

# The Cat and the Snail

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** a, am, and, are, back, can, come, did, do, for, get, go, going, have, her, here, I, if, in, into, is, it, like, my, no, not, of, off, on, out, ran, run, so, some, the, then, to, too, we, what, where, will, you

**Content Words:** bird, cat, cheep, choose, dog, fast, gate, goes, hello, home, its, OK, park, race, ready, set, shell, sit, snail, still, tree, win

### Phonemic Awareness

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

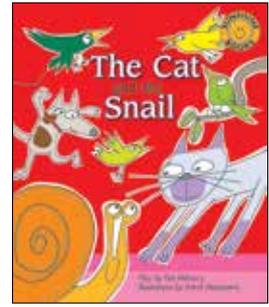
### Phonics

**Letters and Sounds:** sn

**Words to Blend and Segment:** snap, snip, snug, sniff, snack

### Fluency

Read the play as a readers theatre together before taking character parts in groups of five.



This is a play about a race between a cat and a snail.

## Before Reading

- Ask: What is a play? How do we read a play? What is a narrator? How do we know which parts the characters read?
- Together look at the cover picture. Discuss what is happening in the picture. Read the title. Discuss what students think will happen to the cat and the snail.
- Read the title and the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the play.
- On the title page, discuss the animals in the illustration. Ask: What do you think might happen in the play? What characters are in the play?
- Talk/walk through the pictures. Discuss the animals and what they are doing on each page, e.g. on page 3 what are the cat and dog doing? (having a running race).
- On page 13, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. On the title page, read the names of the characters together.
- On page 2, read what the narrator says together to set the scene. Find the word starting with p (*park*). Ask: What are the cat and the dog doing? Look for /r/ in *run*. Look for the letter t (*tree*). Who do you think will win the race? Read the words together.
- Follow this pattern for each page up to page 13, discussing the illustration and reading 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? Who won the race?

## **After Reading**

Invite students to discuss the play. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Look at the punctuation on page 2. Model how to read the text with commas, question marks and the exclamation mark.
- Reread the play together, noticing the repetitive parts and punctuation.
- Ask students to retell the story using the pictures on each page as a guide. Who was racing first? Second? And so on? How did the snail win the race?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /sn/ e.g. snap, snip, snug, sniff, snack. Students listen for the /sn/ blend as you read the words slowly. They repeat the words. /sn/ /a/ /p/, snap, emphasizing the /sn/. They think of other words to say that begin with /sn/, e.g. snail, sneak, sneeze, snooze.

## **Phonics**

- Discuss the sound of the blend /sn/. Write the words snap, snip, snug, sniff, snack on the board to practise blending and segmenting the sounds together as a group, e.g. /sn/ /i/ /p/, snip. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *if, run, like, where, going, come, get, will*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them. They read their sentence to a partner, e.g. *Cat: No Snail, I am too fast for you.*

## **Fluency**

- Read the play as a reader's theatre together before taking character parts in groups of five or more. Students can make animal masks to wear when acting out the play.

## **Writing**

- Students make a time line to show the order of the play. They label their illustrations and use this to retell the play.
- Students write a new sentence using the pattern from the play. They draw a picture first, then write the sentence, e.g. *Tortoise: Are you ready? Get set, go!*

# The Rainforest Ball

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** a, after, all, am, an, and, at, big, can, come, down, fly, go, good, have, he, him, his, I, in, is, jump, know, let, look, more, not, of, off, on, out, run, saw, that, the, them, they, three, to, too, up, walk, was, we, were, when, will, with, you

**Content Words:** animals, around, ball, bangs, bees, blew, buzzing, course, crept, dance, drum, elephant, everyone, flying, friend, frogs, fun, goodnight, hanging, heard, he's, hide, I'll, I'm, jumping, kiss, let's, loud, monkey, morning, quietly, rainforest, scary, slept, sloth, snuggled, sound, sudden, swinging, that's, through, tight, toucan, trees, us

### Phonemic Awareness

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

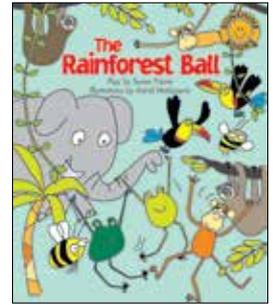
### Phonics

**Letters and Sounds:** o (on)

**Words to Blend and Segment:** on, pot, not, cot, lot

### Fluency

Read the play as a reader's theatre together before taking character parts in groups of seven or 13.



