

LEVELS
3-5

Engage Literacy

TEACHER'S RESOURCE Extended Edition

Lisa Thorpe
Lauren White



LEVELS

3-5

Engage Literacy **TEACHER'S RESOURCE**

Red
Extended edition

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Consultant: Lauren White



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Engage Literacy Teacher's Resource Levels 3–5 Red Extended edition
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Please note the following abbreviations that are used in the *Teacher's Resource*:

HFW: High-Frequency Words **PW:** Photocopiable Worksheet **ELL:** English Language Learners **IWB:** Interactive Whiteboard

Running Record sheets

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Level 5 Non-fiction

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Introduction

Engage Literacy is a comprehensive literacy programme that can be used with an individual, small-group and/or whole-class focus. The core elements of a balanced literacy programme have been covered, i.e. written language (reading and writing) and oral language (speaking and listening). The programme covers reading levels 1–30, and includes both fiction and non-fiction texts. Texts are curriculum-linked, and the Levels 2 to 30 fiction texts link thematically to corresponding non-fiction titles.

The *Engage Literacy* components provide both **digital** and **non-digital** teaching and learning materials that promote **differentiated learning** so all children can learn effectively, regardless of differences in ability levels. All components of the programme are built on a comprehensive **scope and sequence document** that covers literacy skills and knowledge essential to children, i.e. oral language, phonological awareness, text conventions, graphophonics, vocabulary, fluency, comprehension, and writing. This scope and sequence document underpins all the components of *Engage Literacy*. Teachers can be assured that by implementing *Engage Literacy* in their classrooms, their children's individual learning needs will be met effectively.

Engage Literacy components

- *Fiction and non-fiction texts for reading levels 1–30*

All levelled texts, both fiction and non-fiction, have been developed using carefully **graded vocabulary** lists, e.g. the word 'go' is introduced at Level 1 and 'going' is introduced at Level 4. Children therefore build up a bank of high frequency words, providing them with a smoother transition as they are introduced to higher-level texts. The texts enable children to build on their prior knowledge and make new connections based on these previous understandings. *Engage Literacy* also includes a progressive **academic vocabulary** list of words such as 'draw', 'make', and 'write', which are essential for early readers to successfully understand and complete academic tasks independently. *Engage Literacy* ensures that children are exposed to texts that match their developmental reading level, enabling greater potential for reading success, and enhancing fluency. As they move through the levels in *Engage Literacy*, children will encounter words they have met in texts from the previous levels. The earlier levelled texts have a ratio of introduced words to known words of 1:20.

On the back of each fiction and non-fiction title, the **reading stage** is shown (e.g. Emergent/Early), as well as the **specific graded level** of the text (e.g. Level 4). Colour coding is used to represent each level. The table below shows the correlation between the reading stage, reading level, colour coding, and reading age.

Reading stage	Engage Literacy reading level	Colour coding	Reading age (approx.)
Emergent	Levels 1–2	Pink	4-5
Emergent/Early	Levels 3–5	Red	4-5
Early	Levels 6–8	Yellow	5-6
Early	Levels 9–11	Blue	5-6
Early/Fluent	Levels 12–14	Green	5-6
Fluent	Levels 15–16	Orange	6-7
Fluent	Levels 17–18	Turquoise	6-7
Fluent	Levels 19–20	Purple	6-7
Fluent	Levels 21–22	Gold	6-7
Fluent	Levels 23–24	White	6-7
Fluent	Levels 25–26	Lime	7-8
Fluent	Levels 27–28	Brown	7-8
Fluent	Levels 29–30	Grey	8-9

On the back of each fiction and non-fiction title, the reading stage is shown (e.g. Emergent/Early), as well as the specific graded level of the text (e.g. Level 4). Book band colour coding is also used to represent each level. The table on page iv shows an approximate correlation between the reading stage, reading level, book band colour and reading age.

All texts feature, on the inside front cover, information that enables the teacher to gain a quick overview of the text. See the example to the right.

Up and Down

Level 2 Fiction

Word count: 58

Curriculum link: animals/minibeasts, science, environment

Text type: narrative

Sentence structure: "I can go up/down," said the _____.

High-frequency words introduced: and, can, down

High-frequency words consolidated: go, I, said, the, up

Example inferential questions:

- Why do you think the bird is going up?
- Why do you think the snail is going down?

Phonological awareness: initial letter sounds a, s, b, w, c

Linking texts: *Look at the Animals (NF)*
Digital Poster 'Snail'

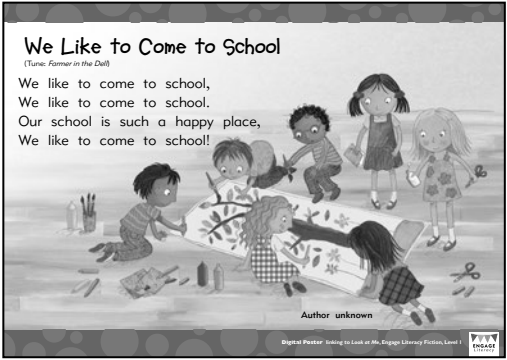
Above: Inside front cover

Teacher's Resource

Each title in *Engage Literacy* is accompanied by an extensive teacher's resource book that includes teaching notes, photocopiable worksheets and a Running Record for each title. See page vi for more information.

Digital Posters

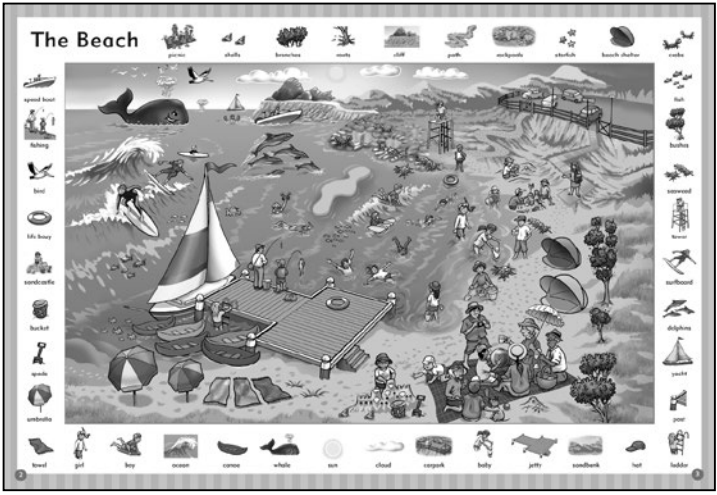
The *Engage Literacy Digital Posters* can be used on individual computers and IVBs. They feature rhymes, poems, songs and chants that link to each fiction and non-fiction text at Levels 1 to 15. The posters can be used with the whole class or a small group, and encourage the development of speaking and listening skills through a shared learning experience.



Above: Digital Poster

Oral Language Big Books

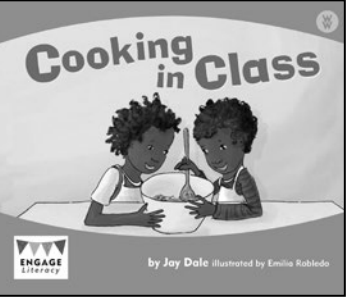
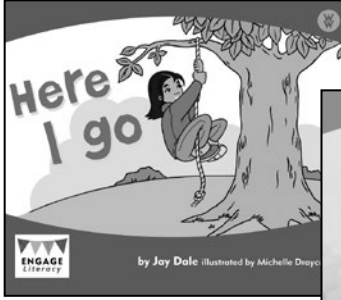
These large-format books promote children's oral language and visual literacy skills. Extensive teaching notes have been provided, which include comprehensive question stems. English as a Second Language (ESL) students and English Language Learners (ELL) will benefit greatly from the vocabulary covered in these books.



Above: Oral Language Book A spread

Wonder Words pack

This pack helps children to learn their first 100 high-frequency words in context, through real stories. There are 24 fiction titles from levels 1 to 15 (book bands Pink to Orange), which use repetition, rhythm and common phrases to help children, particularly English Language Learners, to learn to read and recognise their first 100 essential words. An accompanying teacher's resource book, which includes an introduction and photocopiable pupil worksheets, is included in the pack.



Above: Wonder Words pack

Fiction and non-fiction texts

A balance of the following text forms and text types has been included in all texts over the 25 levels.

Fiction

Narrative: purpose—to entertain, e.g. ballad, poetry, personal recount, song, historical recount, fairy tale, myth

Non-fiction

Report: purpose—to provide information about a particular topic, e.g. report, descriptive report, investigative report, scientific/technical report, newspaper article, project, internet, thinking hats

Transactional: purpose—to communicate and clarify, e.g. survey, questionnaire, complaint, apology, greeting card, interview, introduction, invitation, letter, speech, email, newsletter

Recount: purpose—to retell an experience or an event, e.g. personal, factual, imaginative, biography, historical recount, autobiography

Procedural: purpose—to tell how to do something or to explain how to get somewhere, e.g. directions, instructions, message, agenda, recipe, manual, rules for game

Exposition (argument): purpose—to argue for one side of an issue, e.g. argument, speech, debate

Exposition (persuasive): purpose—to persuade or convince others, e.g. advertisement or commercial, cartoon, pamphlet

Explanation: purpose—to explain why or how things happen, e.g. scientific, technical, life, historical

Description: purpose—to detail the characteristics of a subject (using the five senses, similes and metaphors), e.g. poetry, descriptive recount, descriptive report, historical report, internet, police report

Discussion: purpose—to present different aspects of an issue, e.g. brochures, reports, current issues, class rules, reviews, newspapers, 'what ifs', PMLs (Pluses, Minuses, [New] Ideas)

Response: purpose—to give a personal response to something, e.g. book/film/art review, letter, diary

Teacher's Resource

Each *Teacher's Resource* provides comprehensive, easy-to-use teaching notes with accompanying photocopiable worksheets for each title. Each set of teaching notes provides:

- **Story or text summary**
- **Tuning in:** activities that 'tune in' students to the topic/s in the text
- **Book walk:** page-by-page questions and discussions to cue children into illustrations, text and individual words, enabling all children to be familiar with the concepts and words in the text
- **Reading the text**
- **After reading:** detailed teaching notes with ideas for activities, discussion and questioning
- **ELL engagement:** tasks designed to help children who do not have English as their first language at home
- **Assessment:** ideas on how to track and keep a record of individual learning paths.

Each title's teaching notes and photocopiable worksheets comprise a range of activities that can be completed with the texts. They can be used individually, in small groups or with the whole class. The skills addressed are:

- *Comprehension*—incorporating literal or factual, inferential or interpretive, evaluative/analysing and applied/creative comprehension within specific comprehension skill sets including: recall, sequencing, predicting, word meaning, noun/pronoun negation, tense, cloze, paraphrasing, summarising, main idea, cause/effect, comparing/contrasting, inference, locating information, fact/opinion, figurative language, author's intent and scanning
- *Phonological awareness*—initial consonant sounds, alliteration/rhyme, manipulation of sounds, segmenting words into sounds (analysis), blending, syllables, word families, contractions, compound words, suffixes/prefixes, plurals, synonyms/antonyms, tenses and generalisations (root words, doubling last consonant)
- *Vocabulary development*—incorporating high-frequency words and topic words
- *Fluency*—including phrasing
- *Text conventions*—features of text including font emphasis, grammatical features and punctuation
- *Writing activities*—focusing on different text forms and types, e.g. recount, report, diary, procedural, narrative.

How to use *Engage Literacy* in the classroom

EXAMPLE READING LESSON

Whole class (10 minutes)

Read to children and/or share *Engage Literacy Oral Language Big Books*, *Engage Literacy Digital Posters*, picture storybooks or serial reading. Ensure children are exposed to varied text types, e.g. information report, procedural text, transactional, description, discussion, explanation, exposition, recount, response, narrative.

Discuss one or more of the following:

- the purpose of the text (the audience the text is intended for; author's intent; children's enjoyment of text; what they learnt from the text; meaning of the text)
- the structure of the text (layout, e.g. picture storybook; text genre; labels, headings, blurbs, verse, etc.; language flow in text, e.g. rhyme, fairy tale; grammatical features, e.g. punctuation)
- visual literacy/elements of the text (illustrations, font).

Whole class—strategy development (10 minutes)

Teach a reading strategy to the class (model/demonstrate/discuss, etc.), for example:

- how to read different genres, e.g. poems (see *Engage Literacy Digital Posters*), non-fiction, procedural text
- explore text conventions through making a class big book
- word development, e.g. brainstorm words, look at the structure of words and word meanings
- implement comprehension strategies and related comprehension skills.

Small-group activities (30 to 35 minutes)

Develop fluid, skill-based activity groups based on assessing children.

Group 1 Teaching Group: children work with teacher on a guided reading or reciprocal teaching activity using *Engage Literacy* fiction or non-fiction titles (or a title from the *Engage Literacy Wonder Words* pack).

Guided reading: introduce the book, walk through the text discussing pictures/key words/text conventions, read text, discuss text.

Reciprocal teaching: predicting, clarifying, generating questions, summarising.

Work with children for 10 to 15 minutes. Have them complete one of the activities or worksheet tasks related to the text. Spend the remaining time in the lesson roving among the other groups, teaching and refining reading strategies that the children are using.

Groups 2 and 3 Independent Reading Tasks: children work independently on tasks that help develop reading strategies (e.g. read silently, summarise texts, diary/journal writing, make up new titles for stories, supply an alternative ending).

These activities can be varied to suit the needs of the children, e.g. the activities can be related to:

- a text the children have been reading, using the *Teacher's Resource* suggested tasks and worksheets as a guide
- a text the whole class has been listening to
- a 'stand-alone' reading activity that does not relate to a particular text.

Note: *Oral Language Big Books* provide independent vocabulary development activities related to the scene (see the inside front/back cover of the *Oral Language Big Books*).

Whole-class sharing (5 to 10 mins)

Have children share the skills and discoveries that were developed over the lesson through discussion/demonstration. Based on your observations during the lesson, teach or highlight a particular skill that would be beneficial to the children.

Assessment

Assessment needs to be ongoing and continuous in order to ascertain the changing developmental level of a child. Information that can be gathered to determine a child's level includes: anecdotal information, observations, Running Records and previously completed tasks. Once a reading level has been established, place the child at the appropriate reading level. Each level matches the *Engage Literacy* colour coding for easy reference (see page iv).

Running Records for each *Engage Literacy* text are provided in the *Teacher's Resource* (see page viii and pages 61 to 72) to help with ongoing monitoring and assessment.

How to use the Running Records

Running Record sheets for each Engage Literacy title are provided at the back of the *Teacher's Resource* books.

What is the purpose of a Running Record?

- A Running Record provides a diagnostic assessment of a child's reading ability.
- A Running Record looks at the strategies a child uses to read and is thus a useful tool for informing planning.
- A Running Record informs you if a book is suitable for a child's reading level.

Preparation

- Select a book that the child is familiar with.
- Explain to the child that you are going to listen to them read aloud because you are looking at their reading.
- Introduce the book to the child by looking at the front cover and the title page.
- When you are ready, ask the child to start reading.

Making a Running Record

- Using the reading symbols outlined below, mark the text on your Running Record as the child reads. Record a mark above each word. Use the first two columns on the right to keep a tally of the number of errors and self-corrections.
- Refer to the reading strategies outlined below, and note the reading strategies used in the final column.

Reading symbols

No errors

- ✓ = correct word
- R = repeated word
- Sc = self-corrects

Errors

- = omitted word
- ^ = inserted word (write the inserted word above the text)
- T = told word (if the child attempts the word, write the attempt over the word and record it as an error unless the child manages to say the word correctly)

Reading strategies

- Ph = phonic the child tried to sound out the problem word
- G = graphic the child suggested a word that looks similar to the problem word
- S = syntactic the child suggested a grammatically sensible word
- C = contextual the child suggested a sensible substitution within the context of the whole text

Interpreting the Running Record

Count up the total number of errors (do not include self-corrections) and calculate the accuracy rate using the formula outlined below:

$$\frac{\text{Number of words read accurately}}{\text{The total number of words}} \times 100$$

So for example, if a child read 114 words correctly in a 126-word book, the accuracy rate would be:

$$\frac{114}{126} \times 100 = 90.5\%$$

A reading accuracy rate of 95% or above indicates that the book is at a comfortable level for the child to read independently. A reading accuracy rate of between 90% and 95% signifies that the text is appropriate for use during a guided reading lesson. Below 90% indicates that the text is too difficult.

Notes made during the Running Record should indicate which strategies the child is using to read. If the child is relying heavily on one strategy, he or she may need support using other strategies.

Sleepy Little Caterpillar



Level 3 Fiction Word count: 73 Text type: Narrative

HFW introduced:	comes, looks, too
HFW consolidated:	big, can, little, on, this
Linking texts:	<i>Minibeasts</i> (non-fiction) <i>Digital Poster 'The Fuzzy Caterpillar'</i>
Curriculum link:	animals/minibeasts, science, environment
Phonological awareness:	suffix 's'; CVC blend 'p-o-t'; initial letter sounds
Story summary:	Little Caterpillar is sleepy and wants to find somewhere to have a sleep. Everything is too big for him, then he finds a leaf and has a sleep.

Tuning in

- Discuss the concept of 'sleepy'. Ask, *What does it mean if you are sleepy? Why might a person be sleepy? What happens when you are sleepy?* Encourage children to role-play 'sleepy' actions such as yawning, falling asleep and snoring.
- Talk about caterpillars. Ask, *What is a caterpillar? What does a caterpillar look like? Where might we see a caterpillar?*
- Discuss the concept of 'little'. Ask, *What does 'little' mean? Can you find something in the room that is little?*

Book walk

- Introduce the story. Give each child a copy of the book. Read the title. Ask, *How many words are in the title? Let's count them.* Discuss the cover illustration. Ask, *What can you see? What is happening?*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What is Little Caterpillar doing? Where is the caterpillar? What else can you see in the garden?*

pages 4–5: Ask, *Does Little Caterpillar look like he is wide awake or sleepy? Why do you think he might be sleepy? What is Little Caterpillar looking at?*

pages 6–7: Ask, *What is wrong with the pot? What does Little Caterpillar's face tell us about how he is feeling now? What do you think Little Caterpillar will do next?*

pages 8–9: Ask, *What is Little Caterpillar looking at now? Why do you think he is looking at the log? How do you think Little Caterpillar is feeling?*

pages 10–11: Ask, *Why isn't Little Caterpillar going to sleep on the log? How do you think he is feeling?*

pages 12–13: Ask, *What is Little Caterpillar looking at now? Is the leaf little or big? What do you think Little Caterpillar is going to do?*

pages 14–15: Ask, *What is Little Caterpillar climbing up? What is he doing on the leaf? How can you tell that Little Caterpillar is sleepy?*

page 16: Ask, *Where is Little Caterpillar? Can you see Little Caterpillar? What do you think happened to Little Caterpillar? Where did Little Butterfly come from? How do you know?*

Reading the text

- Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Stop at any words the children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*
- Look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Talk about the repetitive phrases in the text such as "Little Caterpillar looks at the _____". Have children find where this phrase occurs in the text.
- Have the children relate the text to their own experiences. Ask, *Have you ever seen a caterpillar? Where was it? What did the caterpillar look like? Have you ever seen a butterfly? What did it look like? Where do butterflies come from? When have you been sleepy? What did you do when you were sleepy? Where have you slept when you have been sleepy?*
- Have children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Compare and contrast:** As a group, discuss the concepts of 'little' and 'big'. Ask children to identify things in the room that are little and big. Encourage them to recall things in the text that were little or big. Flip through the book and ask, *What is little/big on this page?* Have children complete **PW 1**, tracing the words and drawing big and little things from the story.

- *Recall and sequencing:* Ask children to recall events from the text. Flip through the book and ask, *What happened here?* Encourage children to role-play events of the text. Draw a 'Beginning, Middle, End' chart. Record events from the text on the chart by identifying when they happened.

Phonological awareness

- As a group, find 'comes' in the text. Cover up the 's' ending and ask children if they can identify the word 'come'. Discuss how words are read differently if they end with 's'. Find 'looks' in the text. Have children read the word with and without the 's' ending and compare how it sounds.
- As a group, discuss the strategy of blending sounds together. Find the word 'pot' in the text. Sound out each letter. Ask the children to sound the letters with you. Then encourage them to blend the letters together to make the word 'pot'. Brainstorm other words that rhyme with 'pot' and write these on the board. Have children complete **PW 2**, identifying the pictures and adding the first letter to make 'ot' words.
- Identify 'leaf' and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'l'. What can you see in the illustration that starts with this sound?*

Vocabulary

- *Visual recognition of high-frequency words:* 'comes', 'looks', 'too', 'big', 'can', 'little', 'on', 'this'. Have children find these words in the text. Write them on flash cards and practise reading them as a group.
- Provide children with play dough. Have them make the high-frequency words by moulding the letters with the play dough. Encourage children to make them in both upper- and lower-case letters.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.

