

Getting Around

GOALS

Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference?

Vocabulary

Focus High-frequency Words: around, by, get, ride, run, so, their, up

Focus Content Words: bike, boat, bus, car, plane, scooter, skates, track, train, tram

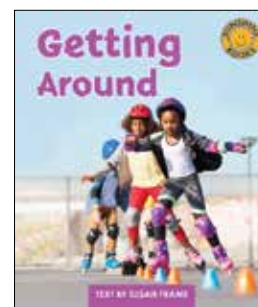
Phonics

Letters and Sounds: Identify and make rhyming words

Words to Blend and Segment: track, train, tram, trip, truck

Fluency

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



There are many ways to get around – in the air, on the ground and on the sea.

Before Reading

- Read the title together. Discuss how the children are getting around on the cover. Ask: Has anyone ever got around like this? (on rollerblades). What other ways do you get around?
- Read the author's name together. Ask: Have you read any other books by Susan Frame? Share the titles and their impressions. What do they notice about Susan's books? (They often rhyme.) Maybe this text will rhyme, too.
- Have students talk about whether this book is fiction or non-fiction. Ask: How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the title and front cover illustration.
- On the title page, discuss what they see in the picture. Read the title and the table of contents to give an idea of what is in the text.
- Talk/walk through the pictures. Notice the different ways of getting around and how they relate to the contents page headings and page numbers. Bring words like *bike, boat, bus, car, plane, scooter, skates, track, train, tram* into the conversation.
- Before turning to page 16 ask students what they think the last picture might be.

Reading the Text

- Read the cover and the table of contents together. On pages 2–3, ask: What are the different ways of getting around in the photos? Look for tricky words like *ground*. Break the word into chunks or syllables, e.g. gr-ou-nd. Students read the text together pointing to the words as they are read. Ask: Are there any rhyming words? (*around/ground*)
- On pages 4–5, discuss the picture. Find the words *train* and *tram* in the text. Ask: How do they both start? (tr) Is the photo of a train or a tram? How do you know? Is there another word starting with tr? (*track*) Read the words together. Do any words rhyme? (*light/night*) Follow this pattern for each page discussing the pictures, what the different ways of getting around are and solving the tricky words before reading each page. Look for the rhyming words. Talk about the ending on page 16. Read the text.
- Look at the index and find the page where there is more information about a plane. Ask a partner questions about the index. e.g. What page is the scooter on?

After Reading

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

Prompt if needed.

- What do you think the author's purpose was for writing the book? What have you learnt from this book? What genre is this text? (poetry/non-fiction)
- Re-tell the text using the pictures on each page as a guide. Discuss the ways to travel.
- Look at the back cover. Have students discuss what they would use and why. If they said scooter, where would they ride it? What safety precautions would they take?
- Model summarising the text by choosing a contents page heading. They read the related page and summarise it in their own words. They share with the class.

Phonics

- Have students list the rhyming words in the text. They make up more to rhyme with them, e.g. plane, train, rain, crane, pain.
- Write *track, train, tram, trip, truck* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /tr/-ack, track. Discuss the two letters the words start with. /t /r/ tr. Find words in the text that start with tr-. (*train, tram, track*) Brainstorm more words with tr- to add to the list. e.g. trick, trap.

Word Study

- Talk about the words *around, by, get, ride, run, so, their, up*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Students draw a picture of one of the ways to get around in the book. They write the matching sentence from the text, e.g. page 14, *One day you might like to go on a sea trip*.
- Students find the word *it's* on page 4. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (letter i; it is) Have students find more contractions in the text to expand. (*don't, you're, tram's*) They think of more examples of contractions, e.g. can't, isn't and expand them. Discuss how contractions make reading the text sound more like the way we talk and make it flow better.
- Students make a web of ways to get around. They illustrate and label and share with the class.
- Students make a three-column chart about the text under the headings: air, sea, ground. They sort the ways to get around into the three columns. They use the chart to re-tell the text.

Fluency

- Model reading the text using expression, noting the punctuation, rhythm and rhyme. Students repeat after you. On page 2, demonstrate what it would be like to read without punctuation, then with. Emphasise the rhyming words. Have students practise a page at a time.

Writing

- Students write a new text about their favourite ways to get around. They illustrate and share with a partner.
- Some ways to get around involve exercise. Discuss the challenges, e.g. if you have a long way to go. Together discuss and summarise the ways of getting around that involve using some energy, e.g. walking, hiking, paddling. Students present a summary of the challenges (if any) on an illustrated poster.

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*, *bolls*. 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.

Making Bubbles

GOALS

Comprehension

Connect to prior knowledge: Have you ever played with bubbles? Where can you find bubbles? Is this book fiction or non-fiction?

Vocabulary

Focus High-frequency Words: are, around, if, little, make, see, will, with

Focus Content Words: air, bath, beach, boils, bubbles, diver, fizzy, soup, water, waves

Phonics

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

oa long o

Words to Blend and Segment: boat, float, foam, soap, soapy

Fluency

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



Find out what bubbles are and what they are used for.