This is a play about animals in the rainforest and their invitation to a ball.

## Before Reading

- Discuss what a play is and strategies for reading a play. What is a narrator? How do we know which parts the characters read?
- Read the title. Discuss the meaning of *rainforest*. Ask: What animals might live in a rainforest? What is a *ball*? (Discuss the difference between playing with a ball and going to a ball, a kind of dance.)
- Read the title and the names of the author and illustrator of the play.
- Help students to use the title and cover illustration to make predictions about the play.
- Together look at the cover picture. Discuss what is happening. Ask: What animals can you see and what are they doing?
- Look at the title page. Here is the list of characters in the play plus the narrator who tells the story. Ask: How many characters are there. Read their names together and what animal they are. What do you think might happen in the play?
- Talk/walk through the pictures. On pages 2–3, discuss what animals are swinging and what might be big and scary. Continue in this way until page 15. Have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the names of the characters on the title page together. Ask: On page 2, what are the animals' names and what are they doing? Find the words *Milly* and *Molly*. Look for the M. They are *swinging*. Look for /sw/.
- Read the narrator's words together. What about the drummer? Do they say anything? (No, they bang on the drum three times.) Notice the words for actions are in a different font.

- Follow this pattern for each page up to page 14, discussing the illustration and reading the different characters' words together. Point out the repetition and rhyme on each page and how this helps reading.
- 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? Was Eric the Elephant scary? What was scary?

## **After Reading**

Invite students to discuss the play. Prompt if needed.

- Discuss the ending. Is this what students predicted? Why was the kiss scary?
- What did the animals do when they heard a scary sound?
- Reread the story together. Feel the rhythm as you read the rhyming and repetitive parts.
- Ask students to retell the story using the pictures on each page as a guide. Which animals felt scared first, and next and so on? When did the story change to being not scared and why?

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /o/ e.g. on, pot, not, cot, lot. Students listen for the /o/ vowel sound as you read the words slowly. They repeat the words, /p/ /o/ /t/, pot, emphasising the /o/. They think of more words with /o/, e.g. off, dot, got, hot.

## **Phonics**

- Discuss the short vowel sound /o/. Write the words on, pot, not, cot, lot on the board to practise blending and segmenting the sounds together as a group, e.g. /p/ /o/ /t/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *when, him, let, have, more, was, walk, were*. Read them together. Ask students to locate the words in the text. Talk about the meaning and use of each word.
- Compare *was* and *were*. Model using the words in sentences to show the different meaning.
- On a piece of paper, have students draw a picture from the play. They find the words and write them and then read their sentence to a partner. e.g. *He's big and he's scary, you know.*

## **Fluency**

Read the play as a reader's theatre before taking character parts in groups of seven or 13.

## **Writing**

- Students make a chart showing what the animals were doing before they felt scared, e.g. monkeys – swinging. They can use the chart to retell the play. Show how the feelings changed when the elephant appeared.
- Students write a new sentence using the pattern from the play. They draw a picture first, then write the sentence, e.g. Jimmy and Janey were walking around when all of a sudden they heard a loud sound.

# Five Foolish Friends

## GOALS

### Comprehension

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

### Vocabulary

**Focus High-frequency Words:** back, five, four, give, must, one, two, walk

**Focus Content Words:** bridge, count, fishing, friend, home, idea, lost, someone, water, yell

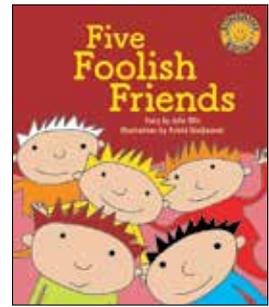
### Phonics

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

**Words to Blend and Segment:** stand, stash, stick, still, sting

### Fluency

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



This play shows how important it is to be able to count properly.