Text conventions

- *Upper- and lower-case letters:* Discuss upper- and lower-case letters with the children. Ask them to identify upper- and lower-case letters in the text. Discuss how capital letters are used at the beginning of sentences.

- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and ask children to identify and count the full stops used on each page.
- *Exclamation marks:* Identify the exclamation mark on page 2. Discuss how an exclamation mark changes the way we read a sentence. Model how the tone of your voice changes when there is an exclamation mark. Have children find the other exclamation mark in the text and then practise reading and changing their tone.

Writing

- Make individual 'I am sleepy' books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover, write: 'I am sleepy.' On the top of each subsequent page, encourage the children to write: 'I am sleepy. I am in my _____.' Children fill in the sentence with an object, either from the text or something else they have thought of. Encourage them to write the words using sound-letter correspondence or have them brainstorm words that they would like to use. Have a written model of these words available for them to copy. Children add their own illustrations to their books.

► ELL engagement

- Discuss the life cycle of caterpillars/butterflies—egg, caterpillar, pupa, butterfly. Encourage children to role-play the stages of the life cycle. Promote language development by discussing what they look like and where they would be found at each stage. Provide pictures for children to look at and describe, compare and contrast. Have children complete **PW 3**, colouring, cutting out and pasting pictures in order to show the life cycle of the butterfly.

► Assessment

- PWs 1, 2 and 3 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 1 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Big and little

big

little

Main teaching focus

Comprehension: Recall events from the text.
Compare and contrast as big or little.

Other teaching focus

Vocabulary: Big and little.

Teacher's note

Using a pencil, children trace over the words and then draw pictures of big and little things from the story.

Name: _____ Date: _____

'ot' words

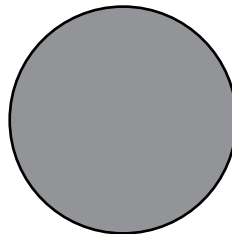
You will need: scissors, glue



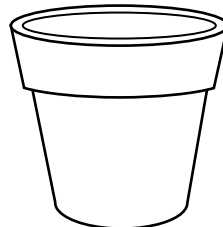
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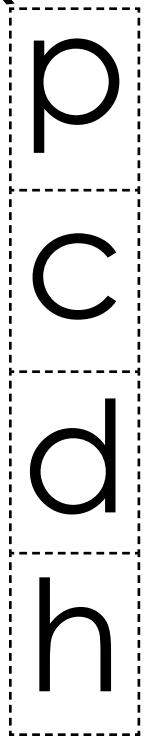
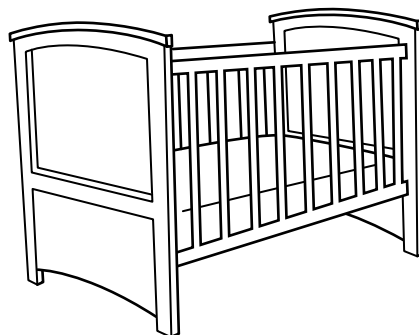
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Main teaching focus
Phoneme recognition of vowel and final consonant.

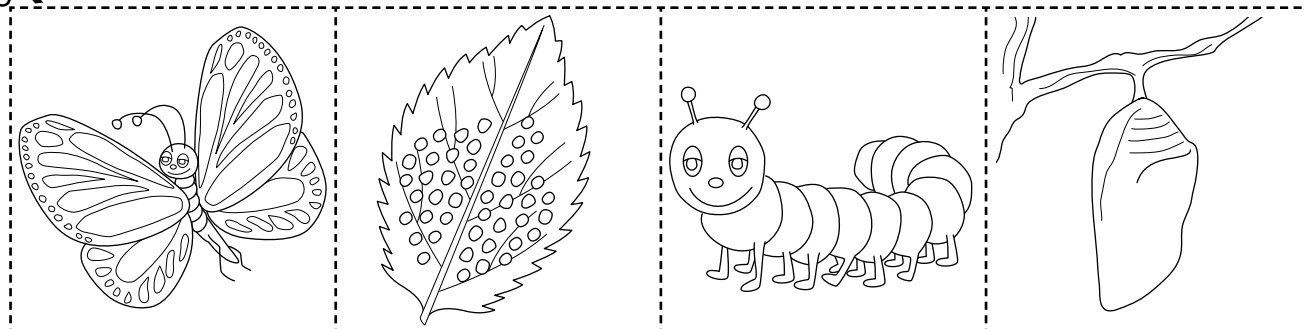
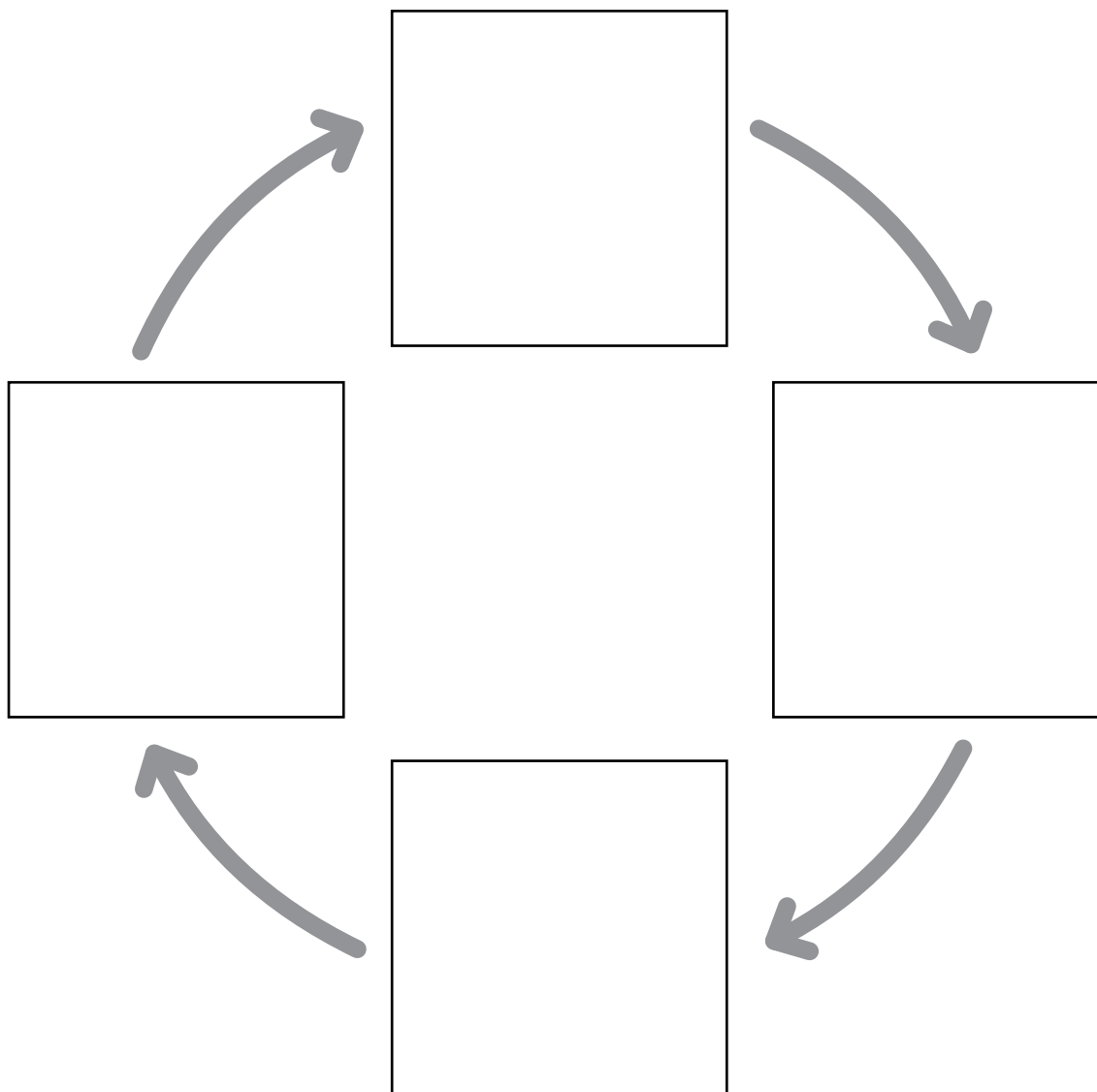
Other teaching focus
Oral language development.

Teacher's note
Children identify the pictures and cut out and paste the first letter to make the 'ot' words.

Name: _____ Date: _____

Sequencing

You will need: scissors, glue, coloured pencils



Main teaching focus
Comprehension: Sequencing.

Other teaching focus
Oral language focus: Life cycles.

Teacher's note
Children colour and cut out the pictures and paste them in the correct order to show the life cycle of the butterfly.

Lea is Hungry



Level 3 Fiction Word count: 76 Text type: Narrative

HFW introduced:	looks, no, too
HFW consolidated:	big, can, Dad, little, see
Linking texts:	<i>My Big Sandwich</i> (non-fiction) <i>Digital Poster 'This Little Bunny'</i>
Curriculum link:	me/family
Phonological awareness:	initial letter sounds; suffix 's'; blending sounds together; counting syllables
Story summary:	Lea and her dad are hungry and look at the different foods they can have for lunch.

Tuning in

- Discuss the concept of 'hungry'. Ask, *What does 'hungry' mean? When might a person be hungry? What might a person do if they were hungry?*
- Talk about the different foods that people can eat for lunch. Ask, *What do you like to eat for lunch?* Discuss healthy lunch foods.

Book walk

- Introduce the story. Give each child a copy of the book. Discuss what they can see on the front cover. Read the title. Ask, *How many words are in the title?*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and to read unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Who can you see in this picture? What room are they in? What is Lea's dad doing? Why might Lea be sitting at the table?*

pages 4–5: Ask, *Who else do you think is hungry? What is Dad doing now? What time of the day might it be?*

pages 6–7: Ask, *What is Dad doing with the sandwich? Does Lea want the sandwich? Why do you think Lea doesn't want the sandwich?*

pages 8–9: Ask, *What does Dad have now? Do you think Lea wants the banana? Why do you think Lea doesn't want the banana?*

pages 10–11: Ask, *What has Dad got for Lea now? Does the pear look big or small? Why do you think Lea doesn't want the pear?*

pages 12–13: Ask, *What can Lea see that is little? Why do you think she only wants something little to eat? What does Dad's face tell us about how he is feeling?*

pages 14–15: Ask, *What is Lea eating for her lunch? Is the carrot big or little?*

page 16: Ask, *Who is eating the sandwich? What size is the sandwich? Why is the sandwich good for Dad to eat?*

Reading the text

- Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Stop at any words the children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*
- Have the children relate the text to their own experiences. Ask, *Have you ever been hungry? What did you do when you were hungry? How did you feel when you were hungry? What did your tummy feel like when you were hungry? What did you eat when you were hungry? What do you like to eat for lunch? Do you have sandwiches for lunch? What do you have on your sandwich? Who makes your sandwiches? Have you ever eaten a pear, banana or carrot? Do you like pears, bananas or carrots?*
- Have children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- **Sequencing:** Have children recall the events of the story. Flip through the book and discuss what happened. Ask, *What happened first? What happened next? What happened at the end of the story?* Children complete **PW 4** (page 8), colouring, cutting out the pictures and pasting them in the order in which they occurred in the text.
- **Characters:** Talk about the characters in the story. Discuss their appearance, actions and feelings in the story. Have children compare and contrast the characters by saying how they are the same and different. Encourage children to role-play different events as different characters.

Phonological awareness

- Find 'sandwich' in the text and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 's'. What can you see in the illustration that starts with this sound?*
- As a group, find 'looks' in the text. Cover up the 's' ending and ask children if they can identify the word 'look'. Discuss how words are read differently if they end with 's'. Ask children to identify how many times the word 'looks' is in the text.
- As a group, discuss the strategy of blending sounds together. Find the word 'big' in the text. Sound out each letter. Ask the children to sound the letters with you. Then encourage them to blend the letters together to make the word 'big'. Repeat the process with other words from the text, e.g., a-m, c-a-n, D-a-d.
- Discuss the number of sounds in different words in the text: 'sandwich', 'banana', 'pear', 'carrot'. Clap and count the syllables in these words. Record the words and the number of syllables. Ask, *Can you think of any other words that have one/two/three syllables?*

Vocabulary

- *Visual recognition of high-frequency words:* 'looks', 'no', 'too', 'big', 'can', 'Dad', 'little', 'see'. Ask children to count how many times these words appear in the text. Write the words on cards (two cards for each word) and play a game of Snap.
- Provide children with newspapers and magazines and have them cut out and paste letters to form the high-frequency words.
- *Synonyms:* Find 'said' in the text. Discuss the meaning of the word and how it shows that someone has spoken. Ask, *Can you think of any other words that mean the same as 'said'?* Discuss and list words such as 'shouted', 'yelled' and 'answered'.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.
- Explain the importance of grouping words together to create natural phrasing while reading—like speech. Model, using sentences from the text such as "Here is a sandwich," said Dad'. Have children practise reading sentences from the text.

Text conventions

- *Full stops:* Look at the full stops in the text. Discuss how full stops are used at the end of sentences. Have children count the full stops in the text.
- *Upper- and lower-case letters:* Discuss upper- and lower-case letters. Point to different letters in the text and ask, *Is this a capital letter or a lower-case letter?* Discuss how capital letters are used at the beginning of sentences.

Writing

- Discuss with children what they would have on a sandwich for their lunch. Brainstorm different things people like to have on their sandwiches and write the suggestions on the board. Have children complete **PW 5**, drawing their own sandwich fillings and completing the sentence: 'On my sandwich I like _____.'

► ELL engagement

- Brainstorm and discuss different fruit and vegetables with children. Ask, *How are they the same? How are they different?* Talk about what they look like and where they come from. Support and enhance children's language skills during discussions.
- Provide children with crepe paper or coloured paper to make a collage of the different fruits and vegetables featured in the text. Photocopy and enlarge **PW 6**, and have children cut out and decorate the pictures.

► Assessment

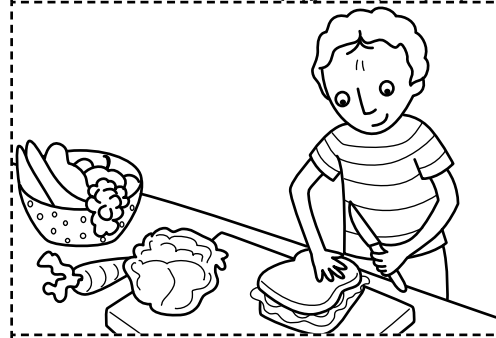
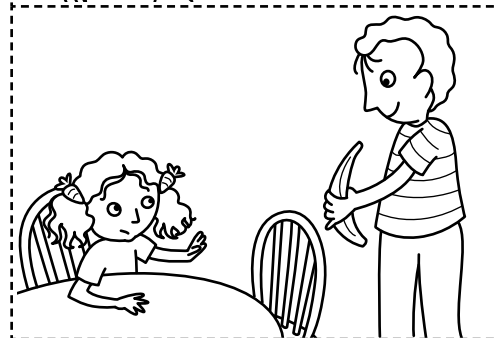
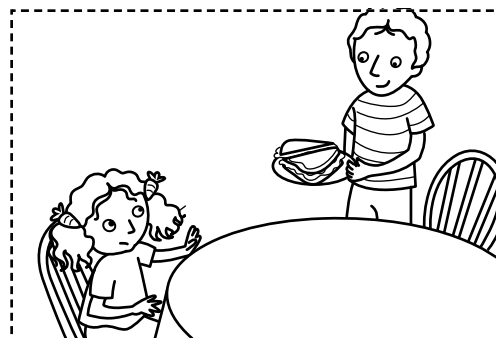
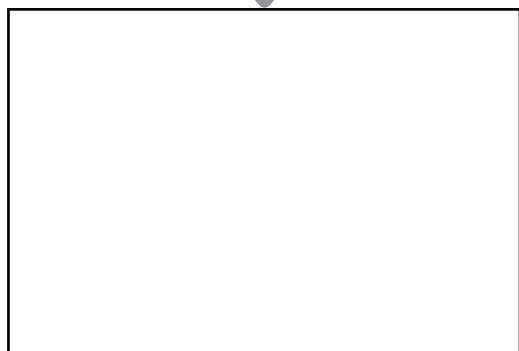
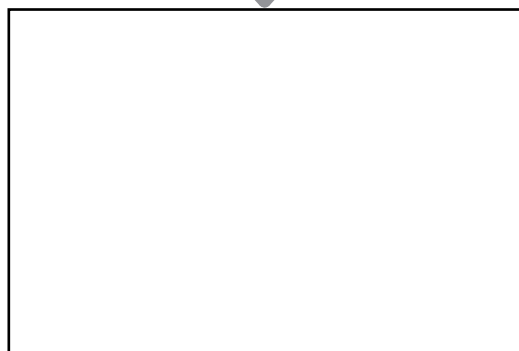
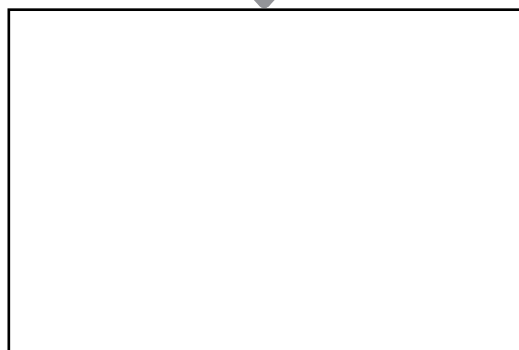
- PWs 4, 5 and 6 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 4 could be kept in the child's portfolio
- Complete Running Record.

Name: _____

Date: _____

Sequencing

You will need: scissors, glue, coloured pencils



Main teaching focus

Comprehension: Sequencing of pictures taken directly from the text.

Other teaching focus

Comprehension: Recall of events.

Teacher's note

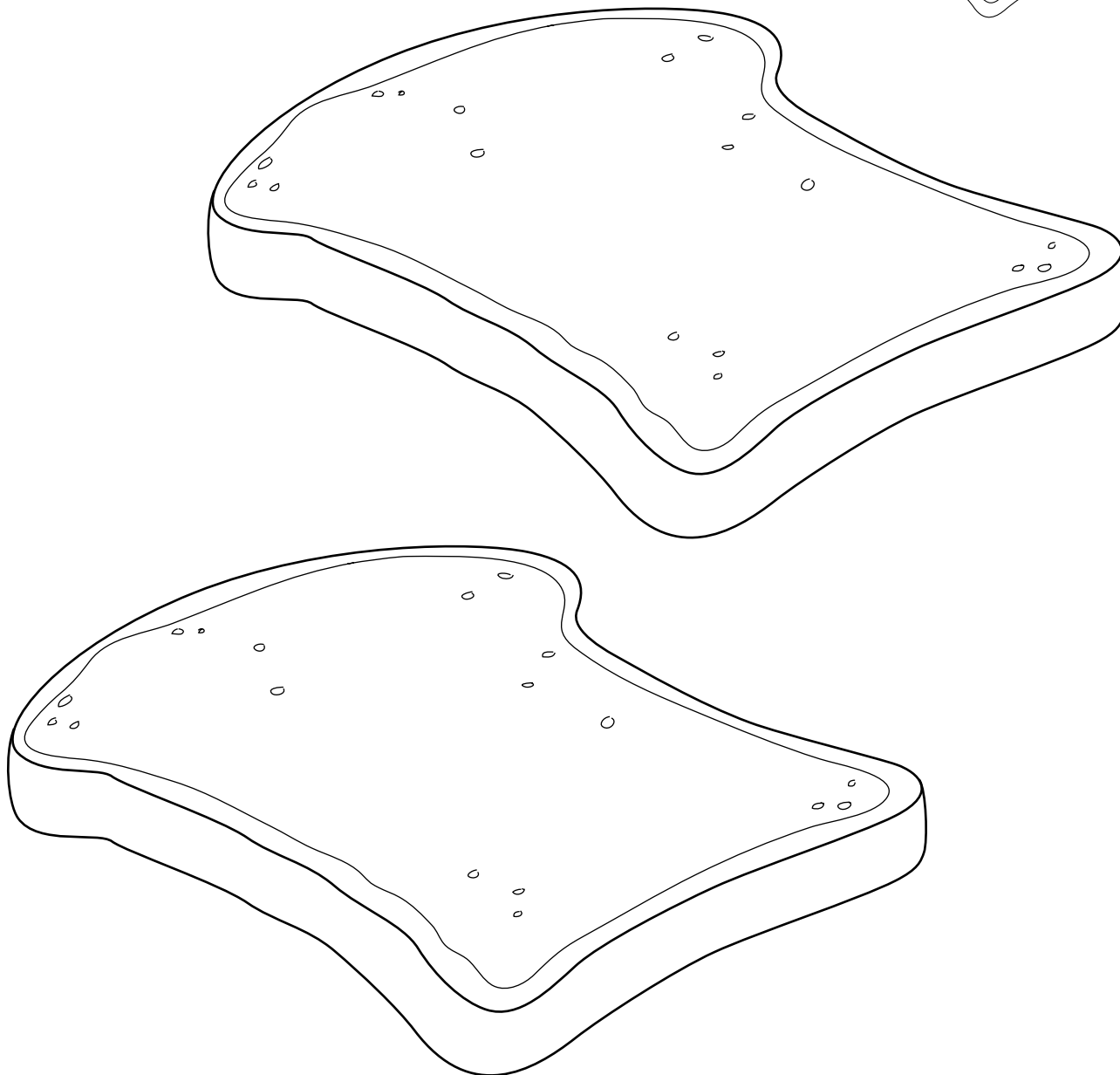
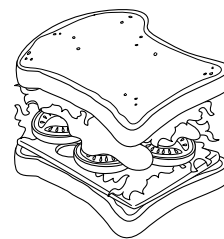
Children colour, cut out and paste the pictures in the order they occurred in the story.

