert

Words to Blend and Segment: Identify and make superlatives ending in -est; eg, biggest, hottest

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.



The Sahara desert is the world's hottest desert but people and animals live there.

Before Reading

- Read the title together. Ask: Who wrote the text? Have you read any other books by Susan Frame? Share experiences.
- Discuss what students see in the pictures on the cover and title page. What do the photos show about the Sahara desert?
- 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.
- Read the title and the table of contents to give an idea of what is going to appear in the text.
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *world, desert, Arctic, Antarctic, sandy, freezing, sunhat, daytime, burrows, camel* into the conversation. Notice interesting things about the desert such as whether you would need warm or light clothing.

Reading the Text

- Read the cover and the contents page together.
- Turn to pages 2–3, ask: What do you see in the photo? What makes a desert? Look at the text to get some clues. Look for tricky words like *desert, sandy, dunes*. Break the words into chunks or syllables, e.g. *des-ert*. Then read the text together pointing to the words as they are read. Include the captions. Make sure the words make sense, look right and sound right.
- On pages 4–5, ask: What do you see? Deserts can be icy. Look for the words *Arctic, Antarctic, hardly*. Chunk the words and read them. Discuss their meaning. Read the text together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Look at the index and find the page with information about an oasis. Students ask a partner questions about the index, e.g. On what pages will you find information on date palms?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: What kind of clothes do people wear in the desert? How do animals survive in the desert? Discuss nomads and how they live in the desert. What is different about the way they live?
- Re-tell the text using the pictures as a guide. Discuss the special features of deserts.
- Model how to summarise the text. Work through the text chapter by chapter summarising each. Then look for a main thread or theme that can cover the whole text.
- Have students look at the design on the page numbers. What effect do you think the designer was hoping for? How does this effect add to the design of the book?
- What do students think the author's purpose was for writing the book? What have they learnt from this book?
- Look at the back cover. Discuss whether you would like to visit a desert. Ask: Does it look like fun to ride a camel? How would it be different to riding a horse?

Phonics

- Identify syllables in words and clap as they are spoken, e.g. *Arc-tic, An-tarc-tic, des-ert*.

Word Study

- Write the words *biggest, hottest* on the board to chunk and say them as a group, e.g. *big-gest*. Brainstorm more words with -est, e.g. *lightest, brightest, longest, shortest, coldest, smallest*. Students say the words, and discuss their meaning and use them in a sentence.
- Talk about the words *any, than, place, hot, very, sleep, plants, water*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words. Discuss their meaning in context. Play a spelling game, such as hangman, with them.
- Ask students to find all the words that are contractions, e.g. *isn't, doesn't, don't*, and expand them. Discuss the meaning and use of contractions. They read the words together with a partner. Brainstorm other contractions students know, e.g. *didn't, can't*.

Fluency

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

Writing

- Students draw a picture of a desert in the middle of a web. They write different words relating to deserts branching out from the web, e.g. nomads, caravan, camels.
- Students write and illustrate a fact from the story, e.g. On page 17, people eat the dates that grow on this tree. They share with a partner.
- Students make a chart about plants that live in the desert. They label and illustrate it and share with the class.

My Farm Diary

GOALS

Comprehension

Make connections: Think about a time when something similar has happened to you. Have you ever been on a sleepover?

Vocabulary

High-frequency Words: don't, their, took, know, inside, that's, after, even

Content Words: shearers, wool, quad-bike, lamb, prawns, rooster, rained, sleepover

Phonics

Letters and Sounds: Recognise and produce words that have /or/

Words to Blend and Segment: for, morning, stories, more, forgot

Fluency

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



The child keeps a diary about a sleepover on a farm. Nan and Pa have a sheep farm and there are goats and chickens and lots of different things to experience.

Before Reading

- Look at the outside back cover. These pictures give an idea of what the book might be about. Discuss what students might like to do on a farm.
- Read the title and the names of the author and illustrator. Read the title together. Ask: What could the title mean? What is a diary? A diary is written by someone to talk about their daily activities. It is a personal record of what he/she has been doing. Ask: Do any of you keep a diary?
- Together look at the cover and discuss. Ask: What animal is shown? What is it doing?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *shearers*, *wool*, *shorn*, *quad-bike*, *lamb*, *prawns*, *rooster*, *rained*, *sleepover* into the conversation.
- On page 23, have students predict how the diary might end.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Explain that the child is writing a diary of a sleepover at their grandparents' farm. They are using a diary app on their device. They write about their daily activities and load photos too. Have students locate the words *diary*, *sleepover*, *middle*, *nowhere* to confirm. Make sure the words look right, sound right and make sense.
- Read the sentences together. Ask: What does the child call the grandparents? What do you call your grandparents? From whose point of view is the story written?
- On pages 4–5, ask: What is happening here? Look for the words *shearers*, *sheepdogs*, *chase*, *vegetables*, *cook-up* in the text to confirm. Read the words together.
- Why does the child say “Boo hoo” on Sunday on page 22? On page 23 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: Did you like the ending? Do you think the grandchild was happy to be home? What was the last thing they did on the farm? How could you summarise the child's feelings on the last three days of the diary?

After Reading

Invite students to discuss the text.