## Before Reading

- Ask: What is a narrator? Which parts do the characters read? Listen to the title and the names of the author and illustrator. What do you notice about the title? (alliteration) Why would the author use this technique in the title? (Makes the text more interesting, imaginative and real.) Have they read other stories by Julie Ellis? What can they remember about them?
- Students discuss what they see on the cover. Ask: How many characters are there? Could they be the five foolish friends? What does *foolish* mean? How do they look? (happy? friendly?) What could they be doing?
- Help students to use the title and cover page illustration to make predictions about the play.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where are the five friends now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening with the five friends on each page. Bring words like *bridge, count, fishing, friend, home, idea, lost, someone, water, yell* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- On the title page, read the title together and the names of the characters including the narrator. Ask: What are the characters doing? What clues in the picture tell you what might happen in the play? (fishing rods, hats, a bag)
- On pages 2–3, look at the picture. Ask: What are the five friends doing? Find the word *plan* in the narrator's lines to confirm. What idea did they have? (fishing) Find the words *idea* and *fishing*. Where and when do they plan to meet? Read the parts together.
- On pages 4–5, ask: Where are the five friends now? (fishing on the red bridge) Look for the word *fishing* in the text to confirm this. Read the narrator's part to check that *fishing* makes sense. How are the five friends feeling? (happy with all their fish) Read what Friend 4 says. What does *missing* mean? Do you think one of the friends is missing?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Change voices for the different characters.
- Review the predictions made earlier, then turn the page to reveal the ending.

## **After Reading**

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

- Students re-tell the text using the pictures on each page as a guide. What did the five friends and Alex do on each page?
- Reread the play together, then divide the class into seven characters including the narrator to read the parts together. If possible add actions. Did students like the ending? Why? Why is *Foolish* in the title? What made the friends seem foolish?
- Discuss the back cover. Re-tell the play using those pictures.

## **Phonics**

- Write the words *stand, stash, stick, still, sting* on the board to practise blending and segmenting the sounds together as a group, e.g. /st/ /a/ /nd/. Illustrate by touching the alphabet letters for each word as the sounds are made for the word.
- Students think of more words starting with st to add to the list. Play a guessing game. e.g. I am thinking of something that is the opposite of go. (stop)

## **Word Study**

- Talk about the words *back, five, four, give, must, one, two, walk* on the inside front cover of the book. Read them together. Ask students to find the words in the text.
- Photocopy and print multiple sets of these flash cards and use them to play a spelling game in pairs. Discuss the meaning or use of each word, e.g. *back* means "not lost" on page 14.
- Find the word *let's* on page 2. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (let us). Students find more examples of contractions in the book (*let's, I'll, isn't, don't, that's*) and expand them.
- Discuss words that end in -ing. Record these on a chart, e.g. walk/walking; point/pointing; miss/missing. Add other verbs to the chart. (hug, fish, yell, shake) Remind students about the rule when the verb ends in e, drop the e before adding -ing.
- 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**

- Choral reading with students pointing to the words as they are read. Read the play as a readers' theatre, taking character parts in groups of six or seven.

## **Writing**

- Students summarise the events on a story map showing the setting (where), characters (who), actions (what) and reasons (why). They illustrate and share with a partner.
- Students make a problem/events/solution three-column chart about the play. They illustrate and share with the class. Use the chart to re-tell the play as a story.

# Hide-and-Seek

## GOALS

### Comprehension

**Discuss strategies for reading a play:** What is a narrator? Which parts do the characters read? Predict what the play might be about. What do you know about the game of hide-and-seek?

### Vocabulary

**High-frequency Words:** all, been, do, go, on, one, play, please

**Content Words:** found, friend, game, grass, hide, monkey, rocks, seek, someone, today

### Phonemic Awareness

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

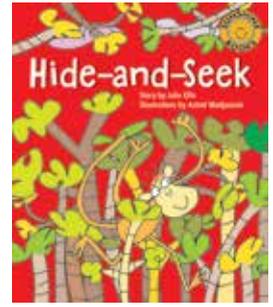
### Phonics

**Letters and Sounds:** /pl/

**Words to Blend and Segment:** plan, plot, plug, plum, plus

### Fluency

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



Matata, the monkey, wants to play. Can he find anyone to play with?