Before Reading

- Ask students what they know about bubbles. Read the title and the name of author. Ask: What could *making bubbles* mean? Discuss what they see in the pictures on the cover and title page. Notice the colours and lights in the bubbles. Is this book fiction or non-fiction? How do you know? (photos) What is the difference?
- Ask: Have you ever played with bubbles? Where can you find bubbles? Help students use the title of the book and contents page to tell what the text might be about.
- Talk/walk through the pictures. Notice the different places bubbles occur. Discuss what makes bubbles on each page. Bring words like *air, bath, beach, boils, bubbles, diver, fizzy, soup, water, waves* into the conversation.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What are bubbles? Look for tricky words like *layer, soapy, water*. Break the words into chunks or syllables, e.g. *lay-er*. Read the text together pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Read the heading. Find the words *boils, fizzy drink, vinegar* and *baking soda* in the text. Talk about the meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures about bubbles before reading each page. Predict how the text might end before turning to page 16.
- Students use the index and find the page with information about a diver. Ask a partner questions about the index, e.g. What page is there information about foam?

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.
- Look at the back cover. Together talk about what this very big bubble could do.
- What do you think the author's purpose was for writing the book? What have you learnt from this book? What sea creature plays with bubbles? How can you make bubbles? What ingredients would you need?
- Look at the design on the page numbers. What is it? How does this feature add to the book?

Phonics

- Write the words *boat, float, foam, soap, soapy* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/-oat, boat. Brainstorm more words with -oa to add to the list, e.g. coat, moat, goat. Notice that words like note and vote have the same long /o/ vowel sound but with a different spelling.

Word Study

- Talk about the words *are, around, if, little, make, see, will, with*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Photocopy the flash cards from the inside front cover so students can play a spelling or memory game with the cards.
- On a piece of paper, students draw a picture of bubbles from the book. They write the matching sentence from the text.
- Have students find words that end with -le in the text, e.g. *bubble, marble*. They think of more words ending with -le. (little, kettle, bottle) They read the words, make an -le web, illustrate it and write the words.

Fluency

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

Writing

- Have students make a web showing some uses for bubbles. They label and illustrate their web and share with the class.
- Students make a flow chart with arrows showing how to make bubbles. They can illustrate and share.
- Have students write a poem or story saying why bubbles are amazing.
- Students follow the guide in the book on page 14 to make a frame to make their own bubbles. Gather the things needed first and find an outdoor area to proceed. The steps could be photographed or videoed and shared on the school website with comments from students.

Forces

GOALS

Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference?

Walk through the pages to confirm.

Vocabulary

Focus High-frequency Words: come, jump, ride, them, this, with, would, you

Focus Content Words: bike, force, gravity, kick, move, pull, push, see-saw, pilot, plane

Phonics

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

ur turn

Words to Blend and Segment: burn, fur, hurt, surf, turn

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.



Forces are what makes things move, whether pushing, pulling, going up or going down.

Before Reading

- Together look at the cover picture. Ask: What are the children doing? Explain that pulling is a force to make something move or stop.
- Read the title and then read it together. Have students notice that the c in *Forces* sounds like /s/. Ask: What else could be a force to move or stop something? (a push) Demonstrate with an article on the floor and move it. Ask: Did I use a push or a pull? Discuss what is happening on the title page. Look at the back cover. Talk about which pictures show a pull or a push and who is doing the pushing or pulling.
- Help students use the title and cover illustration to make predictions about the text.
- Read the title and the contents to see what will be in the text. Ask: Is this book fiction or non-fiction? How do you know? What is the difference? Non-fiction is true and may have photographs. Flick through the pages to confirm.
- Talk/walk through the pictures. Notice the forces on each page. Bring words like *bike, force, gravity, kick, move, pull, push, see-saw, pilot, plane* into the conversation.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different forces in the pictures? Find the words *push, pull, move, stop*. Read the text together pointing to the words as they are read.
- On pages 4–5, discuss the picture. Find the words *kick* and *ball*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the forces are before reading each page.
- On page 16, students look at the index and find the page with more information about wheels. They ask a partner questions about the index, e.g. What page is the see-saw on?

After Reading

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

- Students re-tell the text using the pictures on each page as a guide. They discuss the different forces. Have you ever experienced any of the forces you've read about in the text? Or any different forces? How did those experiences feel?
- Discuss gravity. What stops an egg from staying in the air when you let it go? Would this happen to other things if you dropped them? What would happen if we didn't have gravity? Why would this be a problem?
- What do you think the author's purpose was for writing the book? What have you learnt from this book?

Phonics

- Write the words *burn, fur, hurt, surf, turn* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *b-urn, burn*. Brainstorm more words with -ur to add to the list, e.g. burnt, furry, turned, hurting, church.