Name: _____

Date: _____

Writing

You will need: coloured pencils



On my sandwich I like _____

Main teaching focus

Writing: Writing simple sentences about familiar topics.

Other teaching focus

Writing: Spelling words using letter-sound correspondence.

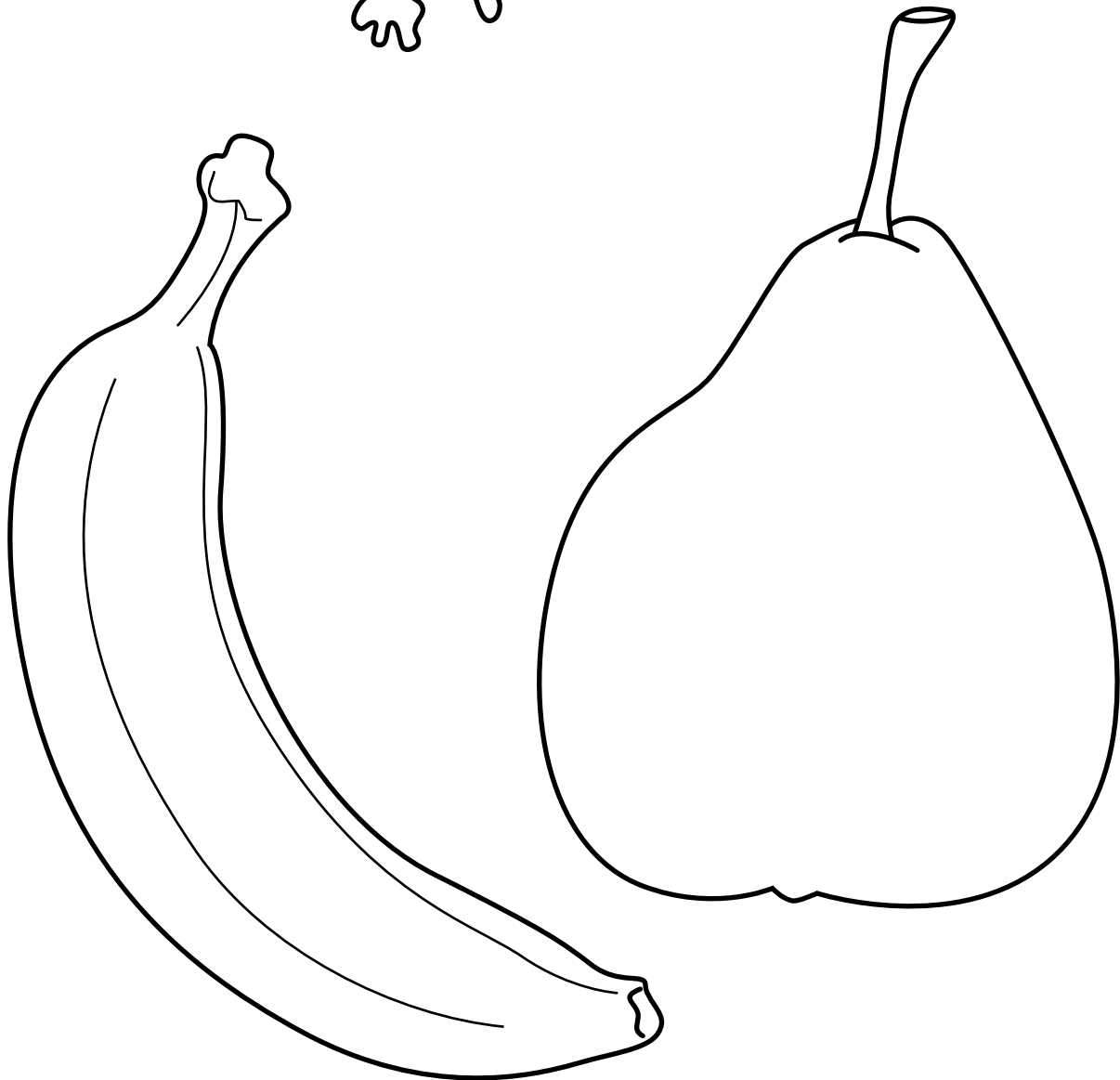
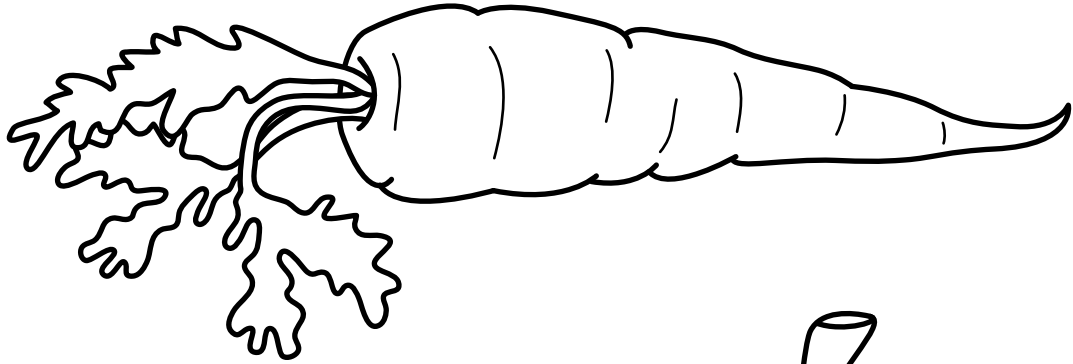
Teacher's note

Children draw their favourite sandwich fillings in the sandwich and then complete the sentence.

Name: _____ Date: _____

Fruit and vegetables

You will need: scissors, glue, crepe paper or coloured paper

**Main teaching focus**

Oral language development: Compare and contrast fruit and vegetables.

Other teaching focus

ELL engagement: Following instructions, art and craft.

Teacher's note

Children cut out and decorate the pictures of fruit and vegetables, using coloured paper and glue.

Minibeasts

Level 3 Non-fiction Word count: 76 Text type: Explanation



HFW introduced:	comes
HFW consolidated:	big, down, little, on
Linking texts:	<i>Sleepy Little Caterpillar</i> (fiction) <i>Digital Poster 'When the Bugs Come Out in Spring'</i>
Curriculum link:	animals/minibeasts, science, environment
Phonological awareness:	initial letter sounds; blending sounds together; suffix 's'; recognising words in sentences
Text summary:	A boy and a girl explore a garden and find a range of minibeasts.

Tuning in

- Discuss the concept of 'minibeasts'. Ask, *What is a minibeast? Where might you find a minibeast? What does a minibeast do? Do you know of any minibeasts?*

Book walk

- Introduce the book. Give each child a copy of the book. Discuss what they can see on the front cover. Read the title. Ask, *How many words are in the title? Look at the word 'Minibeasts' and ask, Can you see any little words that you know inside this word?*
- Flip through the book. Encourage discussion about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the sentences and to read unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What minibeast is on this page? Where is the minibeast? What is the minibeast doing? Who is looking at the worm? What are the children using to look at the worm? Is the worm big or little?*

pages 4–5: Ask, *Where has the little worm gone? Is it a big hole or a little hole?*

pages 6–7: Ask, *Are the children looking up or down now? What minibeast can the children see? Where is the caterpillar? Is the caterpillar big or little?*

pages 8–9: Ask, *What is the caterpillar on? Is it a little leaf or a big leaf?*

pages 10–11: Ask, *Are the children looking up or down? What minibeast are they looking at?*

pages 12–13: Ask, *Where is the little ant? Is the nest big or little? What is the nest made out of?*

pages 14–15: Ask, *Are the children looking up or down? What minibeast are they looking at now? Where is the spider? Is it a big spider or a little spider?*

page 16: Ask, *Where is the spider? Is the web big or little? How do you think the web got there?*

Reading the text

- Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Stop at any words the children

are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Have the children relate the text to their own experiences. Ask, *Have you ever seen any minibeasts? What minibeasts have you seen? Where did you see the minibeasts? Have you ever seen a worm/caterpillar/ant/spider? Where was it? Was it big or little? How did it move?*
- Have children summarise the book in their own words. Ask, *Can you tell me what happened in the book?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Focus on the phrasing and the repetitive flow of the text.

Choose from the following activities.

Comprehension

- *Compare and contrast:* As a group, look at the different minibeasts and objects in the text. Ask, *Is the worm big or little? Is the leaf big or little? Is the hole big or little? Do the same for the caterpillar, spider, ant, nest and web. Also compare the minibeasts that were found 'up' and the minibeasts that were found 'down'.*
- *Cloze:* Flip through the book and ask children to recall what happened on each page. Copy sentences from the text onto strips of paper but leave some words out, e.g. 'Look down here. Here comes a _____ worm.' As a group, discuss strategies for working out the missing word. Talk about using a word that would make sense. Fill in the missing word. Have children re-read the sentence to check the meaning. Repeat with other sentences from the text. Have children complete **PW 7**, cutting out the words and pasting them into the correct sentences.

Phonological awareness

- Find 'worm' in the text and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'w'. Can you think of other words that start with this sound?*
- As a group, discuss the strategy of blending sounds together. Find the word 'ant' in the text. Sound out each letter. Ask the children to sound the letters with

you. Then encourage them to blend the letters together to make the word 'ant'. Repeat the process with other words from the text, e.g., u-p, o-n, b-i-g.

- As a group, find 'comes' in the text. Cover up the 's' ending and ask children if they can identify the word 'come'. Discuss how words are read differently if they end with 's'.
- Discuss the concept of sentences being made up of words. Look at different sentences in the text and encourage children to clap as they read each word. Have them count the number of words in sentences.

Vocabulary

- *Visual recognition of high-frequency words:* 'comes', 'big', 'down', 'little', 'on'. Ask children how many times they can find each of the high-frequency words in the text. Ask them to compare the number of letters in each of these words. Ask, *How many letters do they have?*
- Have children make the high-frequency words with magnetic letters, using upper- and lower-case letters.
- *Theme words:* Name some of the minibeasts that were in the text. Write the names of the minibeasts on the board and have children find them in the text. Remind children of the strategy of looking at the initial letter to help with reading the word. Have children complete **PW 8** cutting out the names of the minibeasts and matching them to the pictures.
- *Prepositions:* Discuss the words 'up', 'down', 'in' and 'on'. Talk about how these words explain where something is. Give children instructions to follow that include these prepositions, e.g. *Go up the stairs. Go down on the floor. Go in the room. Sit on the chair.* Play Simon Says or Follow the Leader using these words in the instructions.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.

Text conventions

- *Word awareness:* Look at the number of words on each page. Look at the front cover. Ask, *How many words can you see?* Flip through the book and discuss the number of words on each page. Compare the different pages. Ask, *Which page had the most words?*

- *Full stops:* Look at the full stops in the text. Discuss how full stops are used at the end of sentences. Have children count the full stops in the text.
- *Upper-case and lower-case letters:* Discuss upper- and lower-case letters. Point to different letters in the text and ask, *Is this a capital letter or a lower-case letter?* Discuss how capital letters are used at the beginning of sentences.

Writing

- *Handwriting:* Children complete **PW 9**, tracing over the letters and writing the words on the line.
- Make individual 'Minibeasts' books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. On the front cover, write: 'Minibeasts.' On the top of each subsequent page, ask the children to write: 'Look up here. Here comes a little ____.' or 'Look down here. Here comes a little ____.' Children fill in the sentence with a minibeast from the text or a different one they have thought of. Encourage them to write words using sound-letter correspondence or have them brainstorm words that they would like to use. Have a written model of these words available for them to copy. Children add their own illustrations.

► ELL engagement


- Go on a minibeast hunt in the playground. Use magnifying glasses if they are available. Discuss what the minibeasts look like, describe where you find them and what they are doing. Support development of children's language skills and vocabulary during discussions. Have children draw the minibeasts they found.

► Assessment

- PWs 7, 8 and 9 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 7 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

little	spider
worm	comes

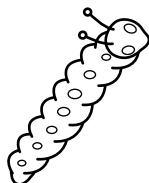


Cloze

You will need: scissors, glue



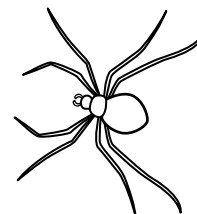
Here comes a little .



Here comes a caterpillar.



Here a little ant.



Here comes a little .

Main teaching focus

Comprehension: Complete cloze verbatim with words given.

Other teaching focus

Oral language development: Minibeasts.

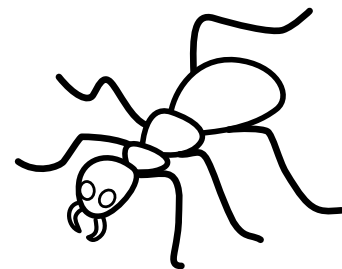
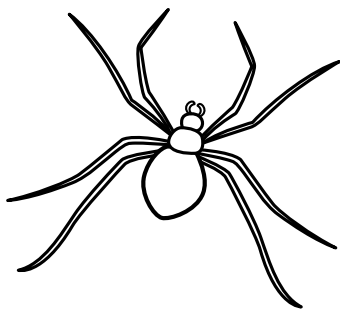
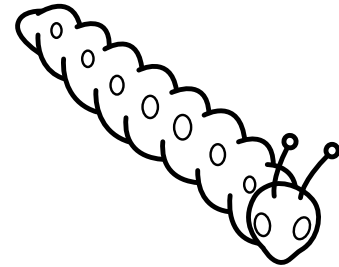
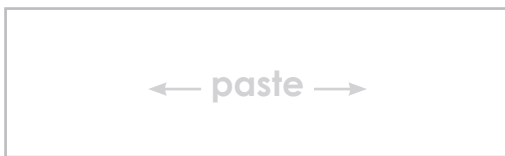
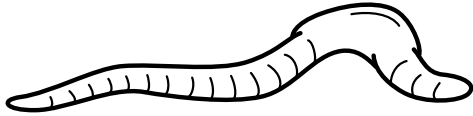
Teacher's note

Children cut out the words at the top of the page and paste them into the correct sentences.

Name: _____ Date: _____

Letter names and sounds

You will need: scissors, glue



worm

caterpillar

spider

ant

Main teaching focus

Phoneme knowledge: Initial letter names/sounds—using the initial letter and the picture to help with reading the word.

Other teaching focus

Oral language development: Minibeasts.

Teacher's note

Children cut out the words and paste them under the matching pictures.

Name: _____ Date: _____

Handwriting

worm

worm



worm

worm

ant

ant



ant

ant

Main teaching focus

Writing: Formation of letters—starting point, placement on line.

Other teaching focus

Oral language development: Minibeasts.

Teacher's note

Using a pencil, children tunnel, trace over and write the words.

My Big Sandwich

Level 3

Non-fiction

Word count: 82

Text type: Procedural



HFW introduced:	looks, too
HFW consolidated:	big, goes, little, on
Linking texts:	<i>Lea is Hungry</i> (fiction) <i>Digital Poster 'Hug Sandwich'</i>
Curriculum link:	me/family
Phonological awareness:	initial letter sounds; suffix 's'; blending sounds together
Text summary:	A girl and her mum make a delicious salad sandwich.

Tuning in

- Discuss the word 'sandwich'. Ask, *What is a sandwich? What do you do with a sandwich? What can you have in a sandwich? When do you eat sandwiches?*
- Talk about the fillings you can have in a sandwich. Brainstorm and draw pictures of the different fillings. Ask, *What do you like to eat in your sandwiches?*

Book walk

- Introduce the book. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you find the word 'sandwich'? How did you know that word would be 'sandwich'?* Discuss the photograph on the front cover. Ask, *What do you think will happen in the text?*
- Flip through the book. Discuss events and photographs in the story. Promote language that is used in the text. Discuss the photographs and how they help us to read the text. When questioning children, use vocabulary from the text.

page 2: Ask, *What can you see in this picture? What are they going to do with these things?*

page 3: Ask, *Where is the girl spreading the butter?*

pages 4–5: Ask, *What can you see on this page?*

What do you think they will do with these things?

pages 6–7: Ask, *What is Mum doing to the lettuce? Does cutting it make it big or little? Where is the girl putting the lettuce?*

pages 8–9: Ask, *What is Mum doing to the tomato? Does cutting it make it big or little? Where is the girl putting the tomato?*

pages 10–11: Ask, *What is Mum doing to the carrot? Does grating it make it big or little? Where is the girl putting the carrot?*

pages 12–13: Ask, *What is Mum doing to the cheese? Does grating it make it big or little? Where is the girl putting the cheese?*

pages 14–15: Ask, *What else goes on the sandwich?*

page 16: Ask, *What have they made with all the ingredients? Is it a big sandwich or a little sandwich? What do you think they will do with the sandwich?*

Reading the text

- Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Stop at any words the children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?* Encourage children to self-correct and use known strategies.
- Have the children relate the text to their own experiences. Ask, *Have you ever eaten a sandwich? What do you like to put in your sandwich? Have you ever eaten tomatoes, lettuce, cheese and carrots? What else can you have in a sandwich? Why do you eat sandwiches?*
- Ask children to predict what will happen on the next page and how the book might end.
- Have children summarise the book in their own words. Ask, *Can you tell me what happened in the book?*
- Ask inferential questions such as: *Why are they making a sandwich? Why is Mum doing all the cutting? What else could they put on the sandwich?*

After reading

Revisit areas that the children found challenging, relating to the meaning, structure and visual cues of the text. Discuss strategies and provide opportunities for children to consolidate specific skills, e.g. if children had difficulty with the word 'carrot', discuss strategies such as sounding out, re-reading or looking at the photographs.

Choose from the following activities.

Comprehension

- **Recall:** Recall and discuss how the sandwich was made. Ask, *What different ingredients did the girl need to make her sandwich?* Make a list of these.
- **Sequencing:** Discuss the importance of sentences making sense in our mind when we read. Copy the sentence 'Here is the bread.' onto cards (one word per card). Jumble up the cards and have children sequence the sentence so that it makes sense. Discuss the strategies

they used and have them re-read the sentence to make sure it makes sense. Have children complete **PW 10**, cutting out words and sequencing them to form a sentence.

Phonological awareness

- Find 'bread' in the text and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'b'. What can you see in the picture that starts with this sound?* Use this strategy with other words such as 'butter', 'tomato' and 'carrot'.
- As a group, find 'looks' in the text. Cover up the 's' ending and ask children if they can identify the word 'look'. Discuss how words are read differently if they end with 's'. Ask children to identify how many times 'looks' appears in the text.
- Talk about the word 'bread'. Ask, *What sound does this word begin with? Can you find any other words in the book that begin with this letter?* Discuss how the words are similar and different.
- As a group, discuss the strategy of blending sounds together. Find the word 'big' in the text. Sound out each letter. Ask the children to sound the letters with you. Then encourage them to blend the letters together to make the word 'big'. Repeat the process with other words from the text, e.g., o-n, i-t.