## Before Reading

- Ask students what they know about the game hide-and-seek. Together look at the cover picture. Discuss what they see. Ask: What do you think the setting is for the play?
- Help students use the title and cover illustration to make predictions about the text.
- Look at the title page illustration. Ask: What do you see here? These are the characters in the play. Read the names of the characters and discuss what animals they are. Discuss how you might change your voice for each animal. Ask: What is a narrator? Which parts do the characters read? Predict what the play might be about.
- Talk/walk through the pictures. Discuss what is happening to the characters on each page or what they are doing. Bring words like *found*, *friend*, *game*, *grass*, *hide*, *monkey*, *rocks* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the characters on the title page. Ask: On page 2, who reads this page? How do you know? What does *narrator* mean? Where is the setting? (near grass) Look for the word *grass*. What sound does it start with? /gr/ Say the word, emphasising the /gr/. What do the grey dots in the illustration mean? (show where the monkey went)
- On page 3, the monkey, Matata, is looking for a friend in the grass. Ask: Can you see a clue in the illustration? (tail with spots) Together read the question Matata asks.
- On page 4, ask: Who did the spotted tail belong to? Read the page changing your voice for each character. Reread the page together noticing the rhyming words *play*, *away*, *play*, *today*. Follow this pattern for each page up to page 14.
- On page 6, make the link to the fact picture on the back cover. Ask: Why do snakes do this?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Ask: How do you think Musa felt after coming up with the idea of a game to play?

## **After Reading**

Invite students to discuss the play. Prompt if needed.

- Ask: What genre is this text? (a play)
- Discuss the ending. Why did Matata not want to play hide-and-seek? Is this what students predicted? Have they played hide-and-seek? Do they get tired of playing games sometimes?
- Retell the text using the pictures on each page as a guide. Which animal did Matata find first, next and so on? What made Matata say “Oh, no”?
- Choral read the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *play/away/today*
- Discuss the meaning of the fact on the outside back cover and how this links to the text.
- Make a chart showing setting, characters and events. They notice how the setting and event change for each character.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /pl/ *plot, plan, plug, plus, plum*
- Students listen for the /pl/ sound as you read the words. They indicate when they hear it and repeat the word emphasising the /pl/.

## **Phonics**

- Discuss the sound of the letter blend: pl- Write the words *plot, plan, plug, plus, plum* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Find other words in the play that start with pl-, e.g. *play, please*.

## **Word Study**

- Talk about the words *all, been, do, go, on, one, play, please*. Read them together. Ask students to locate the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Read the play as a readers’ theatre together before taking character parts in groups. Notice the repetitive parts.

## **Writing**

- Students make a chart showing the reason why each animal wouldn’t play with Matata.
- Students make a chart of rhyming words from the story. They read the rhyming words on the chart and add more of their own. See who can make the most rhyming words for -ay.
- Have students make a blend chart showing words that start with a blend in the story.

# Mrs Clucky's Chickens

## GOALS

### Comprehension

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

### Vocabulary

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

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

### Phonemic Awareness

Identify syllables in words and clap as they are spoken

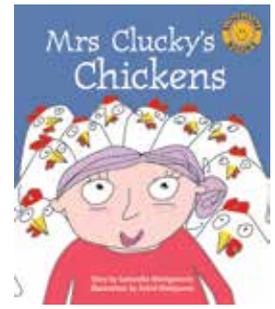
### Phonics

**Letters and Sounds:** /cl/

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

### Fluency

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



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

## Before Reading

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

## Reading the Text

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

## **After Reading**

Invite students to discuss the play. Prompt if needed.

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

## **Phonemic Awareness**

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

## **Phonics**

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

## **Word Study**

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

## **Fluency**

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

## **Writing**

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

# Learning Experience

## GOALS

### Comprehension

Discuss strategies for reading a play: Which words set the scene or explain actions?