- Ask: Do you think it was a good idea to keep a diary of the farm sleepover? Why? What would you have done in a similar situation? Do you think it is based on a true story? What made the child start to get homesick? What day was that?
- Choral read the story together. Take turns reading different days of the diary in groups.
- Students analyse the characters of Nan and Pa. What can you say about each character?
- Students think about a time when something similar has happened to them. Ask: Have you ever been on a sleepover? Can you remember your first ever sleepover? Share your experiences. Did you get homesick?
- Revisit the back cover. Follow the story map to discuss the farm activities.

Phonics

- Recognise and produce words that have /or/ sound. Write the words *for*, *shorn*, *morning*, *stories*, *more*, *forgot*, *shortbread*, *lemonade* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-orn*, *shorn*. Read the words together and talk about the meaning of each. Students think of more words to add to the list, e.g. *corn*, *born*, *torn*, *store*, *fort*.
- Talk about the past-tense verbs in the diary. (*came*, *did*, *followed*, *showed*, *told*, *took*) Together find more examples.
- Have students find compound words in the story like *homesick*, *stir-fry*, *quad-bike*. List them and explain their meaning.

Word Study

- Talk about the words *don't*, *their*, *took*, *know*, *inside*, *that's*, *after*, *even*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in context, e.g. *don't* is short for do not. Students scan the text for other contractions to expand and discuss their meaning.
- Have students build a list of words with the suffix -wards as in *afterwards* on page 11.
- Students draw a picture from the diary. They find the words, they write them and then read their sentence to a partner.

Fluency

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

Writing

- Students make a story map of the activities the grandchild did on the farm. They label and illustrate their story map and share with the group.
- They write a story about the hens and what their names mean. They can illustrate with drawings or use a picture from the internet.
- They write their own diary about what they did in the weekend. They can illustrate it.

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.

Mr Bright, Turn Off the Lights!

GOALS

Comprehension

Re-tell the text using the pictures on each page. Discuss what the different characters said about Mr Bright's lights and how it made them and him feel. What can be learnt from this story?

Vocabulary

High-frequency Words: along, under, night, sleep, off, please, couldn't, because

Content Words: light, turn, complain, Mayor, flick, bright, dark, lighthouse, perfect, storm

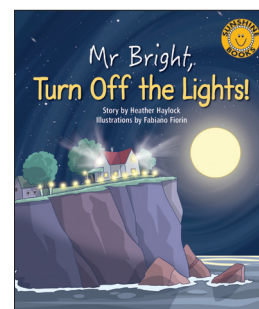
Phonics

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

Words to Blend and Segment: bright, light, night, lighthouse, right, tight, sight, fight

Fluency

Model reading part of the text, noting the punctuation, interesting words and change of characters, e.g. page 20. Make your voice sound different for the different characters. Students repeat.



Mr Bright loves lights but they are keeping his neighbours awake. How can everyone be happy?

Before Reading

- Read the title and the names of the author and illustrator. Notice the rhyme in the title. Read the title together. Ask: What could the title mean? Why would Mr Bright need to turn off the lights? How does the sound of the title set the scene for the story?
- Look at the cover. Ask: Could this be Mr Bright's house? 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. Ask: Who is this? What is he doing? What might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *light, turn, complain, Mayor, flick, bright, dark, lighthouse, perfect, storm* 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.
- Turn to pages 2–3. Ask: What is happening in the illustration? Locate the words *switched, cliff-top, cottage, flick, mirror* to confirm. Make sure the words look right, sound right and make sense. Discuss their meaning. Read the sentences together.
- Turn to pages 4–5. Ask: What do you see? Look for the words *twinkled, dangled, letterbox, runway* in the text to confirm. Read the words together. (Note the compound words and discuss their meaning.)
- Follow this pattern for each page up to page 23, using the illustrations, 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 did the characters say Mr Bright would be perfect? What did they mean?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: Why did the mayor write a grumpy letter? What is a grumpy letter? Do you think it was a good idea for Mr Bright to become a lighthouse keeper? Why? Which parts of the story were repetitive? How did they add to the story? Read them again.
- Re-tell the text using the pictures on each page. Discuss what the different characters said about Mr Bright's lights and how it made them and him feel. What can be learnt from this story? Record the re-telling for further reflection and discussion.
- Discuss and model how to identify the main idea of the story.
- Look at the back cover to discuss what students see. Discuss whether Mr Bright could be a lighthouse keeper today.
- Discuss the possible reasons for the author writing this text.

Phonics

- Write the words *bright, light, night, lighthouse, right, tight, sight, fight* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *br-ight, bright*. Read them together and talk about the meaning of each. Students think of more -ight words to add to the list, e.g. *might*.
- Build a list of words with the suffix -age, e.g. *cottage, sausage*. Read them together.

Word Study

- Talk about the words *along, under, night, sleep, off, please, couldn't, because*. 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. Discuss the meaning or use of each word in the book.
- Notice the bold print on pages 11 and 16. Ask: Why are the words printed in this way? How would we read these words?
- Students identify and build up a list of compound words from the story, e.g. *lighthouse, supermarket, ponytail*. They say what the two words mean individually and when combined.
- Find the word *complain* in the text. Ask: What other words can be made from *complain*? What does complain mean?

Fluency

- Model reading part of the text, noting the punctuation, interesting words and change of characters. Make your voice sound different for the different characters. Students repeat.

Writing

- Students make another page for the story telling what Mr Bright does in his lighthouse.
- Students write an advertisement for a job of their choice. They can use page 23 as a model.
- Students write a grumpy letter to the mayor complaining about something they aren't happy with. They can use page 12 to help them.