Vocabulary

- *Focus on the high-frequency words:* 'looks', 'too', 'big', 'goes', 'little', 'on'. Ask children how many times they can find each of the high-frequency words in the text. Go through the book, counting each time they can find the words. Write the words on cards (two cards for each word) and play games such as Pairs and Snap.
- Have children make the high-frequency words with play dough. Encourage them to make the words with both upper- and lower-case letters. Have children complete **PW 11**, cutting out the high-frequency words in upper-case letters and matching them to the same word in lower-case letters.
- *Theme words:* Discuss the different vegetable words in the text—'lettuce', 'tomato' and 'carrot'. Brainstorm and make a list of other vegetables.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.
- Discuss how punctuation marks show readers when they need to stop or pause. Model this by reading sentences from the text and stopping at the full stops. Have children practise reading the text, stopping at the full stops.

Text conventions

- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and ask children to count the full stops on each page. Write sentences from the book on paper, but leave off the full stops. Have children read the sentences and put the full stops in the appropriate places.
- *Word awareness:* Discuss the concept of sentences being made up of words. Have children look at the number of words on each page. Ask, *How many words are there on this page?* Compare the number of words on different pages.
- *Upper-case letters:* As a group, talk about capital letters and how they are used at the beginning of sentences. Copy sentences from the text onto strips of paper, using lower-case letters at the beginning of the sentence. Have children correct the lower-case letters to upper-case letters.

Writing

- Discuss with children what they like to put on their sandwiches. Have them copy and complete the sentence: 'On my sandwich I like ____.' Children can draw a picture of their favourite sandwich.
- Discuss the process of making sandwiches. Have children recount a time when they have made a sandwich, talking about what they needed and what they did. Have children write a simple procedural text (first person) on how to make a sandwich.

► ELL engagement

- Collect all the ingredients and utensils needed to make the sandwich in the text—bread, butter, carrots, cheese, lettuce, tomatoes, knife, chopping board and plates. Read through the text and follow how the sandwich was made. Focus on language development by emphasising vocabulary. Encourage children to use words such as 'cutting' and 'grating'.
- Talk about other fruits and vegetables. Bring in photos or samples of fruits and vegetables. Discuss what they look like, where they come from, what they taste like and how you eat them. Have children compare and contrast the fruits and vegetables and then sort and classify them into different categories. Have children complete an enlarged copy of **PW 12**, colouring and cutting out, sorting and pasting the pictures into different groups.

► Assessment

- PWs 10, 11 and 12 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 10 could be kept in the child's portfolio
- Complete Running Record.

Name: _____

Date: _____

Sequencing

You will need: scissors, glue, a strip of paper, coloured pencils

✂

my

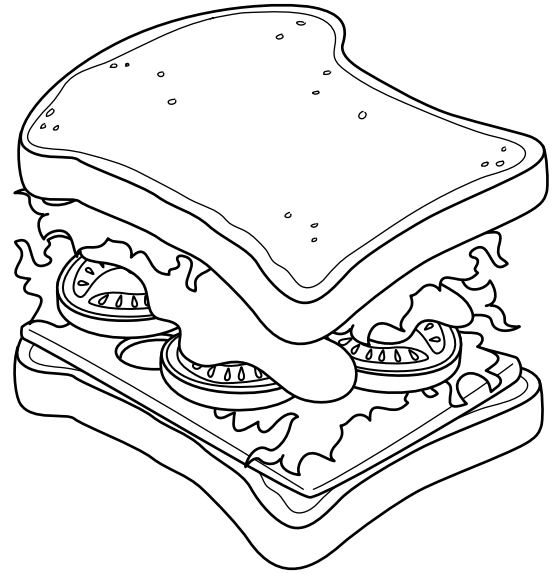
big

.

Here

sandwich

is



Main teaching focus
Comprehension: Sequencing of words to form a sentence.

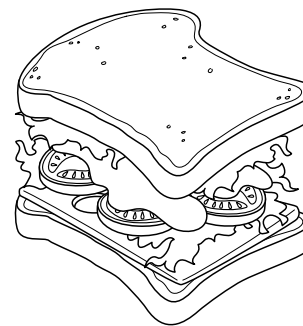
Other teaching focus
Text conventions: Features of a sentence—upper-case letters and full stops.

Teacher's note
Children cut out the boxes and sequence to form a sentence. Have children paste the words in order on the strip of paper. Have children colour the picture and paste it next to the sentence.

Name: _____ Date: _____

Matching words

You will need: scissors, glue



looks

← paste →

too

← paste →

big

← paste →

little

← paste →

on

← paste →



ON	LOOKS	LITTLE
TOO	BIG	

Main teaching focus
Vocabulary: Visual recognition of high-frequency words.

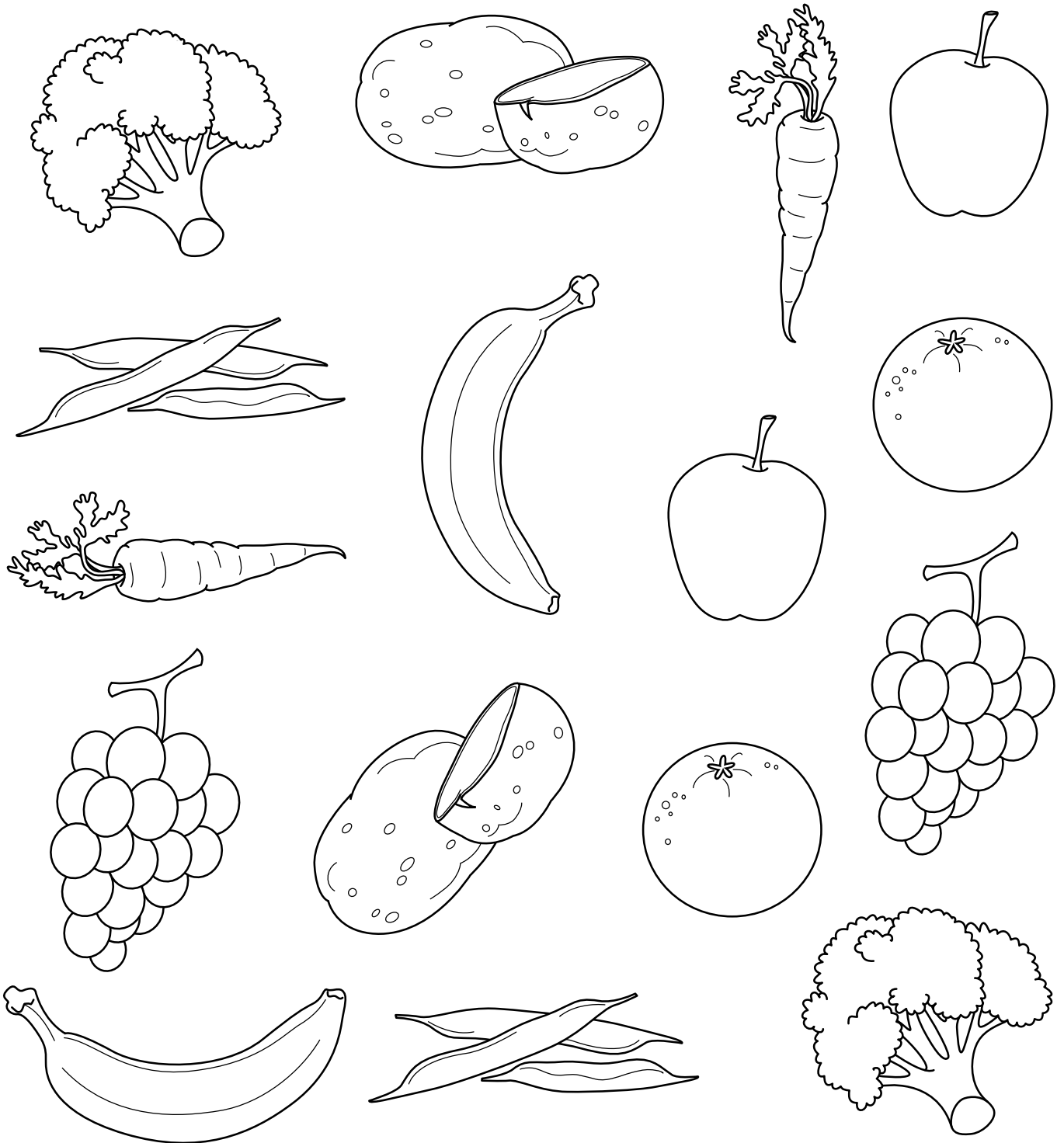
Other teaching focus
Text conventions: Upper- and lower-case letters.

Teacher's note
Children cut out the upper-case words and paste them next to the matching lower-case words.

Name: _____ Date: _____

Sorting

You will need: scissors, glue, large sheets of paper, coloured pencils



Main teaching focus

Oral language development:
Fruit and vegetables.

Other teaching focus

Oral language development:
Comparing and contrasting.

Teacher's note

Children colour and cut out the pictures. Have them compare and contrast the fruit and vegetables and paste them in groups such as: fruit and vegetables; green fruit and vegetables; fruit and vegetables we peel.

Baby Dinosaur Can Play



Level 4 Fiction Word count: 89 Text type: Narrative

HFW introduced:	are, ran, we, you
HFW consolidated:	baby, come, no, too
Linking texts:	<i>My Dinosaurs</i> (non-fiction) <i>Digital Poster 'Dinosaur'</i>
Curriculum link:	me/family, animals/pets, community
Phonological awareness:	blending sounds together; initial letter sounds
Story summary:	Baby Dinosaur and Father Dinosaur are playing and invite the little dinosaur to play, too.

Tuning in

- Discuss the concept of 'dinosaurs'. Ask, *What is a dinosaur? When did dinosaurs live? Can you see a real dinosaur now?* Talk about what people think they looked like and what they ate. Have children role-play how dinosaurs moved.
- Discuss the concept of 'play'. Ask, *What does 'play' mean? What different things can you play?* Talk about what the children like to play with and what games they like to play.

Book walk

- Introduce the story. Give each child a copy of the book. Read the title. Ask, *How many words are in the title? Can you see any words in the title you know? Can you find the word 'dinosaur'? How did you know that word was 'dinosaur'?* Discuss the illustration on the front cover. Ask, *What characters do you think will be in the story? What do you think will happen in the story?*
- Flip through the book. Discuss events and illustrations in the story. Promote language that is used in the text. Discuss illustrations and how they help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Who can you see in the picture? What are they doing?*

pages 4–5: Ask, *What are Baby Dinosaur and Father Dinosaur doing? What are they playing? What are they going up and down?*

pages 6–7: Ask, *What can Baby Dinosaur see? Do you think Baby Dinosaur wants the little dinosaur to play with them?*

pages 8–9: Ask, *What did the little dinosaur do? What is he running down? Why do you think he is running away?*

pages 10–11: Ask, *What is Baby Dinosaur doing?*

What do you think he might say to the little dinosaur?

What do you think Baby Dinosaur might want to play?

pages 12–13: Ask, *Why do you think the little dinosaur would say 'No'? Is the little dinosaur big or little? Is Baby Dinosaur big or little?*

pages 14–15: Ask, *Who else is asking the little dinosaur to play? Why do you think Father Dinosaur asked the little dinosaur to play?*

page 16: Ask, *Who is playing the game now? What are they running up and down?*

Reading the text

- Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Stop at any words the children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*
- Have the children relate the text to their own experiences. Ask, *What games do you like to play with your friends? Have you ever asked people to play with you? Have you ever played with a friend who was smaller than you? How did you feel? How do you think your friend felt?*
- Talk about the word 'dinosaur'. Ask, *How many letters are in the word? Can you see any little words inside the word?*
- Have children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*
- Ask inferential questions such as: *Why do you think Baby Dinosaur wanted someone else to play with? Why do you think the little dinosaur didn't want to play at first? How can you tell they had fun playing on the hill?*

After reading

Revisit areas that the children found challenging, relating to the meaning, structure and visual cues of the text. Discuss strategies and provide opportunities for children to consolidate specific skills, e.g. if they had difficulty with the word 'hill', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Recall:** Discuss the who, what, where and why of the story. Ask, *Who was in the story? Where were they? What were they doing? Why were they there?* Talk about each one and refer to the text to explain answers. Have children re-enact what happened in the story.

- *Sequencing*: Have children retell the events of the text in their own words. Flip through the book and ask, *What happened here? What happened before/after?* Discuss whether events happened at the beginning, middle or end of the text. Have children complete **PW 13**, recalling and drawing events that happened at the beginning, middle and end of the story.

Phonological awareness

- As a group, discuss the strategy of blending sounds together. Find the word 'ran' in the text. Sound out each letter. Ask the children to sound the letters with you. Then encourage them to blend the letters together to make the word 'ran'. Repeat the process with other words from the text, e.g., u-p, a-m, b-i-g, c-a-n.
- Identify the word 'dinosaur' and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'd'. What other words can you think of that start with this sound?*
- Identify the words 'ran' and 'can'. Discuss how they are rhyming words because their endings sound the same. Ask, *Can you see anything similar about these two words?* Discuss how the words have the same 'an' ending. Talk about how words with endings that sound the same are rhyming words. Have children complete **PW 14**, where children write 'an' to complete the words, then match the words with the pictures.

Vocabulary

- *Visual recognition of high-frequency words*: 'are', 'ran', 'we', 'you', 'baby', 'come', 'no' and 'too'. Ask children how many times they can find each of the high-frequency words in the text. Write each word on flash cards and as a group, practise recognising and reading the words.
- *Opposites*: Discuss the words 'up' and 'down'. Talk about how they are opposites. Have children point to things that are up and things that are down. Discuss and brainstorm other opposites such as 'big'/'small', 'on'/'off' and 'yes'/'no'.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text smoothly and without stopping.

Text conventions

- *Full stops*: Talk about how full stops are used at the end of sentences. Flip through the book and ask children to count the full stops on each page.
- *Exclamation marks*: Identify the exclamation marks in the text. Talk about how we use exclamation marks when we want to show something is important. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.
- *Upper- and lower-case letters*: Discuss upper- and lower-case letters with the children. Ask them to identify these in the text. Discuss how capital letters (upper-case letters) are used at the beginning of sentences.
- *Front cover*: Look at the front cover and discuss the elements, including the title and author and illustrator names. Explain the role of the author and illustrator.

Writing

- Ask children to recount an experience of playing with their friends. Ask, *Who were you playing with? What were you doing? Where were you playing?* Have children write a recount of their experience. Encourage them to use sound-letter relationships when spelling unknown words.

► ELL engagement

- Children use **PW 15** to make puppets with sticky tape and craft sticks. Have children use the puppets to act out the story. Promote language and vocabulary use during the puppet play.

► Assessment

- PWs 13, 14 and 15 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 13 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Beginning, middle, end

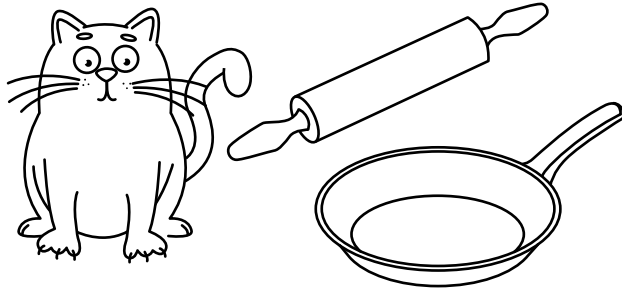
End	
Middle	
Beginning	

<p>Main teaching focus <i>Comprehension:</i> Ordering events of the story into beginning, middle and end.</p>	<p>Other teaching focus <i>Comprehension:</i> Recalling events of the story.</p>	<p>Teacher's note Children recall and draw events that occurred at the beginning, middle and end of the story.</p>
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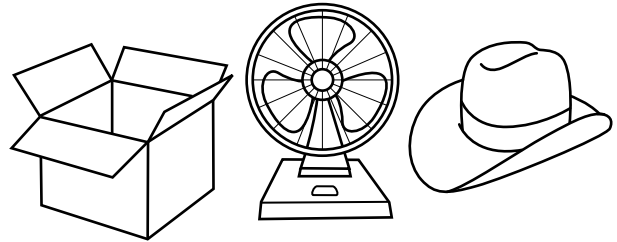
Name: _____ Date: _____

'an' words

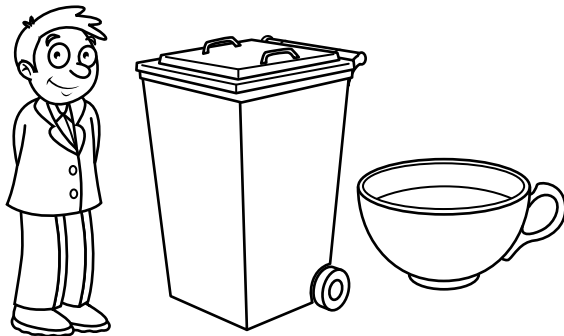
p _____



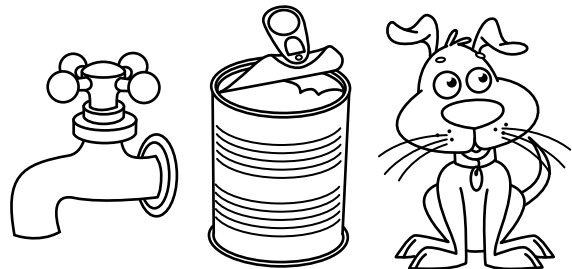
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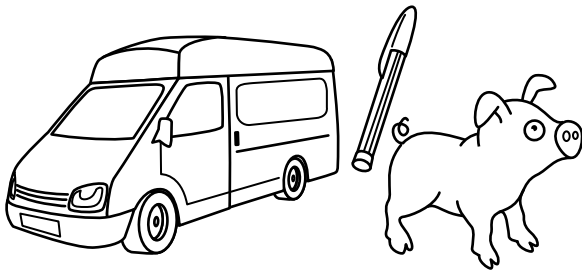
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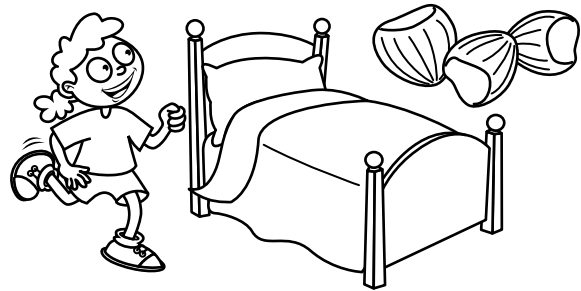
c _____



v _____



r _____



Main teaching focus

Phonemic awareness:
CVC words.

Other teaching focus

Phonemic awareness: Rhyming words.