Which parts do characters read? Which parts does a narrator read?

Predict what the play might be about.

### Vocabulary

**High-frequency Words:** we're, two, well, take, much, thing/s, bad, I've

**Content Words:** game, yesterday, ready, learn/ing, class, office, test, group, solve, problem/s

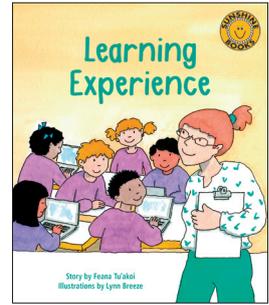
### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. learn-ing, ex-per-i-ence, un-us-u-al, did-n't, fin-ish-ing

**Words to Blend and Segment:** ow (long o): own, show, know, window, low, mow

### Fluency

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



In this play, the children are in class waiting for their teacher. She is late so they practise being self-managers of their own learning.

## Before Reading

- Read the title and the names of the author and illustrator to students. Read the title together. Ask: What could the title mean? Have they read any other stories by Feana Tu'akoi. Share their experiences.
- Look at the cover. Ask: What do you see? What is the setting? Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page. Ask: What do you see? These are the characters in the play. This is a drama. The characters are from the class on the cover. Read their names together.
- Discuss strategies for reading a play. Ask: Which words set the scene or explain actions? Which parts do characters read? Which parts does a narrator read? Predict what the play might be about.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *game, yesterday, ready, learn/ing, class, lessons, test, group, solve, problem/s* into the conversation. On page 21, 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 can you say about the class? Locate tricky words like *heard, finishing, hurry* to confirm. Break them into chunks or syllables, e.g. *fin-ish-ing*. Students should make sure the words look right, sound right and make sense. Read the sentences together for the reader/narrator and each character.
- On pages 4–5, ask: What is happening in the picture? Look for the words *yesterday, self-managers, ready, learning, usually* in the text to confirm. Discuss their meaning. Give examples of being *self-managers*. Read the words together.
- Review predictions for the ending made earlier, then turn to page 22 to reveal the ending.
- Have students discuss what they see in the illustration. Read the reader's text together. Ask: Did you like the ending? Why? On page 24, why are the children laughing?

## **After Reading**

Invite students to discuss the text.

- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose. Ask: What did the children do that would make Ms Crook feel proud? Review what the title “Learning Experiences” means now that you have read the play. Is it different to what you thought when looking at the cover at the beginning of the lesson?

## **Phonics**

- Have students identify syllables in words and clap as you read them, e.g. *learn-ing*, *ex-per-i-ence*, *un-us-u-al*, *did-n't*, *fin-ish-ing*.
- Write the words *own*, *show*, *know*, *window*, *low*, *mow* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *sh-ow*, *show*. Read the words together and talk about the meaning of each. Students think of more ow words to add to the list, e.g. *throw*, *tow*, *crow*, *blow*.

## **Word Study**

- Talk about the words *we're*, *two*, *well*, *take*, *much*, *thing/s*, *bad*, *I've*. Read them together. Ask students to locate the words in the text. Copy and print multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Have students discuss the meaning or use of each word in the book.
- Students find the word *thought* on page 12. Together build a list of words with the letter cluster -ought, e.g. *bought*, *brought*, *ought*. Compare these words with *caught* on page 14. Students make a list of words with the letter cluster -aught.

## **Fluency**

- Have students read the play as a Readers' Theatre together before taking character parts in groups. They act out the play in groups of eight. One student reads the directions.

## **Writing**

- Students write a recount of times when they have been responsible, a self-manager or have solved problems. Remind them to edit their writing. They illustrate and share.
- 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.
- Brainstorm how the drama might continue. What happens next? Students write a new ending to the play. They say what happens after Ms Crook comes back. What learning will they do?
- Look at the back cover and talk about the differences between classrooms now and in the past.
- Have someone come to school to talk about school in the 1950s or visit a local museum that has memorabilia from that era. Students write a report about the visit. They illustrate and display their findings.