Word Study

- Talk about the words *come, jump, ride, them, this, with, would, you*. Photocopy the flash cards from the inside front cover and read them together. Ask students to find and read these words in the book. Discuss their meaning in context. Students can play a memory game with the cards.
- On a piece of paper, students draw a picture of one of the forces in the book. They write the matching sentence from the text.
- Discuss words that have the soft c sound like *force* where the c sounds like /s/. Brainstorm other words with this sound and write a list on the board to read, e.g. ice cream, ice, nice, rice, race, face, lace.
- Students find words that start with br- in the text. (*brother, brakes*) Discuss the two letters they start with (/b /r/ br). Students think of more words starting with br-, bread, bring, brain, brave, brush, brick.
- Students identify syllables in words and clap as they are spoken, e.g. *grav/i/ty*. Together read and clap one-syllable words in the book, e.g. *force, move, kick, stop, pull*. Have students clap two-syllable words, e.g. *push/es, ped/als, see/saw, han/dle, pil/ot, bro/ther, some/thing, with/out*.

Fluency

- Students 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

- Have students write a new text using the pattern of the text, e.g. The driver uses force to stop a car. He pushes the brake hard. The car stops fast. They share this with a partner.
- Students discuss swimming classes. In a pool, when they push off from the wall, they move forward and swim to the other side of the pool. So the push off the wall leads them to go in the other direction to their push. Students draw a swimmer starting to swim a lap or they film someone doing this to illustrate how the swimmer's arms push and the pull.

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

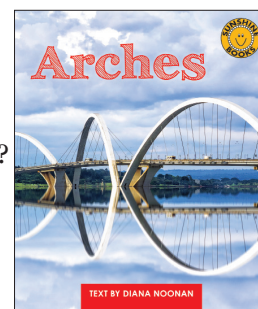
Phonics

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.

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.

Texture Treasure Hunt

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: before, find, jump, only, right, take, two, will

Focus Content Words: fluffy, hard, hunt, rough, slippery, smooth, soft, squishy, texture, treasure

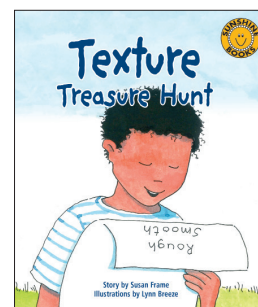
Phonics

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

Words to Blend and Segment: cough, enough, laugh, rough, tough

Fluency

Model fluent reading of a section of the text, noticing the descriptive words, questions and answers and different characters, for students to repeat.



Alex goes on a treasure hunt with a difference.

Before Reading

- Ask: Has anyone ever been on a treasure hunt? What is treasure? Read the title and the names of the author and illustrator. Notice the alliteration in the title and the two words ending with -ure. Ask: Have you read other stories by Susan Frame? (*Getting Around*, *It's Good to Share*) Did you like reading them?
- Discuss what students see on the cover. Ask: What is the boy doing in the picture? What words are on his list? Is this a fiction or a non-fiction book? How do you know?
- Look at the back cover to discuss what texture means. Ask: How would the different things feel to touch. Look at how the words start. How would the rocks feel? Wet? Is the word wet? No, it starts with sl-. The rocks are *slippery*. Try this with all the pictures.
- 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 words are on the list now? Do you recognise some from the back 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 *fluffy*, *hard*, *hunt*, *rough*, *slippery*, *smooth*, *soft*, *squishy*, *texture*, *treasure* 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 Alex and his Dad doing? Find the words *treasure* and *hunt* to confirm. What is *texture*? Find the word. (Look for the x.) Read the sentences together.
- On pages 4–5, ask: What are they doing? Look for the texture words *hard* and *soft* in the picture and text to confirm. Read the words together.
- Follow this pattern to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

After Reading

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

- Identify the main idea of the story and the two characters in it. What can you say about each one? Did they get along well? Did they have fun? Would you like to do a texture treasure hunt?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the descriptive words, e.g. *squishy*.
- Revisit the outside back cover. Students think of other words to use for how things feel, e.g. sticky, prickly.
- Reread page 8, focusing on the punctuation. Discuss with students the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate how reading without punctuation marks sounds, and then repeat, acknowledging the difference when you use them. Students notice how meaning becomes clearer when punctuation marks are observed.

Phonics

- Write the words *cough*, *enough*, *laugh*, *rough*, *tough* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. c-off, *cough*. Read the words together and talk about the meaning of each.

Word Study

- Talk about the words *before*, *find*, *jump*, *only*, *right*, *take*, *two*, *will*. Read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *before* is the opposite of after (page 6).
- Read the word *treasure*. Have students notice the /zh/ sound in the middle. They think of other words that have this sound. (pleasure, measure)
- Have students find the past tense to match the base verb, e.g. sit/sat; take/took; tick/ticked; climb/climbed; find/found, jump/jumped; wash/washed. List these in a two-column chart to read. Talk about how some words don't add -ed but most do.
- Students find the adjectives, e.g. *hard* describes the *seat* (page 8). They think of examples to add to the list and make a two-column chart for the adjectives and the nouns they describe.
- Look for words that end in y. (*slippery*, *fluffy*, *squishy*) Notice the y sounds like a long e.
- On a piece of paper, have students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text, noticing the descriptive words, questions and answers and different characters, for students to repeat.