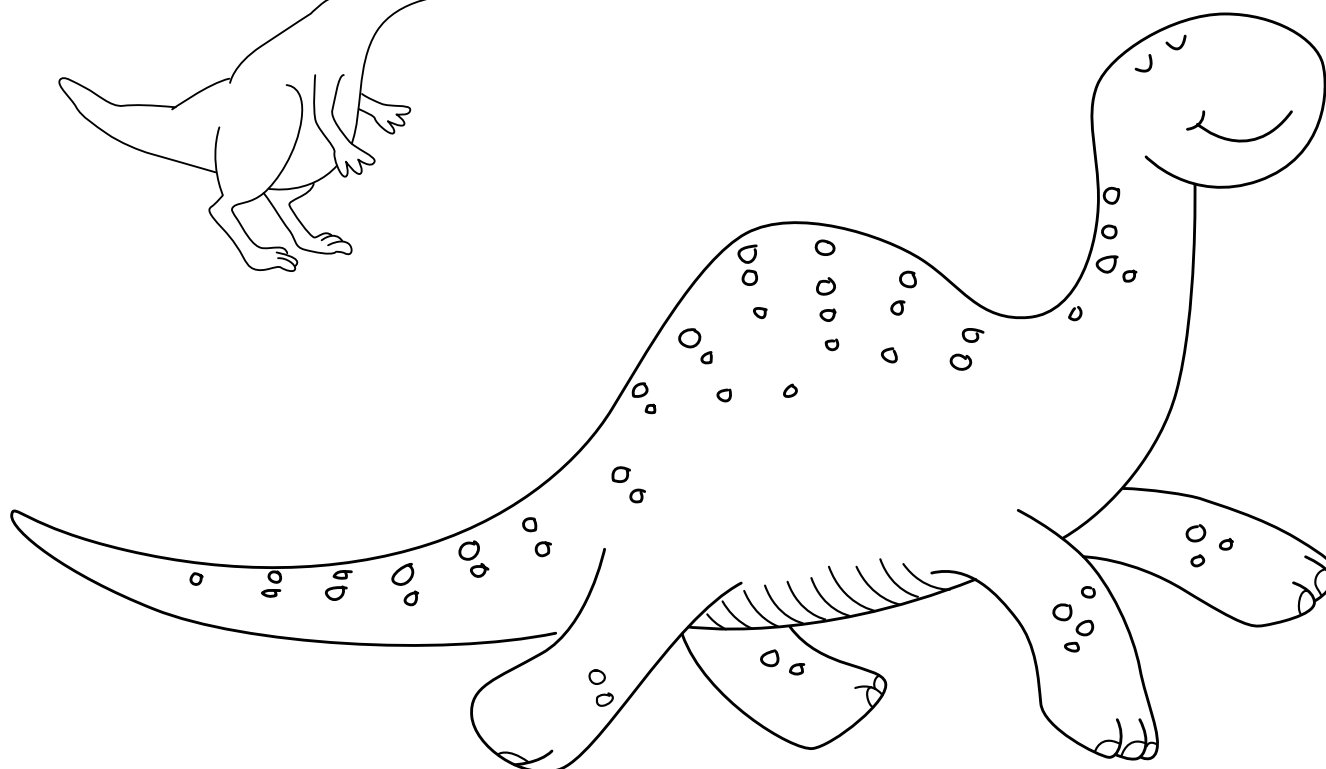
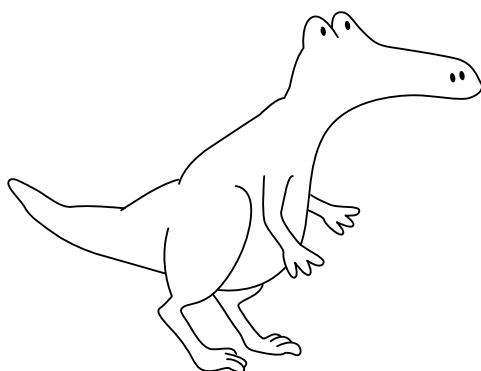
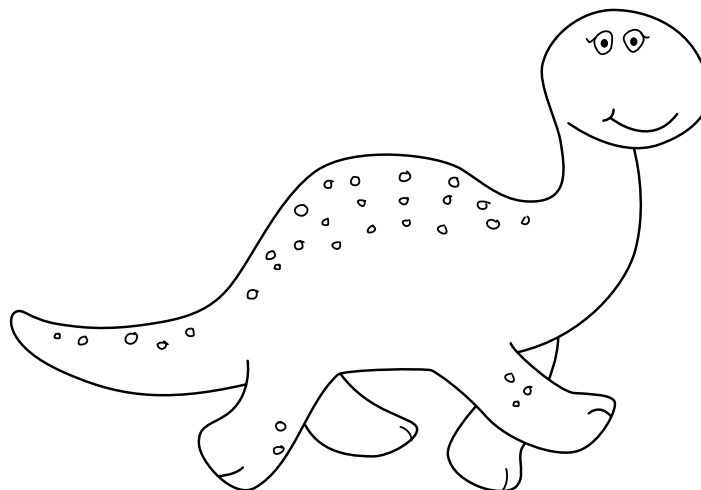
Teacher's note

Children write 'an' to complete each word and then circle the picture that matches the word.

Name: _____ Date: _____

Puppets

You will need: scissors, sticky tape, craft sticks, coloured pencils



Main teaching focus

Comprehension: Recall and retell events from the story.

Other teaching focus

Oral language development.

Teacher's note

Children colour in the characters, cut them out and stick them to craft sticks using sticky tape. They use the puppets to act out the story.

The Lost Sock



Level 4

Fiction

Word count: 86

Text type: Narrative

HFW introduced:	for, looked, not, shouted
HFW consolidated:	too
Linking texts:	<i>Shopping for Socks</i> (non-fiction)
Curriculum link:	me/family
Phonological awareness:	suffixes 'ed' and 's'; sounding out CVC words; initial letter sounds; initial digraph 'sh'
Story summary:	Kate and Dad search everywhere for Kate's lost sock. Finally, it is found in the dog Max's bed!

Tuning in

- Discuss the word 'lost'. Ask, *What does 'lost' mean? What does it mean if something is lost? What do you have to do if you have lost something?*
- Talk about socks. Ask, *What are socks? Where do we wear socks? Why do we wear socks?* Get everyone to point to their socks. Talk about how socks come in pairs. Ask, *Why do we need two socks?*

Book walk

- Introduce the story. Give each child a copy of the book. Read the title. Ask, *How many words are in the title? Can you see any words in the title you know?* Discuss the illustration on the front cover. Ask children to predict what characters are in the story and what the story might be about.
- Flip through the book. Encourage discussion about the events and illustrations. Promote language that is used in the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What do you think Kate is looking for in the drawer? What type of sock is she looking for? Is her other sock in there? What is Max doing?*

pages 4–5: Ask, *What is Dad doing? What colour socks has Dad found? Has Dad found the red and white sock?*

pages 6–7: Ask, *What do you think Dad and Kate will do now? What is Max doing?*

pages 8–9: Ask, *What are Kate and Dad doing? Where are they looking for the lost sock? What colour socks has Dad found now?*

pages 10–11: Ask, *What has Dad found under the bed? Is that a big sock or a little sock? Who do you think owns that sock?*

pages 12–13: Ask, *Where is Kate looking for the sock? What has she found? Has she found her sock or Dad's other sock? What is Max doing now?*

pages 14–15: Ask, *Where are Dad and Kate looking now? What has she found? Where is Kate's lost sock?*

page 16: Ask, *Does Kate have her socks on now? Are Dad and Kate happy now? How do you know? What is Max doing? What do you think will happen later?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense? Encourage children to go back and self-correct.*
- Ask children to predict what will happen on the next page and how the story might end.
- Have the children relate the text to their own experiences. Ask, *Have you ever lost a sock? Where did you find your sock? Who helped you to find the sock? Do you have a dog at home? Does your dog like to hide things? What does your dog hide?*
- Talk about the characters and their role in the story.
- Have children retell the story in their own words.
- Ask inferential questions such as: *How do you think Max took the sock? Why do you think Max took the sock? What could Kate and Dad do to make sure that Max doesn't take their socks?*

After reading

Revisit areas that the children found challenging, relating to the meaning, structure and visual cues of the text. Discuss strategies and provide opportunities for children to consolidate specific skills, e.g. if they had difficulty with the word 'lost', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Characters:** As a group, talk about the three characters in the story—Kate, Dad and Max. Ask, *What did Kate do in the story? What did Dad do in the story? What did Max do in the story?* Discuss and compare the actions of the characters. Have children complete **PW 16**, recalling and drawing what each character did.
- **Recall:** Discuss the events of the story. Ask children to role-play the events. Have them recall where socks were found and infer how they might have got there. Have children complete **PW 17**, drawing

where the socks were found on the picture of Kate's bedroom.

Phonological awareness

- Talk about the suffix 'ed' and how it changes the way that we read a word. Discuss how 'ed' on the end of a word means something has already happened. Write 'look' on the board and have children read it. Add 'ed' to the end and compare the way it is read. Brainstorm other words that have an 'ed' ending.
- Discuss the reading strategy of sounding out the letters. Find 'not' in the text and discuss how to read it by sounding 'n-o-t'. Have children read the word and blend the sounds together. Identify and discuss other CVC words in the text that can be read in the same way (e.g. 'Max', 'Dad', 'can').
- Find 'sock' in the text and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 's'. What other words can you think of that start with this sound?*
- Find 'socks' in the text. Cover the 's' ending and ask children if they can identify the word 'sock'. Discuss how words are read differently if they end in 's'. Talk about how the 's' suffix can mean there is more than one, i.e. 'socks' means there is more than one sock.
- Find 'shouted' and have children locate the initial 'sh' digraph. Talk about how we sound the 's' and the 'h' together to make the one sound: 'sh'. Brainstorm and record other words that begin with 'sh'. Have children complete **PW 18**, identifying and colouring pictures of words that start with 'sh'.

Vocabulary

- *Visual recognition of high-frequency words:* 'for', 'looked', 'not', 'shouted', 'come', 'too'. Ask children to find these words in the text. Write the words on flash cards (two cards for each word) and play word games such as Pairs and Snap.
- *Theme words/colours:* Find the words 'pink' and 'green' in the text and match to the coloured socks in the text. Identify the colours of the other socks in the text. Find items in the classroom that are the same colours as the socks in the text. Discuss the colours of the illustrations in the text. Play a game of I Spy, focusing on colours, e.g. *I spy with my little eye something that is blue.*
- *Opposites:* Discuss the word 'lost' and its meaning. Ask, *Does anyone know the opposite of 'lost'?* Talk about the word 'found'. Brainstorm other opposites such as 'up'/'down', 'hot'/'cold', 'on'/'off'.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.

Text conventions

- *Upper- and lower-case letters:* Discuss upper- and lower-case letters with the children. Ask them to identify upper- and lower-case letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the book and have children count the full stops on each page.
- *Text emphasis/bold font:* Find the word 'my' on page 10 and discuss why it is bold. Talk about how this influences the way we read the text. Have children read the sentence and emphasise the word 'my'.
- *Exclamation marks:* Identify the exclamation marks in the text. Talk about how we use exclamation marks when we want to show something is important. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.

Writing

- Encourage children to recount experiences where they have lost something. Have children copy and complete the sentence: 'I have lost my ____.' Ask them to draw a picture of what was lost and where they found it.

► ELL engagement

- Hide a few items around the classroom or in the playground and play a game similar to Hide and Seek. Choose one child at a time to go and look for an item. Give them clues such as 'hot' or 'cold' to indicate that they are close to or far away from the hidden item.

► Assessment

- PWs 16, 17 and 18 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 16 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Characters



A large, empty rounded rectangular box for writing notes about the girl character.



A large, empty rounded rectangular box for writing notes about the boy character.



A large, empty rounded rectangular box for writing notes about the dog character.

Main teaching focus

Comprehension: Recalling events and characters' actions from the story.

Other teaching focus

Comprehension: Comparing and contrasting characters.

Teacher's note

Children draw pictures showing what each character did in the story.

Name: _____ Date: _____

Draw the socks

You will need: coloured pencils

**Main teaching focus**

Comprehension: Recalling events from the text.

Other teaching focus

Vocabulary: Opposites—'up'/'down', 'in front'/'behind', 'in'/'out'.

Teacher's note

Children recall where the different socks were found and then draw them in the appropriate places in the bedroom. Colour the picture.

Name: _____ Date: _____

'sh' words

You will need: coloured pencils



Main teaching focus

Phonics: Initial digraph 'sh'—identifying words that begin with 'sh'.

Other teaching focus

Phonemic awareness: Identifying sounds at the beginning of words.

Teacher's note

Children identify and colour the pictures that begin with 'sh'.

Can Squirrel Hide the Acorn?

Level 4

Fiction

Word count: 91

Text type: narrative



HFW introduced: cannot, for

HFW consolidated: no

Linking texts: *Can Squirrel Hide the Acorn?* E-Book
Fall (non-fiction)

Curriculum links: pets/animals, environment, science

Story summary: Squirrel has a big acorn and tries to hide it in a den, a hole and in a log. But the other animals stop him. He can't hide it, so he decides to eat it.

Tuning in

- Talk about squirrels. Ask, *What do squirrels look like? Where might you see a squirrel? What do squirrels like to do? What do squirrels eat?* Have children role play being a squirrel and encourage them to pretend that they have an acorn to eat.
- Play a hiding game. Select an object, for example a ball, and hide it in the room while the other children aren't looking. Then have the children search for the object. Give the children clues to help them find it if necessary. Once they have found the object, encourage the children to take turns hiding and searching for the object.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high frequency words in the title?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What is the squirrel doing? What do you think the squirrel might do with the acorn?*
- Flip through the book. Encourage discussions about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *What has Squirrel got? Is it a big acorn or a small acorn? Who is the acorn for?*

pages 4–5 Ask, *What is Squirrel doing with the acorn? Where is he trying to hide it? Do you think the den is a good place to hide the acorn?*

pages 6–7 Ask, *Who was in the den? Why can't the squirrel hide the acorn in the den?*

pages 8–9 Ask, *What is Squirrel doing? Why is he digging a hole? Do you think he can hide the acorn in the hole? What is happening to Mouse? Why won't Mouse let him hide the acorn in the hole?*

pages 10–11 Ask, *Where is Squirrel going to hide the acorn now? Do you think the log is a good place to hide the acorn?*

pages 12–13 Ask, *What is inside the log? Why can't Squirrel hide the acorn in the log?*

pages 14–15 Ask, *Can Squirrel find anywhere to hide the acorn? Why can't he hide it anywhere?*

page 16 Ask, *Who is the acorn for? What is Squirrel doing with the acorn? Why is he eating the acorn?*

Reading the text

- Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*
- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Have children predict what might happen on the next page and how the text might end.
- Have the children relate the text to their own experiences. Ask, *Have you tried to hide something before? What other animals have you seen in a forest?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What happened in the beginning/middle/end of the story? What was the book about?*
- Talk about the complication and resolution. Ask, *What was the problem in the story? How was the problem solved? What happened in the end of the story?*
- Ask inferential questions, such as, *Why did Squirrel want to hide the acorn? Why couldn't he find anywhere to hide the acorn? Where else could Squirrel hide the acorn? Why did Squirrel eat the acorn?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consolidate specific skills. For example, if children had difficulty with the word 'den' discuss strategies such as sounding out, re-reading or looking at the illustration.

Choose from the following activities.

Comprehension

- **Sequencing:** Have children recall events of the text. Ask, *What happened at the beginning of the story? What happened next?* Flip through the book to encourage discussion of events. Show children two different

pictures in the text, for example, on pages 6 and 16. Ask, *Which happened first in the story? How do you know?* Have children complete **PW 19**.

- *Recall:* Have children talk about what happened in the story. Ask, *What was Squirrel trying to hide? Where did he try to hide the acorn? Why couldn't he hide the acorn in those places?* As a group, draw a large picture of a forest on the board or a large piece of paper. Then encourage children to draw places where Squirrel tried to hide the acorn in the story, such as the log. Have children draw the characters that stopped him from hiding the acorn, such as the snake. Have children complete **PW 20**.

Phonological awareness

- Find 'big' in the text and discuss how to read it by sounding 'b-ig.' Have children read the word using the strategy. Identify the word 'dig' and discuss how it has the same 'ig' ending. Brainstorm and record other words with the 'ig' sound. Ask, *How are these words the same?* Identify and discuss other words in the text that can be read using the onset and rime strategy (e.g. 'den,' 'dig,' 'log'). Have children practise reading these words. Have children complete **PW 21**.
- Find the word 'bear' in the text and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'b'. What can you see in the illustration that starts with this sound?* Repeat with other words in the text, such as 'hole' and 'snake'.
- As a group, discuss the strategy of blending sounds. Write the letters 'an' on the board and explain the strategy of saying 'an' rather than 'a-n'. Record other vowel and consonant blends from the text such as 'an', 'ig', 'og', 'ot' and 'en'. Have children practise blending these sounds. Ask children to find words in the text with these sounds.
- Discuss the initial consonant digraph 'th'. Talk about how these two letters next to each other make the sound 'th' and aren't sounded separately as 't-h'. Brainstorm and record other words that begin with 'th'.
- Talk about the word 'acorn' and how it has two syllables. Encourage children to clap the two syllables as they say the word. Then read the word 'den' and explain how it only has one syllable. Encourage children to read other words from the text and determine if they have one or two syllables.

Vocabulary

- *Visual recognition of high frequency words:* 'cannot,' 'for,' 'no'. Have children locate these words in the text. Write the high frequency words onto cards (two cards per word) and have children play games such as Memory.
- Provide children with chalk and chalk boards. Have them write the high frequency words in different fonts such as bubble writing or block letters. Encourage them to read each other's words.

Fluency

- Talk about the concept of reading fluently – smoothly and without stopping. Use the text to model how to read fluently. Have children practise by reading the text to each other smoothly and without stopping.

Text conventions

- *Full stops:* Talk about how full stops are used at the end of a sentence. Flip through the book and ask children to count the full stops on each page.
- *Upper- and lowercase letters:* As a group, discuss upper- and lowercase letters. Ask them to identify upper- and lowercase letters in the text. Point to different letters in the text and ask, *Is this an uppercase letter or a lowercase letter?* Discuss how capital letters are used at the beginning of sentences and at the beginning of names.
- *Front cover:* Have children talk about the features of the front cover of the book. Discuss how it shows the title, author and illustrator. Have children look at the illustration on the front cover. Ask, *Why do you think this is a good picture to have on the front cover?*
- *Word awareness:* Discuss the concept of sentences being made up of words. Have children look at the number of words on each page. Ask, *How many words are there on this page?* Compare the number of words on different pages.
- *Exclamation mark:* Talk about the exclamation mark on page 16. Talk about how we use exclamation marks when we want to show something is important or exciting. Discuss how exclamation marks change the way we read a sentence. Ask children to practise changing their tone when reading sentences with an exclamation mark.

Writing

- Have children recall the places Squirrel tried to hide the acorn. Ask, *Where else could Squirrel have hidden the acorn?* Encourage children to write a list of places where Squirrel could hide the acorn so that it is safe and wouldn't upset other animals.

► ELL engagement

- Discuss how the squirrel in the story ate an acorn. Encourage children to think about the bear, mouse and snake in the story. Ask, *What do these animals like to eat? Where might they find their food?* As a group, brainstorm other forest animals and think of what they like to eat. Encourage children to draw a picture showing animals and their food.

► Assessment

- PWs 19, 20, and 21 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW19 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Sequencing pictures

You will need: scissors, glue, paper



Main teaching focus

Comprehension: Sequencing events from the story (with pictures given)

Other teaching focus

Comprehension: Recalling events from the story

Teacher's note

Children cut out the boxes, sequence the pictures, and paste them onto the strip of paper.

Name: _____ Date: _____

Hiding the acorn

You will need: coloured pencils



Main teaching focus

Comprehension: Recalling events from the story.

Other teaching focus

Comprehension: Exploring characters, setting and plot


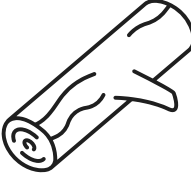

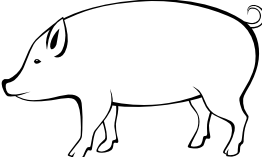
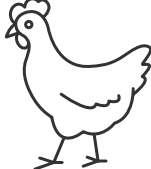



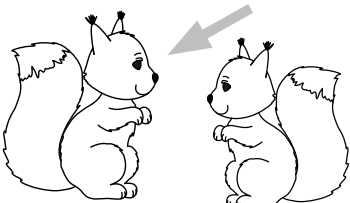
Teacher's note

Children draw pictures to show the characters and what happened when Squirrel tried to hide the acorn.


Name: _____ Date: _____

'en', 'ig' and 'og'

You will need: scissors, glue

 d _____	 l _____	 d _____
 p _____	 h _____	 t _____
 d _____	 j _____	 b _____

en	en	en
og	og	og
ig	ig	ig



Main teaching focus

Phonics: Reading words by segmenting; 'og', 'en' and 'ig' words

Other teaching focus

Phonemic awareness: Identifying letters and sounds in words. Comparing words and noting similarities.

Teacher's note

Children cut out the word endings at the bottom of the page and then match and paste them with the word beginnings and pictures.

The Red Cart



Level 4

Fiction

Word count: 90

Text type: narrative

HFW introduced: going, oh, we

HFW consolidated: no, too

Programme links: *The Red Cart E-Book*
Push and Pull (non-fiction)

Curriculum links: creative play, science, animals

Story summary: Duck is pulling the red cart up the hill, but Hen, Goat, Sheep and Mouse go in the cart without Duck realising. Duck cannot pull the red cart, but then it goes down the hill. They decide to play again.