Writing

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Together make a list of opposite textures on the board, e.g. soft/hard. Read them together. Students look for different textures around the room and label them. They write a sentence about the texture they found.

Farmer Rob's Robot

GOALS

Comprehension

Reading strategies: Ask students, "What are some of the things that good readers do?"

Model how to use picture, print and contextual cues.

Vocabulary

Focus High-frequency Words: away, not, over, stop, went, were, what, will

Focus Content Words: button, farmer, golf, kitchen, paint, quilt, robot, rooster, seeds, shed

Phonics

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

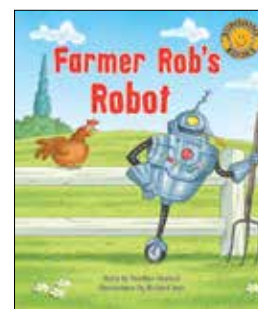
sound: qu /kw/

Words to Blend and Segment: quack, queen, quick, quiet, quilt

Fluency

Model reading of text with expression, noting the punctuation, change of characters and repetitive parts.

Students repeat.



Farmer Rob buys a robot to help him with the chores around the farm. But the robot doesn't do what it is supposed to do.

Before Reading

- Read the title and the names of the author and illustrator. Emphasise the alliteration in the title. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is the apostrophe for? Have students read any other stories by Heather Haylock? (*Nutty Knitting*, *Katie's Cabbage Chaos*) Did you like reading them?
- Together look at the front cover. Ask: What is the robot doing in the picture? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What could the box be for? What do you think might happen in the story?
- Talk/walk through the pictures and discuss what is happening on each page. Bring words like *button*, *farmer*, *golf*, *kitchen*, *paint*, *quilt*, *robot*, *rooster*, *seeds*, *shed* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Farmer Rob doing? A box had just arrived containing the robot called Robo-3000. Farmer Rob wants the robot to work for him. Find the tricky words *brought*, *wonderful*, *pushed*, *buttons*, *animals*, *morning* and *afternoon* in the text to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Read the rest of the spread together in the same way, looking at the picture first.
- On pages 4–5, ask: What is the robot doing? Is Farmer Rob happy? Look for the tricky words *cock-a-doodle-doo*, *rooster*, *kitchen*, *breakfast*, *sow* in the text to confirm. Read the words.
- Follow this pattern for each page. Review predictions made earlier, then turn the page to reveal the ending. Have students discuss the illustration. Read the text together.

After Reading

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

- Do you think Farmer Rob found the robot useful? What would you have done in a similar situation? Why do you think the robot did the wrong things to start with? Did Farmer Rob give clear enough instructions?
- Have students notice that the robot's words usually have hyphens in between them. Why do you think the author did this? Read the sentences on page 11 to show the effect.
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
- Reread the story together, using the punctuation marks. Change your voice for the characters and emphasise the sound words and the robot's repetitive parts, e.g. WHIRR! BEEP!
- Students look at the back cover and put the pictures in the order of the story.
- Reread page 9, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate the difference between reading without punctuation marks and then with 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 *quack*, *queen*, *quick*, *quiet*, *quilt* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *qu-ack*, *quack*. Read the words together and talk about the meaning of each. Students think of more qu words to add to the list. (quiz, quickly, quietly) Remind students that q is followed by u to make the sound /kw/.

Word Study

- Talk about the words *away*, *not*, *over*, *stop*, *went*, *were*, *what*, *will*. Read them together. Ask students to find the words in the story. Discuss the meaning or use of each word in the book, e.g. *rolled away* on page 11 means moved on.
- On page 10, students read the words *paint a picture*. Explain that this is alliteration of the letter p. The author is creating emphasis.
- On page 7, read the words *sew* and *sow*. These words sound the same but have different meanings. These are homonyms. Students think of more. (to, too, two; there, their)
- Hyphens are used to show the words have a combined or joined meaning. Students list the robot's words with hyphens on a poster shaped like a robot. They say them as a robot might.

Fluency

- Model reading of text with expression, noting the punctuation, change of characters and repetitive parts. Students repeat.

Writing

- Students make a setting, characters, problem, solution summary of the story. Under the four headings label and illustrate the main points. Students use this to re-tell the story to the class.
- Have students write about what they would do if they had a robot. What instructions would you give it? How would you make them clear so the robot understood?
- Using recycled cartons etc, students make a robot. They paint it and name it and write the instructions for what they want it to do.

Fighting Fires

GOALS

Comprehension

Discuss and model how to summarise the text.

Vocabulary

Focus High-frequency Words: all, can, down, get, help, know, out, their

Focus Content Words: air, alarm, drone, fire, firefighters, flames, fuel, heat, siren, smoke

Phonics

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

igh long i

Words to Blend and Segment: fight, high, light, night, right

Fluency

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



Fire is dangerous and wherever it happens, firefighters fight it.

Before Reading

- Ask students what they notice about the title. (alliteration) Read the title together. Ask: Who wrote the text? Have you read any others by Clare Scott? (*Boing, Write On*) Students share their experiences.
- Discuss the pictures on the cover and title page. Ask: What do the photos show about fighting fires? What do you think will happen in the book? How do you know this book is non-fiction?
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice the dangers firefighters face and what they have to wear. Discuss what students see on each page. Bring words like *air, alarm, drone, fire, firefighters, flames, fuel, heat, siren*, into the conversation. Notice the things that help keep people safe from fire.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photo? What makes fire? Look at the text for some clues. Look for the arrows. Discuss what *fuel* is. Look for tricky words like *smoke, flames, burning*. Break the words into chunks or syllables, e.g. *sm-o-ke* (long o and a silent e) Then read the text together, pointing to the words as they are read. Remind students to make sure the words make sense, look right and sound right.
- On pages 4–5, ask: What do you see? Share any experiences students have had with firefighters. What did they wear? Read the words together.
- Follow this pattern for each page, discussing the pictures and what the tricky words are before reading each page.
- Students use the index to find the page with more information about fire trucks. They can ask a partner questions about the index, e.g. What page is the helicopter on?

After Reading

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

- Who wants to be a firefighter when they grow up? What kind of clothes do they wear? Where would you find a siren and what is it used for? (page 7)
- Discuss the ending and how best to stay safe.
- Students re-tell the text using the pictures on each page as a guide. They discuss the special equipment firefighters need to help fight fires.
- Model how to summarise the text. Work through the text chapter by chapter, summarising each. Then look for a main thread or theme that might summarise the whole text.
- Look at the design on the page numbers. What effect do you think the designer was hoping for? How does this add to the design of the book?
- What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Look at the back cover. Discuss what people might need to do if there is a fire.

Phonics

- Write the words *fight, high, light, night, right* on the board to chunk and say them as a group, e.g. *f-igh-t*. Brainstorm more words with -igh. (bright, fright, might, sight, tight) Students say them and discuss their meaning. They use them in a sentence.
- Students identify syllables in words and clap as they are spoken, e.g. *hel/i/copt/er, e/quip/ment*. Together identify one-syllable words in the book to clap, e.g. *drone, hose*. Have students clap two-syllable words, e.g. *lad/ders, sprink/lers*.

Word Study

- Talk about the words *all, can, down, get, help, know, out, their*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to find and read these words in the book and discuss their meaning in context. They can play a spelling game with the cards.
- Have students find all the words that use *fire* as a base word. They make a list and illustrate where possible, e.g. *firefighter, firebreak, fire truck, fire hose, fire extinguisher, fire alarm*. They read them together with a partner.
- Draw a picture of a firefighter in the middle of a web. Have the different words for equipment and clothes that they use and wear branching out from the web.
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations. For example, *Fighting Big Fires* page 12. Question: 1. What is used to help put out big fires? They ask a partner the questions.

Fluency

- Model reading a section of the text using expression and emphasis to convey information for students to repeat. (Note the bold print on page 16.) This is a good message to remember.

Writing

- Write and illustrate a fact from the story, e.g. A firebreak is a dirt road to stop fires from spreading. Share this with a partner.
- Students make a poster showing ways to keep safe. They can use the back cover and page 16 to help them. They label and illustrate it and share with the whole school.

Printing Books

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: around, by, first, how, now, then, was, would

Focus Content Words: clay, computer, copy, ink, letters, paper, press, print, wood, words

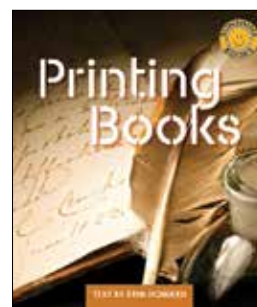
Phonics

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

Words to Blend and Segment: book, cook, look, took, wood

Fluency

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



Making copies of books was done by hand until clever people found a way to print copies.

Before Reading

- Read the the title and the name of the author to students. Then read the title together. Discuss what is in the pictures on the cover and title page. Ask: What do the photos show about printing books? What has the feather to do with printing books? What do you think the book will be about? How do you know that this book is non-fiction?
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *clay, computer, copy, ink, letters, paper, press, print, wood* and *words* into the conversation. Ask: What do you notice about some of the pictures near the beginning of the book? (old) What about near the end? (modern)

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What do you see in the photos? These are very old books. What does *long ago* mean? Look at the text to see how the books were made. Look for tricky words like *copied, quickly, people, ideas, copies*. Break the words into chunks or syllables, e.g. *cop-ied*. Then read the text together, pointing to the words as they are read.
- On pages 4–5, ask: What do you see? How old is this book? A wooden block was used to make it 1100 years ago. Find the tricky words *carved, wooden, block, pressed*. Read the words together. Then read the page together, making sure the tricky words sound right, look right and make sense. Elicit the meaning of *last*. (remain or stay useful, survive)
- Follow this pattern for each page, discussing the pictures and what the different features are before reading each page.
- Students look at the index and find the pages where there is more information about Bi Sheng. They ask a partner questions about the index, e.g. What page is wood on?