Tuning in

- Show children a picture of a cart. Ask, *What could you use a cart for? How do you move a cart?* Discuss the different parts of the cart, such as the wheels and the handle. Ask, *Why is it important for a cart to have wheels?* Have children think about what might happen if there were lots of things in the back of the cart when you were trying to move it.

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any words that begin with the same letter? Can you see any high frequency words in the title?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What is Duck doing? What is he putting in the back of the red cart? Where do you think he is going to take the red cart? How will he move it? Who is watching Duck put his things in the cart?*
- Flip through the book. Encourage discussions about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, Who is going to play? How is Duck carrying his bat and ball? What is he pulling up the hill? Does the Duck look happy?

pages 4–5 Ask, What can Hen see? Can Hen see the red cart? Why do you think Hen is going in the red cart? Does Duck know that Hen is in the cart? Why is Hen saying 'shhhhh'?

pages 6–7 Ask, Who else is going to go in the red cart? Why do you think Goat is going in the red cart, too? Does Duck know that Goat is getting in the cart? Why is Goat saying 'shhhhh'?

pages 8–9 Ask, What can Sheep see? Why is Sheep going in the red cart? Does Duck know that Sheep is in the cart? Why is Sheep saying 'shhhh'? How does Duck look now? Why is he so tired?

pages 10–11 Ask, Who else is going in the red cart? Why is Mouse saying 'shhhhh'? Do you think Duck knows that Mouse is getting in the cart?

pages 12–13 Ask, What is Duck doing now? Why can't he pull the red cart anymore? Why do you think Duck is sad?

pages 14–15 Ask, What is happening to the red cart now? Why is the red cart going down? Why do all the animals look surprised?

page 16 Ask, What might the animals do now? What game might they play with the red cart?

Reading the text

- Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*
- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Have children predict what might happen on the next page and how the text might end.
- Have the children relate the text to their own experiences. Ask, *Have you ever played with a cart or a wagon? What things can you pull up a hill?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What happened in the beginning/middle/end of the story? What was the book about?*
- Talk about the complication and resolution. Ask, *What was the problem in the story? How was the problem solved? What happened in the end of the story?*
- Ask inferential questions, such as, *Why was it hard for Duck to pull the cart at the end of the story? Why were the animals saying 'shhhhh'? What do you think Duck would have said if he saw the animals in the red cart? Why did the red cart go down? If they play again, who should pull the red cart up the hill? Why?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consolidate specific skills. For

example, if children had difficulty with the word 'cart' discuss strategies such as sounding out, re-reading or looking at the illustration.

Choose from the following activities.

Comprehension

- *Recall:* Talk about the events of the story. Flip through pages of the text and have children explain what happened at the beginning, middle and end. Provide children with a piece of paper and have them draw pictures to show what happened in the story. Explain how they have to draw the most important events to retell the story. Ask, *What did Duck do in the story? What did Hen, Goat, Sheep and Mouse do in the story?* Have children complete **PW 22**.
- *Sequencing:* Copy sentences from the beginning, middle and end of the text onto strips of paper. Have children read the sentences and describe what was happening in that part of the story. Have children sequence the sentence strips so that they are in the correct order, checking back to the text if necessary.

Phonological awareness

- Find 'going' in the text and discuss how it has an 'ing' ending. Talk about how an 'ing' ending changes the way we read the word. Cover the 'ing' and ask children to read the word. Brainstorm and record other 'ing' words.
- Discuss the reading strategy of segmenting words. Find 'r-ed' in the text and discuss how to read it by sounding 'r-ed.' Have children read the word using the strategy. Brainstorm and record other words with the 'ed' ending. Ask, *How are these words the same?* Have children practise reading these words. Identify and discuss other words in the text that can be read using this strategy (e.g. 'hen' and 'can').
- Discuss the initial consonant blend 'pl.' Write this blend on the board and talk about how, when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with 'pl'.
- Find 'Duck' in the text. Discuss the final consonant blend 'ck' and how these two letters are sounded together to make one single sound 'ck,' rather than 'c-k'. Brainstorm and record other words that end in 'ck'. Have children circle the 'ck' endings.
- Discuss the initial consonant digraph 'sh'. Talk about how these two letters next to each other make the sound 'sh' and aren't sounded separately as 's-h'. Brainstorm and record other words that begin with 'sh'. Have children complete **PW 23**.
- Talk about the sound made when the letters 'a' and 'ar' are together – 'ar'. Brainstorm and record other 'ar' words. Have children practise sounding out these words.

Vocabulary

- *Visual recognition of high frequency words:* 'going,' 'no,' 'oh,' 'we,' 'too.' Have children locate these words in the text. Write these words on flash cards (two cards for each word) and play games such as Snap, Memory and Go Fish.

- Have children make rainbow words by writing the high frequency words multiple times using different coloured markers.

Fluency

- Talk about the concept of reading fluently – smoothly and without stopping. Use the text to model how to read fluently. Have children practise by reading the text to each other smoothly and without stopping.

Text conventions

- *Full stops:* Talk about how full stops are used at the end of a sentence. Flip through the book and ask children to count the full stops on each page.
- *Upper- and lowercase letters:* As a group, discuss upper- and lowercase letters. Ask them to identify upper- and lowercase letters in the text. Point to different letters in the text and ask, *Is this an uppercase letter or a lowercase letter?*
- *Front cover:* Have children talk about the features of the front cover of the book. Discuss how it shows the title, author and illustrator. Have children look at the illustration on the front cover. Ask, *Why do you think this is a good picture to have on the front cover?*
- *Word awareness:* Discuss the concept of sentences being made up of words. Have children look at the number of words on each page. Ask, *How many words are there on this page? How many sentences are on this page?* Compare the number of words and sentences on different pages.
- *Exclamation mark:* Identify the exclamation marks in the text. Talk about how authors use exclamation marks when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.

Writing

- Have children share their favourite part of the story. Ask, *Which part of the story did you enjoy? Why did you like that part?* Have children write sentences describing what happened in their favourite part of the story. Encourage them to use words from the text in their writing.

► ELL engagement

- Have children make puppets using the templates on **PW 24**. Have children use their puppets to role play the story. Support children in using language from the text and assist them in accurately sequencing events. Then encourage children to create their own stories using the puppets.

► Assessment

- PWs 22, 23 and 24 completed
- Note the child's responses, attempts, and reading behaviours before, during, and after reading
- Collect work samples, e.g. PW 22 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Beginning, middle, end

You will need: coloured pencils

Beginning

Middle

End

Main teaching focus

Comprehension: Recalling events from the story.

Other teaching focus

Comprehension: Sequencing events from the story into beginning, middle and end.

Teacher's note

Children draw/write events from the beginning, middle and end of the story.

Name: _____

Date: _____

'Sh' words

You will need: coloured pencils



Main teaching focus

Graphophones: Consonant digraph 'sh'

Other teaching focus

Phonemic awareness: Recognising beginning sounds in words.

Teacher's note

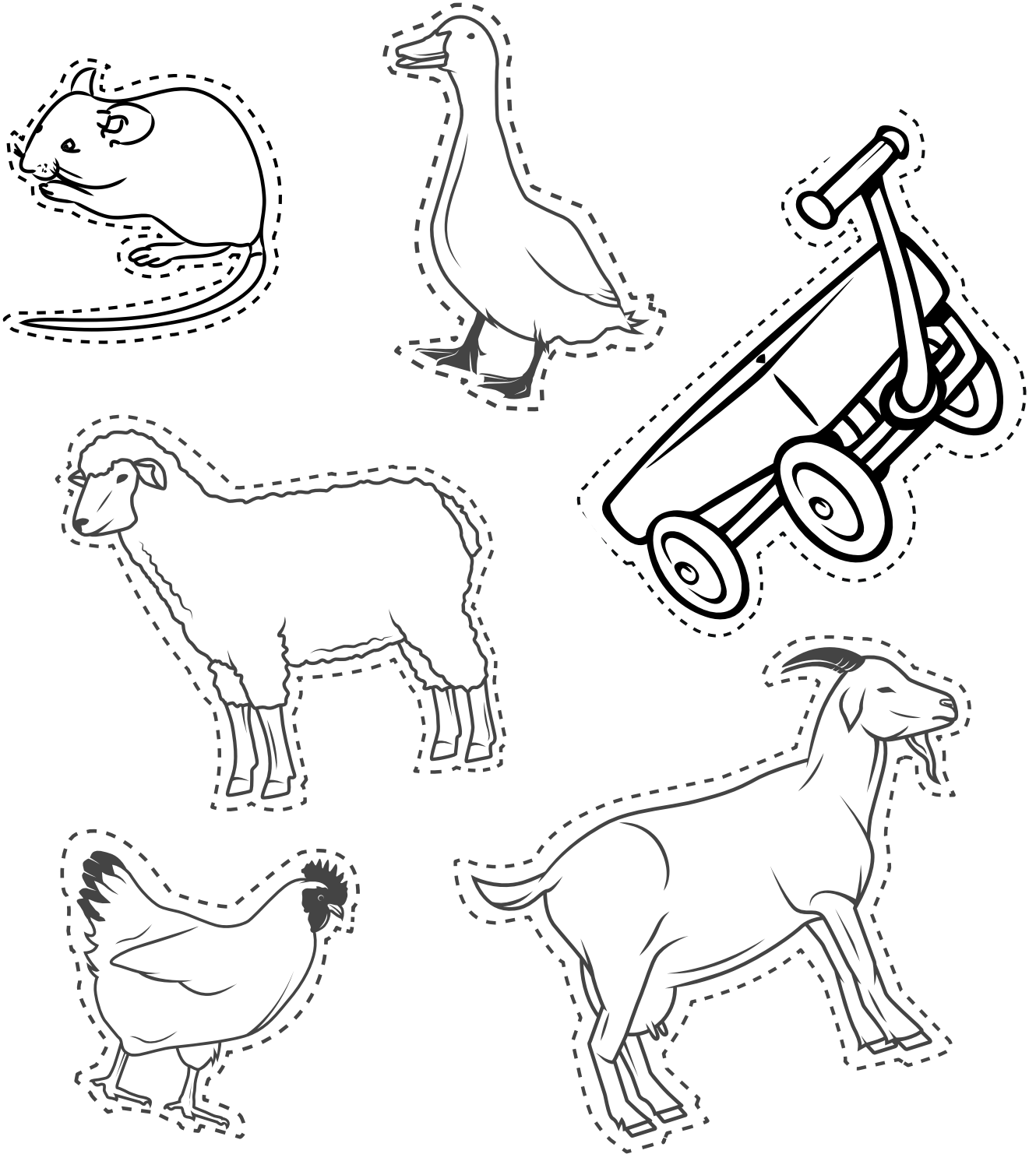
Children colour the pictures that begin with 'sh'. They cross out the pictures that do not.

Name: _____

Date: _____

Puppets

You will need: coloured pencils, scissors, craft sticks, tape



Main teaching focus

Oral language development: Role playing

Other teaching focus

Comprehension: Retelling events from the story.

Teacher's note

Children colour and cut out the puppets, then stick them onto craft sticks. They use the puppets to role play the story, using language from the story.

My Dinosaurs

Level 4

Non-fiction

Word count: 81

Text type: Explanation



HFW introduced:	are, goes, looking, you
HFW consolidated:	too
Linking texts:	<i>Baby Dinosaur Can Play</i> (fiction) <i>Digital Poster 'Great Big Dinosaurs'</i>
Curriculum link:	me/family, creative play, animals, environment
Phonological awareness:	sounding out CVC words; suffixes 's' and 'ing'; initial letter sounds
Text summary:	A boy has lots of fun playing with his dinosaurs.

Tuning in

- Discuss 'dinosaurs'. Ask, *What is a dinosaur? When did dinosaurs live? Can you see a real dinosaur now?* Talk about what dinosaurs look like. Encourage children to role-play dinosaur movements. Ask, *Can you stomp like a dinosaur? Can you crawl like a dinosaur? Can you roar like a dinosaur?*

Book walk

- Introduce the book. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you see any words you know? Can you find the word 'dinosaur'? How did you know that word would be 'dinosaur'?* Discuss the picture on the front cover. Ask children to predict what might happen in the text.
- Flip through the book. Discuss the events and photographs in the text. Promote language that is used in the text. Discuss how photographs help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What does the boy have?*

page 4: Ask, *Does the boy have a big or a little dinosaur?*

page 5: Ask, *What size dinosaur does the boy have now?*

What is he doing with the dinosaurs?

page 6: Ask, *What is the big dinosaur looking at?*

Why do you think the dinosaur is looking at the water?

page 7: Ask, *Where is the big dinosaur now? What is it doing in the water?*

page 8: Ask, *Which dinosaur is looking at the water now?*

page 9: Ask, *Where is the little dinosaur going?*

pages 10–11: Ask, *Where is the little dinosaur now?*

What is it going up? Why do you think it is going up on the rock?

pages 12–13: Ask, *Where is the big dinosaur now? Can you see it? Is it easy or hard to see the dinosaur in the leaves?*

pages 14–15: Ask, *Where is the little dinosaur now?*

Is it easy to see the little dinosaur?

page 16: Ask, *Who else can play with the dinosaurs?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children

and can be developed into future learning experiences.

- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to go back and self-correct.
- Ask children to predict what will happen on the next page and how the story might end.
- Have children relate the text to their own experiences. Ask, *Do you have any toy dinosaurs at home? What games have you played with toy dinosaurs?*
- Have children retell the text in their own words.
- Ask inferential questions such as: *Why would the boy be playing with the dinosaurs in the water/leaves/grass/rocks?*

After reading

Revisit areas that the children found challenging, relating to the meaning, structure and visual cues of the text. Discuss strategies and provide opportunities for children to consolidate specific skills, e.g. if they had difficulty with the word 'rock', discuss strategies such as sounding out, re-reading or looking at the photographs.

Choose from the following activities.

Comprehension

- **Recall:** As a group, talk about how the boy was playing with the dinosaurs. Ask, *Where was the boy playing with the dinosaurs?* Have children draw the places where the boy played with the dinosaurs—water, rocks, leaves, grass. Write sentences from the text on the board, such as: 'My big dinosaur goes in the water.' Have children match their drawings to the sentences on the board. Ask children to complete **PW 25**, cutting out sentences and matching them to pictures.
- **Sequencing:** Discuss the order of events in the text. Flip through the book and have children role-play the actions of the dinosaurs and recognise the order in which they occurred. Have children draw pictures to represent the order of events.
- Discuss what has already happened in the text. Have children make verbal predictions of what might happen next. Ask, *What do you think the boy will do with the dinosaurs now?*

Phonological awareness/Graphophonics

- Find 'can' in the text and discuss how to read the word by sounding 'c-a-n'. Have children read the word by blending the sounds. Identify and discuss other words in the text that can be read using by blending phonemes together (e.g. 'big').
- Find 'dinosaurs' in the text. Cover the 's' ending and have children identify the word 'dinosaur'. Discuss how words are read differently if they end with 's'. Talk about how the 's' suffix can mean there is more than one, i.e. 'dinosaurs' means there is more than one dinosaur.
- Find 'rock' in the text and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'r'. What can you see in the photograph that starts with this sound?* Have children use this strategy for other words in the text such as 'water', 'leaves' and 'grass'.
- Find 'looking' in the text and discuss the 'ing' suffix. Talk about the sound of the 'ing' suffix. Brainstorm and record other words that end with 'ing'.

Vocabulary

- *Visual recognition of high-frequency words:* 'are', 'goes', 'looking', 'you', 'too'. Ask children to find these words in the text. Write each of the words on cards (two cards for each word) and play games such as Snap and Pairs.
- Have children identify the letters in the high-frequency words. Ask, *How are these words the same/different? Can you see anything the same about these words?* Have children complete **PW 26**, cutting out and pasting letters to form high-frequency words.
- *Opposites:* Discuss how the words 'big' and 'little' are opposites. Have children find things around the room that are little and big. Talk about other opposites such as 'up'/'down' and 'tall'/'short'.
- *Synonyms:* Write the sentence 'This is my big dinosaur' on strips of paper. Talk about the word 'big' and what it means. Brainstorm other words that have the same meaning as 'big', e.g. 'large', 'huge'. Rewrite the sentence using the synonyms instead of 'big'. Discuss how the sentences have the same meaning even though they have different words.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.

Text conventions

- *Full stops:* Talk about how full stops are used at the end of 'sentence'. Flip through the book and ask children to count the full stops on each page. Write sentences from the text on paper but leave off the full stops. Have children read the sentences and put the full stops in the appropriate places.
- *Exclamation marks:* Identify the exclamation marks in the text. Talk about how we use exclamation marks when we want to show something is important. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.
- *Question marks:* Find the question marks in the text. Discuss how question marks are used at the end of questions, rather than full stops. Model how your voice changes when you read a question. Have children read the questions in the text to each other.
- *Upper- and lower-case letters:* Discuss how capital letters occur at the beginning of sentences. Have children identify the capital letters in the text. Ask, *Can you find a lower-case letter that matches these capital letters?*

Writing

- Look through the pictures in the text and ask children to describe the environments that the dinosaur is in—rocks, leaves, water, grass. Have children complete **PW 27**, writing where the dinosaur is in each picture. Encourage them to use sound-letter relationships to spell words. Have the words on display for reference.

► ELL engagement

- Give children toy dinosaurs and ask them to re-enact the events of the text. Then encourage them to place the dinosaurs in other places around the classroom and to explain where they have put their dinosaur, e.g. 'My dinosaur is on the chair.' Focus on enhancing and supporting language development.
- Have children pick two other toys that are similar, one big and one little, e.g. toy cars, horses, people. Children play with the toys like the boy in the story, first with the big one, then the little one. Encourage conversations and communication between children.

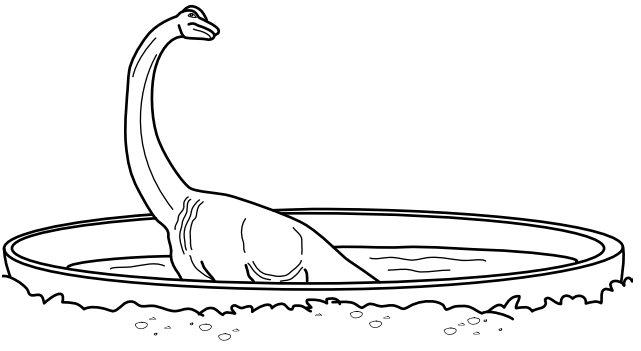
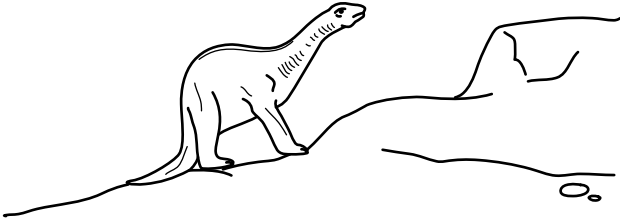


► Assessment

- PWs 25, 26 and 27 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 25 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Matching text

You will need: scissors, glue

	
<p style="text-align: center;">← paste →</p>	<p style="text-align: center;">← paste →</p>
	
<p style="text-align: center;">← paste →</p>	<p style="text-align: center;">← paste →</p>



<p>My big dinosaur is in the leaves.</p>	<p>Up, up, up, goes my little dinosaur. It goes on the rock.</p>
<p>My big dinosaur goes in the water.</p>	<p>My little dinosaur is in the grass.</p>

Main teaching focus

Comprehension: Sequencing sentences from the text.

Other teaching focus

Comprehension: Matching sentences to pictures.

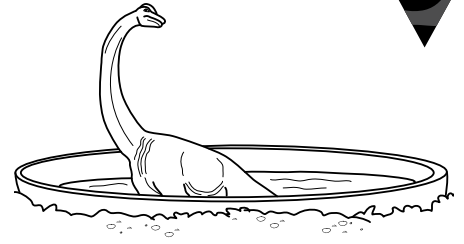
Teacher's note

Children read and cut out the sentences and paste them under the matching pictures.

Name: _____ Date: _____

Make the words

You will need: scissors, glue



are

--	--	--

goes

--	--	--	--

looking

--	--	--	--	--	--	--

you

--	--	--

too

--	--	--



a	o	r	n	e	g	g	y	o	o
e	u	s	o	l	t	o	i	o	k

Main teaching focus

Vocabulary: Visual recognition of high-frequency words.