After Reading

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

- Model asking questions about the text to help to reinforce the idea of reading with a purpose. Read the first paragraph on page 8 and ask: Who would these copies benefit? On page 10, ask: How have books helped to change the world?
- Students re-tell the text using the pictures on each page as a guide. They discuss the stages of printing as they appear in the text.
- Together look at the design of the page numbers and discuss how this effect adds to the design of the book.
- Discuss the ending and how different it is to print books today. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Students look at the back cover and discuss the different ways to write and the countries they come from. Are there students who can write like this? They can demonstrate for the class.

Phonics

- Write the words *book, cook, look, took, wood* on the board to chunk and say them as a group, e.g. *b-oo-k, book*. Brainstorm more words with oo as in *book*. (foot, wood, hook, crook, shook) Remind students that other words with oo have a different sound. (boot, moon, spoon)
- Students identify syllables in words and clap as they are spoken, e.g. *pot/at/o*. Together identify one-syllable words in the book to clap, e.g. *books, wood*. Have students clap two-syllable words, e.g. *cop/ies, pic/tures*.

Word Study

- Talk about the words *around, by, first, how, now, then, was, would*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book and discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the features in the book. They write the matching sentence from the text.
- Have students look at the word *would* on page 8. Notice it is pronounced the same as "wood" but the spelling is different. They think of another word that rhymes with *would* and has a similar spelling. (could). What rhymes with *wood* and has a similar spelling? (hood)
- Organise a quiz. Choose one chapter to reread. Then write questions about it using information from the text or from the illustrations. For example, *Bi Sheng* page 6. Question: 1. How long ago did Bi Sheng live? Students ask a partner their questions and make it a fun quiz.

Fluency

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

Writing

- Students write and illustrate a fact from the story in a four-page booklet. They plan their layout and print the booklet so that the pages are sequential when they are stapled together.
- Students make a flow chart to show how to create a potato print. They include arrows, illustrations and labels or captions.
- Students use pages 14-15 to follow the instructions to make a potato print. They make some gift wrap with their design and then write about the project.

Our Amazing Skin

GOALS

Comprehension

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

Vocabulary

High-frequency Words: three, work, our, why, lived, dark, grow, right

Content Words: skin, layer, world, raincoat, changes, clean, organ, melanin, happy, blood

Phonics

Letters and Sounds: Identify and make comparatives ending in -er

Words to Blend and Segment: -er: cooler, darker, lighter, thicker, fatter, older

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.



We all have skin. It keeps us together. It has three layers, each with a different function.

Before Reading

- Read the title together. Ask: Why is our skin amazing? Discuss what students see in the photos on the cover and title page. What do the photos show about skin? What do you think this book will be about? How do you know that this book is non-fiction?
- Read the table of contents to give an idea of what is going to appear in the text.
- Help students to use the title of the book and the cover and title page photos to make predictions about the text.
- Talk/walk through the text. Notice the different skin colours. Discuss what students see on each page. Look for facts about how amazing our skin is. Bring words like *skin, layer, world, raincoat, changes, clean, organ, melanin, happy, blood* into the conversation. Ask: Why is our skin important?

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3 ask: What do you see in the photo? Look for tricky words like *biggest, organ, heart, brain, lungs*. Break the words into chunks or syllables, e.g. *or-gan, organ*. Discuss their meanings. (Some meanings are available in the glossary.)
- Read the text together, pointing to the words as they are read. Make sure the words make sense, look and sound right.
- Look at pages 4–5 and discuss the pictures. Read the heading together. What skin colours do you see? Look for tricky words *colour, different, special, melanin*. Discuss their meanings. Read the text together.
- Follow this pattern for each page discussing the pictures and what the tricky words are before reading the text. Check on predictions made at the beginning.
- Students look at the index and find the page with information about sweat. They ask a partner questions about the index, e.g. What page is dead skin on?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Students 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?
- Discuss the ending and how best to take care of our skin.
- Look at the back cover. Discuss how the different things would feel if we touched them.

Phonics

- Students identify and make comparatives ending in -er. Write the words *cooler, darker, lighter, thicker, fatter, older* on the board to chunk and say them as a group, e.g. *dar-ker*. Brainstorm more words with -er, e.g. *thinner, brighter, slower, faster*. Students say them and discuss their meaning and then use them in a sentence.

Word Study

- Talk about the words *three, work, our, why, lived, dark, grow, right*. Copy and print the flash cards from the inside front cover. Read the words together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Students draw a picture of one of the features in the book. Then write the matching sentence from the text.
- Students make a three-column chart with a column for each skin layer. They say what each layer does. They illustrate and label a diagram to go alongside the chart.
- Students write quiz questions about a chapter, e.g. on page 16: Question 1. What are bacteria?

Fluency

- Students choose a heading from the contents page. Find the related pages. They read them in an interesting way. Students repeat the process with a partner.

Writing

- Students write and illustrate a fact from the story, e.g. when we touch something, the nerve endings send messages to our brain (page 12). They share their fact with a partner.
- Students use the glossary to write out the words and their meaning on sentence strips. They mix them all up and make a game of matching the sentences to the correct words.
- Our Amazing Skin: students write a poem or story about why their skin is amazing. They illustrate and share.

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.

Taking Pictures

GOALS

Comprehension

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

What can be learnt from this text?

Vocabulary

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

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

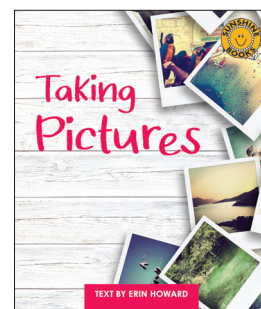
Phonics

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

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the text.

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

Phonics

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

Word Study

- Talk about the words *first*, *dark*, *began*, *ever*, *found*, *room*, *really*, *through*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book and discuss their meaning in context. Make a crossword puzzle together using these words as answers and their meanings as clues.
- Have students look for compound words in the story, e.g. *pinhole*, *sunlight*, *anything*, *outside*. List the two words and the compound word on the board along with the meaning. Add other compound words students suggest.

Fluency

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

Writing

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

In Charge of Trumpet Cleaning

GOALS

Comprehension

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

Vocabulary

High-frequency Words: cold, hot, key, laughed, lots, may, something, these

Content Words: dust, spit, notes, dirty, instruments, trumpet, cleaning, charge, tubes, brushes

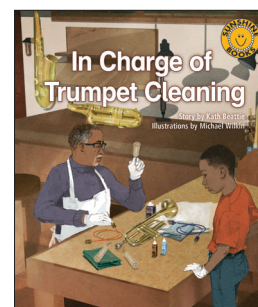
Phonics

Letters and Sounds: Identify and produce words with the /ow/ sound, as in cow

Words to Blend and Segment: now, down, towel, cow, brown, town

Fluency

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



Finn's dad cleans musical instruments as a job. Finn wants to learn why and how he does this.

Before Reading

- Look at the back cover together. Ask students if they know the name of any of these brass instruments. Lead them to recognise the trumpet. Explain that this book is a story about a father, whose job is cleaning musical instruments, teaching his son how to clean a trumpet.
- Show students the cover. Read the title and the names of the author and illustrator on the cover. Read the title together. Ask: What could *in charge* mean? What is happening in the illustration?
- 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 *dust, spit, notes, dirty, instruments, trumpet, cleaning, charge, tubes, brushes* into the conversation.
- On page 23, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What do you see? Have students locate the tricky words *musical, instruments, orchestra, trumpets, bugles* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What are Finn and his dad doing? Read the sentences together. Change your voice for the questions and different characters.
- Read the rest of the pages together in the same way, looking at the picture first, identifying any tricky words and then reading the sentences together.
- On page 22 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?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the story.

- Ask: Do you think Dad is proud of Finn? How do you think Finn feels about learning how to clean the trumpet? Why did Finn say, “Yuck!” on page 6?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. Why do the instruments need cleaning? What does it improve? What is an assistant? (page 8) What does “not too hot and not too cold” mean on page 16? Dad cleans brass and wind instruments. Is a trumpet a wind or brass instrument? (brass)
- Ask: What type of genre is this story? Do you think it could be based on a true story? Do you think this job will always be needed in the future? Is this a fiction or non-fiction book? How do you know? What is the difference?
- Students read the text on page 18. Have them point to the adverb *carefully*. Tell them that adverbs add to the meaning of verbs, e.g. *carefully push*, *carefully washed*. Have them find more examples in the text (*lastly*, *absolutely*) or brainstorm examples.
- Explain that adjectives add to the meaning of a noun, e.g. *soft cloth*. Students look for more examples in the text to read and share. (*dirty*, *long*, *bendy*, *special*, *dry*, *shiny*) They tell what the adjective is describing.

Phonics

- Have students identify and produce words with the /ow/ sound. Write the words *now*, *down*, *towel*, *cow*, *brown*, *town* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. c-ow, cow. Read them together and talk about the meaning of each. Think of more ow words to add to the list. (*brow*, *fowl*, *trowel*)
- Have students look for compound words in the text, e.g. *mouthpiece*, *wire-snake*, *insides*, *outside*, *everything*. They say what the different parts mean separately and together.