Other teaching focus

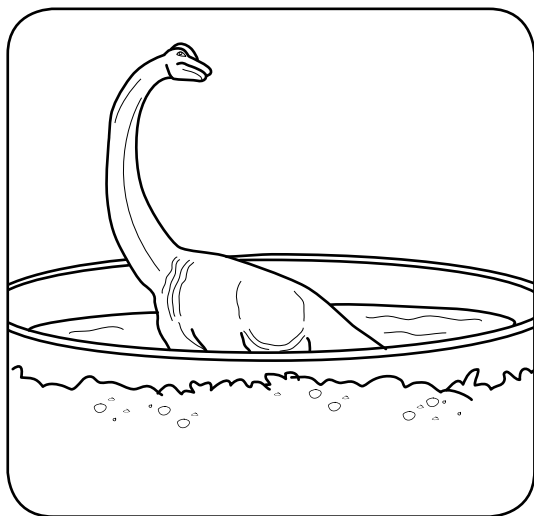
Phonemic awareness: Identifying letters and sounds in words. Comparing words and noting similarities.

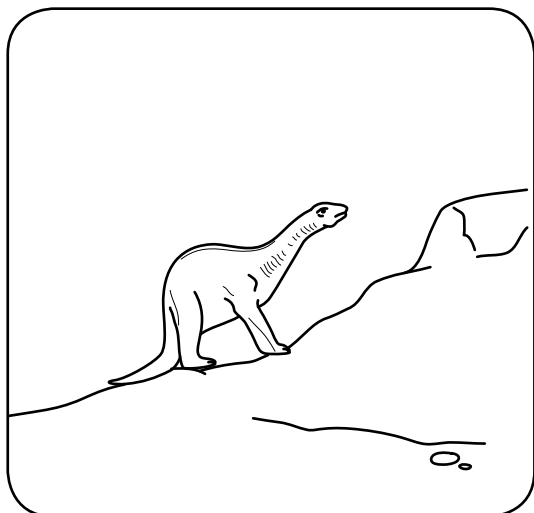
Teacher's note

Children cut out the letters and paste them to make the high-frequency words.

Name: _____ Date: _____

Where are the dinosaurs?







Main teaching focus

Writing: Write simple texts about known topics using sound-letter correspondence when spelling words.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children look at the pictures, recall where the dinosaurs are and write about their location.

Shopping for Socks



Level 4 Non-fiction Word count: 81 Text type: Recount

HFW introduced: are, for, not, we
HFW consolidated: too
Linking texts: *The Lost Sock* (fiction)
Digital Poster 'Black Socks'
Curriculum link: me/family, community
Phonological awareness: suffix 's'; initial letter sounds; segmenting CVC words; digraph 'sh'; recognising words
Text summary: A boy and his mum are at the shopping centre looking for socks.

Tuning in

- Discuss the concept of 'shopping'. Ask, *What do you do when you go shopping? Where can you go shopping? What can you get when you go shopping?* Talk about different types of shops, e.g. clothes shops, supermarkets, toy shops.
- Discuss 'socks'. Ask, *What are socks? Where do we wear socks? Why do we wear socks? What else do you wear on your feet?* Have children point to their socks. Discuss the different colours of everyone's socks.

Book walk

- Introduce the book. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you find the word 'shopping'? How did you know that word would be 'shopping'?* Discuss the illustration on the front cover. Ask, *What characters do you think will be in the story? What do you think is going to happen? Where do you think the story might be set?* Have children predict what words might be in the text.
- Flip through the book. Discuss events and illustrations in the story. Promote language that is used in the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Where are Mum and the boy? What do you think they are looking for? What shop do you think they should go into?*

pages 4–5: Ask, *What can they see now?*

pages 6–7: Ask, *What does the boy have in his hands? What colour socks has the boy found? Do you think they will buy these socks?*

pages 8–9: Ask, *Is this sock a little sock or a big sock? Do you think the sock is too big for the boy? Will they buy these socks?*

pages 10–11: Ask, *Is this sock a little sock or a big sock? Do you think the sock is too little for the boy? Will they buy these socks?*

pages 12–13: Ask, *What are they looking for? Who are the socks for? What socks are they looking at?*

pages 14–15: Ask, *What colour socks do they have now? Are the green socks too big or too little? Will they fit the boy?*

page 16: Ask, *What is the boy doing now? Who are the green socks for? Do you think they will buy these socks?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to self-correct and use known strategies.
- Have the children relate the text to their own experiences. Ask, *Have you ever been shopping? What were you looking for when you went shopping? Have you ever gone shopping for socks?*
- Have children summarise the text in their own words. Ask, *Can you tell me what happened in the book?*
- Talk about the characters and their role in the story.
- Ask children to predict what will happen next or how the story might end.
- Ask inferential questions such as: *Why would they be shopping for socks?*

After reading

Revisit areas that the children found challenging, relating to the meaning, structure and visual cues of the text. Discuss strategies and provide opportunities for children to consolidate specific skills, e.g. if they had difficulty with the word 'green', discuss strategies such as sounding out the phonemes, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Recall:** Discuss the 'who, what and where' of the story. Have children recall the characters, what occurred and where it happened. Ask children to complete **PW 22**, recalling and drawing the characters ('who'), setting ('where') and events ('what') of the story. Note: You will need to familiarise children with the words 'who', 'what' and 'where', as they are not formally introduced until later levels.

- *Sequencing*: Look at the events that took place in the story. Ask, *What happened first? What happened next? What happened later?* Have each child draw a picture of an event from the text. Ask them to put their drawings together and sequence the events. Have children complete **PW 28**, cutting out pictures and pasting them in the order in which they occurred in the story.

Phonological awareness

- Find 'socks' in the text. Cover up the 's' ending and have children identify the word 'sock'. Discuss how words are read differently if they end with 's'. Talk about how the 's' suffix can mean there is more than one, i.e. 'socks' means there is more than one sock.
- Identify 'sock' in the text and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 's'. What can you see in the illustration that starts with this sound?*
- Discuss the reading strategy of segmenting CVC words into separate sounds. Find 'big' in the text and discuss how to read the word by sounding 'b-i-g'. Brainstorm other words that rhyme with 'big' and write these on the board (e.g., 'wig', 'dig', 'big'). Ask the children to segment these words into separate sounds using the same strategy. Have children complete **PW 29**, cutting out the letter and picture puzzle pieces and matching them together.
- Discuss the initial digraph 'sh'. Talk about the word 'shopping' in the title and explain how readers sound 'sh' rather than 's-h'. Brainstorm other 'sh' words.
- Turn to different pages of the text. Have children recognise and count the number of words in sentences. Compare the number of words in different sentences.

Vocabulary

- *Focus on the high-frequency words*: 'are', 'for', 'not', 'we', 'too'. Have children identify these words in the text. Write the words on flash cards and, as a group, focus on recognising and reading the high-frequency words.
- Ask children to write the high-frequency words in their favourite colour. Have them choose another colour and write on top of what they have just written. Repeat several times with different colours so the words look like rainbows.
- *Theme words/colours*: Recall the colours that were introduced in the text and list them on the board—'black', 'red' and 'green'. Brainstorm and record other colours. Have children find things around the room that match the colours on the board.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.

Text conventions

- *Upper- and lower-case letters*: Discuss upper- and lower-case letters with the children. Ask them to identify upper- and lower-case letters in the text. Discuss how capital letters are used at the beginning of sentences.
- *Full stops*: Talk about how full stops are used at the end of sentences. Flip through the book. Ask the children to count the full stops on each page.
- *Exclamation marks*: Identify the exclamation mark in the text. Talk about how we use exclamation marks when we want to show something is important. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.

Writing

- Ask children to recall different times when they went shopping and discuss what they were looking for, what they bought and who they went with. Have children copy and complete the sentence starter: 'At the shops _____.'

► ELL engagement

- Collect catalogues from local supermarkets and shops. Tell the children they are going to make their own shopping wish list. Have them cut out and paste catalogue items that they would like to buy. Support language and vocabulary development as children share their shopping lists.
- Bring in empty boxes, containers and bottles and set up a shop in the classroom. Brainstorm other things there would need to be in a shop, e.g. cash register, counter, trolleys and shelves. Support children in making these things using classroom items. Have children role-play shopping situations as both customers and shopkeepers. Support and enhance children's language use.

► Assessment

- PWs 28, 29 and 30 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 28 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Recalling facts

Who?	
What?	
Where?	

Main teaching focus

Comprehension: Recalling characters, setting and plot.

Other teaching focus

Comprehension: Discussing the 'who, what and where' of a story.

Teacher's note

Children recall and draw the characters, setting and plot. You will need to introduce 'who', 'what' and 'where'.

Name: _____

Date: _____

Sequencing

You will need: scissors, glue, a strip of paper



Main teaching focus

Sequencing: Ordering of pictures taken directly from the text.

Other teaching focus

Recall: Recalling events from the text.

Teacher's note

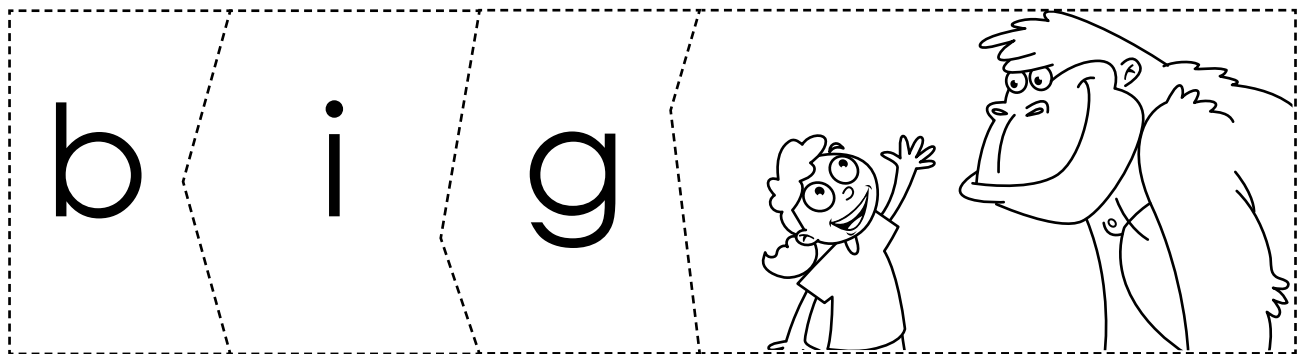
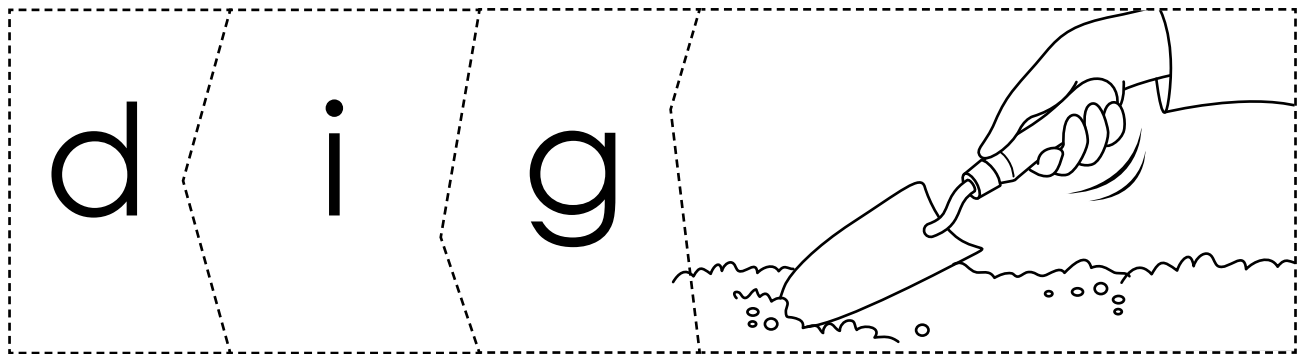
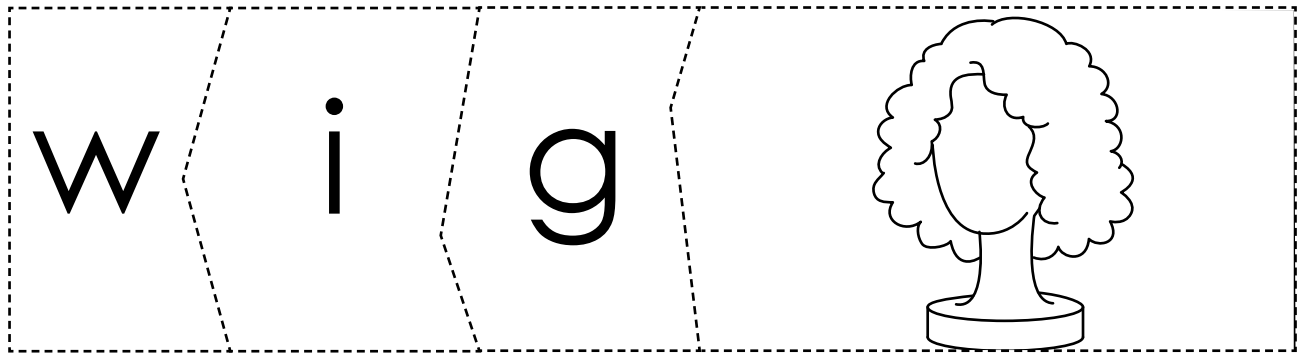
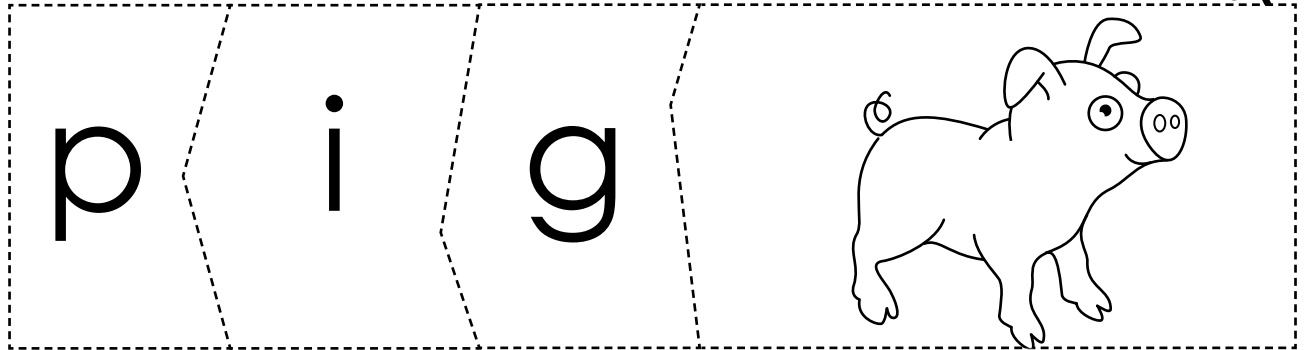
Children cut out the pictures, sequence and paste in order on the strip of paper.

Name: _____

Date: _____

CVC words

You will need: scissors, glue, strips of paper, coloured pencils



Main teaching focus

Phonemic awareness: Creating CVC rhyming words.

Other teaching focus

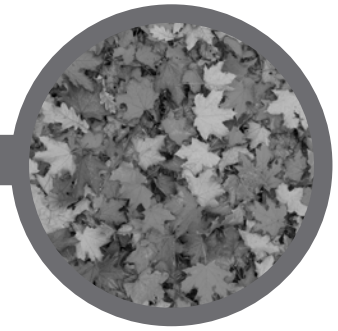
Phonemic awareness: Rhyming words and hearing the beginning and ending sounds of words.

Teacher's note

Children colour and cut out the letter and picture puzzle pieces, jumble them and match them together and paste on strips of paper.

Autumn

Level 4 Non-fiction Word count: 79 Text type: description



HFW introduced: playing

HFW consolidated: too

Programme links: Autumn E-Book
Can Squirrel Hide the Acorn? (fiction)

Curriculum links: environment, science, animals, me/family

Text summary: Learn about what happens in the park in autumn. See the coloured leaves going down and find out who can play in the leaves.

Tuning in

- Collect leaves off trees and show them to the children. Ask them to describe their shape, colour and texture. Ask, *Where can you find leaves?* Discuss how leaves grow on trees and sometimes they fall on the ground. Have children talk about why leaves can be different colours.
- Discuss seasons. Ask, *What do you know about seasons? What is the weather like in each season?*

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high frequency words in the title?*
- Discuss the cover photo and encourage children to make predictions about the text. Ask, *What can you see? Where is the girl? What colour is the leaf she is holding? Why are there lots of leaves on the ground?*
- Flip through the book. Encourage discussions about the events and photos. Discuss how pictures can help us to understand the meaning of the text and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *What season do you think it is? What is the boy doing in the park? Who else might be in the park with him?*

pages 4–5 Ask, *Where are the leaves? Where are the leaves falling? Why are the leaves going down, down, down?*

pages 6–7 Ask, *What is the girl doing? Who is playing in the leaves? How is she playing in the leaves?*

pages 8–9 Ask, *Who else is can play in the leaves? How is her friend playing in the leaves?*

pages 10–11 Ask, *What colour leaves can you see? Where are the orange leaves? Where are the yellow leaves? Where are the red leaves? Why do you think the leaves are orange, yellow, and red?*

pages 12–13 Ask, *Where are the leaves now? Why are the leaves going up, up, up?*

pages 14–15 Ask, *What can you see now? Where does the squirrel like to play? Why do you think the squirrel likes to play in the leaves?*

page 16 Ask, *What are the children doing? Do you think it is fun at the park in autumn?*

Reading the text

Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.

Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the pictures. Ask, *Can the pictures help us figure out the meaning of the word?*
- Have children predict what might happen on the next page and how the text might end. Ask, *What might we learn about autumn by reading this text?*
- Have the children relate the text to their own experiences. Ask, *What things do you like to do during autumn? What colour leaves have you seen on trees and on the ground?*
- Have children summarise the text in their own words. Ask, *What happened in the text? What did we learn about autumn? What types of leaves did you see in the photos?*
- Ask inferential questions, such as, *Why do you think leaves fall off trees? Do you think it is warm or cold in autumn? What other games could you play with the leaves? How is autumn similar/different to other seasons?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consolidate specific skills. For example, if children had difficulty with the word 'park' discuss strategies such as sounding out, re-reading or looking at the illustration.

Choose from the following activities.

Comprehension

- **Cloze:** Copy sentences from the text onto the board or paper but leave out one word from each sentence, for example, *The _____ go down, down, down.* Read the sentence with the children and talk about how it doesn't make sense with the word missing. Have children work out the missing word. Write 'leaves' in the sentence. Have children re-read the sentence to check for meaning. Repeat with other sentences from the text.

Have children complete **PW 31**.

- *Visualising*: Write sentences from the text onto strips of paper, such as *I am playing in the leaves*. Have children read a sentence and then describe the picture they 'painted in their mind'. Provide children with paper and pencils and ask them to draw a picture of what they visualised. Encourage children to share their drawings and discuss how and why everyone's picture is different. Repeat with other sentences.

Phonological awareness/Graphophonics

- Find the word 'leaves' in the text and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'l'. What can you see in the photo that starts with this sound?* Repeat with other words in the text, such as 'orange', 'yellow', and 'squirrel'.
- Find 'playing' in the text and discuss how it has an 'ing' ending. Talk about how an 'ing' ending changes the way we read the word. Have children cover the 'ing' ending and identify the word 'play'. Brainstorm and record other words that end with 'ing'.
- Discuss the initial consonant blends 'fr', 'pl', and 'sq'. Write these blends on the board and talk about how, when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with each of these blends.
- Discuss the 'all' ending in the word 'fall'. Model how other words can be formed by changing the letter in front of the 'all' ending, for example 'ball', 'call' and 'tall'. As a group, brainstorm and record words with the 'all' ending. Have children practise reading these words. Ask children to count how many times they can find 'all' in the text. Have children complete **PW 32**.

Vocabulary

- *Visual recognition of high frequency words*: 'playing', 'too'. Have children locate these words in the text. Write the high frequency words onto cards (two cards per word) and have children play games such as Memory.
- Provide children with playdough. Have them mould letters out of the playdough to spell the high frequency words.

Fluency

- Talk about the concept of reading fluently – smoothly and without stopping. Use the text to model how to read fluently. Have children practise by reading the text to each other smoothly and without stopping.