Word Study

- Talk about the words *hot*, *lots*, *may*, *cold*, *these*, *something*, *key*, *laughed*. 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. Use the meanings and the words to make a crossword with clues.

Fluency

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

Writing

- Students use the text to write instructions for cleaning a trumpet in the correct order. They add illustrations and share.
- Students research the parts of an instrument. They illustrate and label the parts on a diagram of the instrument.
- Visit an orchestra or have someone visit who plays a trumpet or a brass/wind instrument. Students write a report about the visit.

Inventions

GOALS

Comprehension

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

Vocabulary

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

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

Phonics

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

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

Fluency

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



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

Before Reading

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

Reading the Text

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

After Reading

Invite students to discuss the text.

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

Phonics

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

Word Study

- Talk about the words *old, when, new, first, another, thought, book, liked*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.

Fluency

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

Writing

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

Extreme Vehicles

GOALS

Comprehension

Discuss the possible reason for the author writing this text.

Vocabulary

High-frequency Words: with, that, across, could, snow, air, next, through

Content Words: extreme, buggy (ies), wheelchairs, difficult, vehicles, wheel, track, swamp, giant, stuck

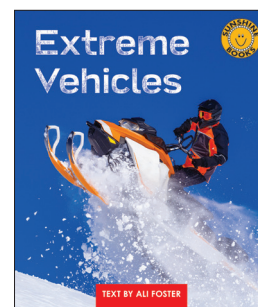
Phonics

Letters and Sounds: Recognise and produce words that have the same y ending (long e)

Words to Blend and Segment: sandy, muddy, icy, snowy, knobbly

Fluency

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



Exciting and fast, these extreme vehicles can go where ordinary cars and trucks cannot.

Before Reading

- Read the title, then read it together. Discuss what students see on the cover and contents page. What do they think the text will be about? Is this a non-fiction text? How do they know?
- Read the table of contents to get an idea of what extreme vehicles are in the text.
- Talk/walk through the pictures. Discuss what students see on each page. Bring words like *extreme, buggy/ies, wheelchairs, difficult, vehicles, wheel, track, swamp, giant, stuck* into the conversation. Notice the difference between the vehicles with tracks and those with wheels.

Reading the Text

- Read the cover and the title page together.
- Turn to pages 2–3. Ask: What do you see in the picture? Look for tricky words in the text like *extreme, vehicles, difficult, swamp*. Discuss their meaning and break the words into chunks or syllables, e.g. *ex-treme*. Then read the text together, pointing to the words as you read.
- Discuss the pictures on pages 4–5. Locate the tricky words *wheels, stuck, tracks*. Discuss their meaning. Break them into chunks, e.g. *wh-eels*. Read the text together.
- Follow this pattern for each page discussing the pictures, and what the different features and tricky words are before reading each page.
- Look at the index and find the pages where there is information about a skidoo. Students ask a partner questions about the index, e.g. What page will you find information about the Lunar rover on?
- Students read the text independently or with a partner.

After Reading

Invite students to discuss the text.

- Ask: What is the possible reason for the author writing this text? What have you learnt? Where would you see extreme vehicles like this in your everyday life?
- Discuss the ending and how extreme vehicles help us explore our world.
- Re-tell the text using the pictures on each page as a guide. Discuss the features of the extreme vehicles as they appear.
- Look at the back cover. Discuss which extreme vehicle would be most useful in snow.
- Students choose a chapter to re-read and then write quiz questions about it, e.g. Swamp buggy, page 12. Question 1: What kind of tyres do they have? Students ask a partner the questions.

Phonics

- Recognise and produce words that have the same y ending (long e). Write the words *sandy, muddy, icy, snowy, knobbly* on the board to chunk and say them as a group, e.g. *sand-y*. Brainstorm more words with the y ending (long e), e.g. *country, heavy, carry, buggy*. Remind students that there are other spellings for long e (ee, e_e).

Word Study

- Talk about the words *with, that, across, could, snow, air, next, through*. Copy and print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students can play a spelling game with the cards, such as hangman.
- Look at the word *amphibian* on page 14. Break it into syllables, *am-phen-i-an*. Students clap the syllables as they say them. Ask: What are the two meanings for *amphibian*? They break the following words into syllables and clap as they say them: *pro-pel-ler, air-cush-ion, ve-hi-cle, ex-treme*.
- Have students look for compound words in the text and list them, e.g. *aircushion, wheelchair, airboat, hovercraft, windscreen*. They read the words and then make a chart with the two words and then the compound word along with the meaning. Add any other compound words students know to the chart.

Fluency

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

Writing

- Students write and illustrate a fact from the story. They share this with a partner.
- They write a story or poem about their favourite extreme vehicle or what makes a vehicle extreme. They illustrate and share it with the class.
- Plan a class trip to a transport museum or to someone they know who owns an extreme vehicle. Students write a blog afterwards, sharing the experience.