Text conventions

- *Full stops*: Talk about how full stops are used at the end of a sentence. Flip through the book and ask children to count the full stops on each page.
- *Upper- and lowercase letters*: As a group, discuss upper- and lowercase letters. Ask them to identify upper- and lowercase letters in the text. Point to different letters in the text and ask, *Is this an uppercase letter or a lowercase letter?* Discuss how uppercase letters are used at the beginning of sentences.
- *Front cover*: Have children talk about the features of the front cover of the book. Discuss how it shows the title and author. Have children look at the picture on the front cover. Ask, *Why do you think this is a good picture to have on the front cover?*
- *Word awareness*: Discuss the concept of sentences being made up of words. Have children look at the number of words on each page. Ask, *How many words are there on this page? How many sentences are on this page?* Compare the number of words and sentences on different pages.
- *Exclamation mark*: Identify the exclamation marks in the text. Talk about how authors use exclamation marks when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.

Writing

- Have children share a time they have played in leaves. Ask, *How have you played in leaves? What games have you played? How did you feel when you played with leaves? What colour were the leaves?* Have children write a recount of their experience. Ask them to draw a picture to match their writing.

► ELL engagement

- Discuss the four seasons – summer, autumn, winter and spring. As a group, complete a brainstorm for each season. Encourage children to think of what the weather is like during each season, what type of clothes we might wear, what activities we might like to do, and what happens to plants and animals during each season. Ask, *Which is your favourite seasons? Why?* Encourage children to compare how the seasons are similar and different. Have children complete **PW 33**.

► Assessment

- PWs 31, 32 and 33 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 31 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Cloze

You will need: scissors, glue

It is autumn.

I am in the _____.

My friend is in the park _____.

Look _____ the leaves.

The leaves go down, down,

_____.

Look!

I am _____ in the leaves.



too	playing	park
down	at	

Main teaching focus

Comprehension: Cloze – complete verbatim cloze with words given.

Other teaching focus

Comprehension: Reading text to make sure it makes sense.

Teacher's note

Children cut out the words at the bottom of the page and paste them into the sentences so that they make sense.

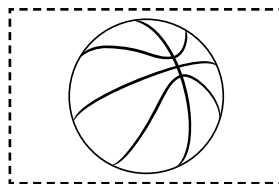
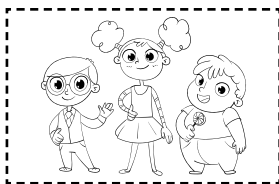
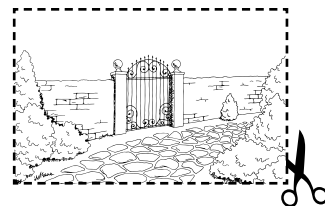
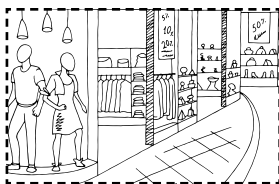
Name: _____

Date: _____

'all' words

You will need: scissors, glue, coloured pencils

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Main teaching focus
Graphophones: 'all' ending

Other teaching focus
Phonemic awareness: Identifying the beginning and ending sounds in words.

Teacher's note
Children complete the words by recording the 'all' endings. Then they cut out the pictures and paste them with the matching words.

Name: _____ Date: _____

Seasons

You will need: coloured pencils

Summer	Autumn
Winter	Spring

Main teaching focus

Oral language development: Theme words - seasons

Other teaching focus

Oral language development: Comparing and contrasting

Teacher's note

Children draw pictures to represent the four seasons.

Push and Pull

Level 4

Non-fiction

Word count: 75

Text type: description



HFW introduced: goes

HFW consolidated: too

Programme links: *Push and Pull* E-Book

The Red Cart (fiction)

Curriculum links: me/family, school, creative play, community, science

Text summary: Read about things that you can push and pull – a toy truck, a door and a cart. See how the mum can push the swing up and down.

Tuning in

- Introduce the words 'push' and 'pull'. Provide children with a toy car. Have them push it along the floor. Then have them pull it along the floor. Ask, *How do you make something move when you push it? How do you make something move when you pull it?* Have children think of other things that we push and pull.

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high frequency words in the title? Are there any words that begin with the same letter?*
- Discuss the cover photos and encourage children to make predictions about the text. Ask, *What can you see? What is the girl doing? What is she pushing? What is she pulling? Why do you think she is pushing the car and pulling the wagon? What other things might she push or pull?*
- Flip through the book. Encourage discussions about the events and photos. Discuss how photographs can help us to understand the meaning of the text and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *Where is the truck? What is the girl doing? How is she pulling the truck?*

pages 4–5 Ask, *What is she doing now? How is she pushing the truck? How is she making it go down the road?*

pages 6–7 Ask, *What is the girl pulling now? Why is she pulling the door? Is she opening or closing the door?*

pages 8–9 Ask, *Can the girl push the door? What happens when she pushes the door? How did she shut the door?*

pages 10–11 Ask, *What does the girl have now? What is she pulling? Why do you think she is pulling her cart?*

pages 12–13 Ask, *Who is pushing the cart? Why is her mum pushing the cart? How is the cart going up and down?*

pages 14–15 Ask, *Where is the girl now? Who is pushing the swing? What happens when her mum pushes the swing?*

page 16 Ask, *How does she make the swing go up and down?*

Reading the text

Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.

Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the pictures. Ask, *Can the pictures help us figure out the meaning of the word?*
- Have children predict what might happen on the next page and how the text might end. Ask, *What might we learn about pushing and pulling? What other things can you think of that we can push or pull?*
- Have the children relate the text to their own experiences. Ask, *What things do you push or pull? How does pushing and pulling help you move something?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What things did the girl push and pull?*
- Ask inferential questions, such as, *Why was the girl pushing and pulling the truck? If the girl wanted to open the door would she need to push or pull it? Would her mum be able to pull her on the swing? Why/why not? Where might the girl be going with the cart? Do you think it is easier to push an object or pull an object?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consolidate specific skills. For example, if children had difficulty with the word 'truck' discuss strategies such as sounding out, re-reading or looking at the illustration.

Choose from the following activities.

Comprehension

- **Recall:** Have children recall facts about pushing and pulling. Ask, *What things could the girl pull? What things could she push?* As a group, make a list of things in the text that could be pushed and pulled. Have children

complete **PW 34**.

- **Sequencing:** Write sentences from the text onto cards – one word per card. Mix up the cards and have children sequence them in order to make the sentence. Have children read the sentences to make sure they make sense.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'ut' on the board and explain the strategy of saying 'ut' rather than 'u-t.' Record other vowel and consonant blends from the text such as 'om'.
- Discuss the initial consonant blend 'sw'. Write this blend on the board and talk about how, when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with 'sw'. Repeat for the initial consonant blend 'tr'. Have children complete **PW 35**.
- Find 'truck' in the text. Discuss the final consonant blend 'ck' and how these two letters are sounded together to make one single sound 'ck' rather than 'c-k'. Brainstorm and record other words that end in 'ck'. Have children circle the 'ck' endings.
- Discuss the initial consonant digraph 'sh'. Talk about how these two letters next to each other make the sound 'sh' and aren't sounded separately as 's-h'. Brainstorm and record other words that begin with 'sh'.
- Identify 'my' in the text. Model and talk about the sound that the letter 'y' makes at the end of the word. Brainstorm other words and write them on the board, e.g. 'by', 'sky', 'fly' and 'cry'. Have children circle the long 'i' sound in each word and practise sounding the words.
- Talk about the sound made when the letters 'a' and 'r' are together – 'ar'. Brainstorm and record other 'ar' words. Have children practise sounding out these words.

Vocabulary

- **Visual recognition of high frequency words:** 'goes', 'too'. Have children locate these words in the text. Write the high frequency words onto cards (two cards per word) and have children play games such as Memory.
- Give the children buckets of water and paintbrushes. Go outside and have children 'paint' the words with the water onto the concrete or walls. Let children look at the words on the cards to ensure the correct spelling. Ask them to try to read the 'painted' words.

Fluency

- Talk about the concept of reading fluently – smoothly and without stopping. Use the text to model how to read fluently. Have children practise by reading the text to each other smoothly and without stopping.

Text conventions

- **Full stops:** Talk about how full stops are used at the end of a sentence. Flip through the book and ask children to count the full stops on each page.
- **Upper- and lowercase letters:** As a group, discuss upper- and lowercase letters. Ask them to identify upper- and lowercase letters in the text. Point to different letters in the text and ask, *Is this an uppercase letter or a lowercase letter?* Discuss how uppercase letters are used at the beginning of sentences.
- **Sentence features:** Discuss how sentences begin with uppercase letters and end with full stops. Turn to different pages of the text and have children count the sentences on the page.

Writing

- Have children think about what they have learned about things they can push and pull. Ask, *Why do we need to push and pull some things? How does pushing or pulling something help us to move it?* Have children write about what they have learned about pushing and pulling. Ask children to draw a picture to match their writing.

► ELL engagement

- Encourage children to demonstrate their understanding of pushing and pulling. Provide them with **PW 36** and have them brainstorm and draw pictures of things that they can push or pull. Prompt children's thinking by asking, *What things could you push/pull inside? What things could you push/pull outside? What toys can you push/pull?*

► Assessment

- PWs 34, 35 and 36 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 34 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Push and pull sorting

You will need: scissors, glue

Push	Pull



Main teaching focus

Comprehension: Recalling events from the text.

Other teaching focus

Comprehension: Comparing and contrasting

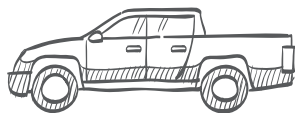
Teacher's note

Children cut out the pictures, sort them as pushing or pulling, and paste them in the correct box.

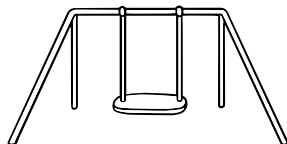
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'sw' and 'tr' words

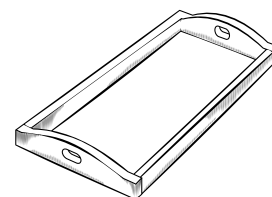
You will need: a pencil



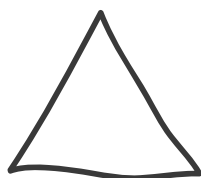
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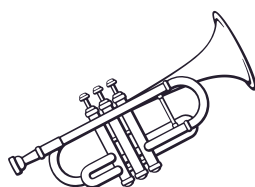
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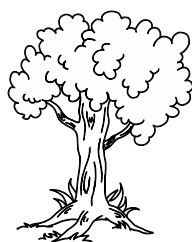
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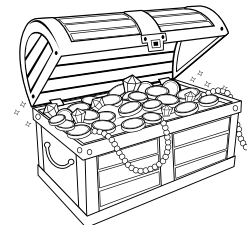
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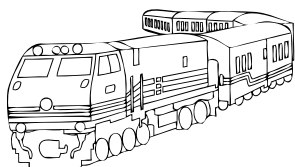
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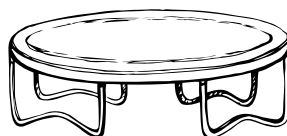
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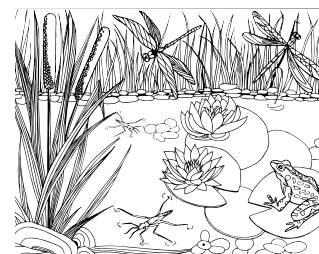
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___ __ain



___ __ampoline



___ __amp

Main teaching focus

Graphophonics: Initial consonant blends 'sw' and 'tr'

Other teaching focus

Phonemic awareness: Recognizing beginning sounds in words.

Teacher's note

Children identify the pictures and their initial consonant blends. They record 'sw' or 'tr' under each word.

Name: _____ Date: _____

Push or pull

You will need: coloured pencils

Push	Pull

Main teaching focus

Oral language development: Theme words/concept – push and pull

Other teaching focus

Oral language development: Comparing and contrasting

Teacher's note

Children think of objects that can be pushed and pulled. They record (by drawing or writing) in the table.

Min Monkey



Level 5 Fiction Word count: 104 Text type: Narrative

HFW introduced:	away, he, that, went
HFW consolidated:	are, not, oh, ran, shouted, you
Linking texts:	<i>Make a Monkey</i> (non-fiction) <i>Digital Poster 'Four Little Monkeys'</i>
Curriculum link:	me/family, animals, environment
Phonological awareness:	rhyiming words; segmenting CVC words; initial digraph 'sh'
Story summary:	Min Monkey is up in a tree. Grandpa Tut wants Min to come down because there is a big hungry eagle in the tree, but Min will not come down.

Tuning in

- Discuss 'monkeys'. Ask, *Have you seen a monkey? Where do monkeys live?* Talk about what monkeys look like and the noises they make. Encourage children to role-play the actions of monkeys such as climbing and swinging in trees.
- Talk about jungles and the things you would see there. Ask children to draw the things they would see in a jungle, e.g. animals, trees, river. Have children discuss and describe their drawings.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you find the word 'monkey'? How did you know that word would be 'monkey'?* Discuss the illustration on the front cover. Ask children to predict what might happen in the text. Ask, *What is happening? What do you think might happen next?*
- Flip through the book. Discuss events and illustrations in the text. Promote language that is used in the text. Discuss how the illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Where is Min Monkey? What is Min Monkey doing? Who is he talking to? Where is Grandpa Tut? What other animal can you see?*

pages 4–5: Ask, *What is Grandpa Tut doing with his finger? Does he look happy or sad? Why might he be worried? Why do you think he is asking Min Monkey to come down from the tree? Point to the eagle. Ask, What is this animal? What might the hungry eagle want to do?*

pages 6–7: Ask, *Can Min Monkey see Big Eagle? Why can't he see the eagle?*

pages 8–9: Ask, *What would Grandpa Tut be saying to Min Monkey? Is Min Monkey listening to Grandpa Tut or is he saying 'No, go away!?' Does Grandpa Tut think Min Monkey is a silly monkey or a sensible monkey?*

pages 10–11: Ask, *What is coming down, down, down? How do you think Min Monkey is feeling now?*

pages 12–13: Ask, *What is Min Monkey doing now? Do you think he is running down the tree slowly or as quickly as 1, 2, 3?*

pages 14–15: Ask, *Where did Min Monkey go? Why is Min Monkey a silly little monkey?*

page 16: Ask, *Is Big Eagle still there or has he gone away? How do you think Min Monkey feels now?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to go back and self-correct.
- Ask children to predict what will happen on the next page and how the story might end.
- Have children relate the text to their own experiences. Ask, *Have you ever climbed a tree? Do you always follow instructions? Why is it important to follow instructions from adults?*
- Talk about the characters and their role and actions in the story.
- Have children retell the events of the text in their own words.
- Ask inferential questions such as: *Why should Min Monkey have listened to Grandpa Tut at the start? Why did Grandpa Tut want Min Monkey to come down from the tree?*

After reading

Revisit areas that the children found challenging, relating to the meaning, structure and visual cues of the text. Discuss strategies and provide opportunities for children to consolidate specific skills, e.g. if they had difficulty with the word 'tree', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Sequencing:** As a group, discuss the events of the story. Flip through the text and have children recall and

talk about what happened. Ask, *What happened at the beginning of the story? What happened next?* Encourage children to role-play the events of the story. Have them complete **PW 37**, drawing pictures and sequencing events from the text.

- **Recall:** On a piece of paper, write the words ‘Characters’, ‘Setting’ and ‘Plot’. Have children discuss and recall the characters in the story, where the story was set and what happened. Encourage them to flip through the text to support the discussion. Have them draw pictures on the paper to represent the characters, setting and plot.

Phonological awareness

- As a group, talk about rhyming words and explain that they are words with endings that sound the same. Have children say ‘tree’ and ‘see’. Encourage them to listen to the ending of the words. Have children find these words in the text and discuss how they have the same ‘ee’ ending and how this means they sound the same. Talk about other words in the text that rhyme with ‘tree’ and ‘see’—‘me’ and ‘hungry’. Ask children to think of rhyming words for other words in the text, e.g. ‘not’ and ‘Min’. Have children complete **PW 38**, cutting out and matching pictures of rhyming words.
- Discuss the reading strategy of segmenting words into separate phonemes. Find ‘ran’ in the text and discuss how to read it by sounding ‘r-a-n’. Have children blend the phonemes together. Identify and discuss other words in the text that can be read using the same strategy, e.g. ‘not’, ‘big’, ‘Min’.
- Discuss the initial digraph ‘sh’. Talk about the word ‘shouted’ and explain how to sound ‘sh’ rather than ‘s-h’. As a group, brainstorm other ‘sh’ words.

Vocabulary

- **Visual recognition of high-frequency words:** ‘away’, ‘he’, ‘that’, ‘went’, ‘are’, ‘not’, ‘oh’, ‘ran’, ‘shouted’, ‘you’. Ask children to find these words in the text. Write each of the words on cards (two cards for each word) and play games such as Snap and Pairs.
- **Synonyms:** As a group, talk about the word ‘shouted’. Have children think of words that have the same meaning, e.g. ‘screamed’ or ‘yelled’. List the synonyms on the board. Have children read the sentence on page 4 and say one of the synonyms instead of ‘shouted’. Talk about how the sentence still means the same.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.

Text conventions

- **Exclamation marks:** Identify the exclamation marks in the text. Talk about how we use exclamation marks when we want to show something is important. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.
- **Text emphasis/bold font:** Discuss the words in the text that are bold—‘hungry’ and ‘silly’. Talk about how this changes the way we read the word. Model how to read the text with bold words. Have them practise reading pages 4 and 5 to a partner.

Writing

- Have children describe what they can see in the illustrations. Draw a large picture on paper that includes things from the text, such as trees, grass, Min Monkey, Grandpa Tut and Big Eagle. Encourage children to label the picture, sounding out and using sound–letter correspondence. Children may also write sentences about what is happening in the picture such as ‘Min Monkey is in the tree’. Have children complete **PW 39**, writing labels on the picture and a matching sentence.

► ELL engagement

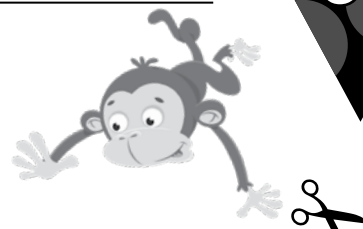
- Have children make and decorate animal masks. Give each child a paper plate. Cut out holes for the eyes. Use feathers, felt, coloured paper and markers. Ask children to role-play the events in the story, using words from the text.

► Assessment

- PWs 37, 38 and 39 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 37 could be kept in the child’s portfolio
- Complete Running Record.

Name: _____ Date: _____

Sequencing



You will need: scissors, glue, a strip of paper, coloured pencils

“**Oh, no!**” said Min Monkey,
and **1, 2, 3** he ran
down that tree.

“Come down,
you **silly** little monkey!”
shouted Grandpa Tut.
“Big Eagle is up in that tree.
He looks **hungry** to me!”

“Look! Look!”
said Min Monkey.
“Look at me!
I am up here in a tree.”

Down, down, down,
went Big Eagle.

Main teaching focus

Sequencing: Reading sentences taken directly from the text and ordering the events.

Other teaching focus

Reading: Reading sentences and drawing pictures to represent them.

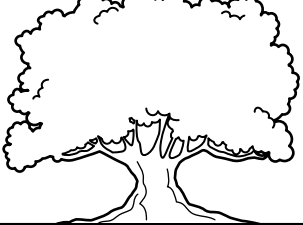
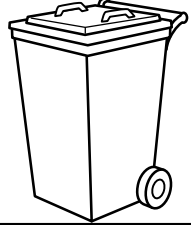
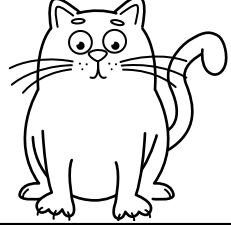
Teacher's note

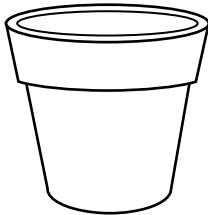
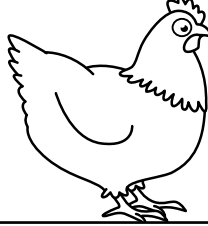
Children read sentences taken directly from the text and draw pictures underneath to represent the events from the text. They then cut them out and paste them on the strip of paper in the order they occurred in the story.


Name: _____ Date: _____


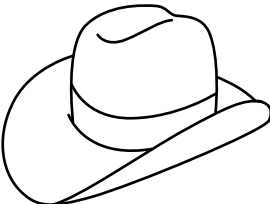
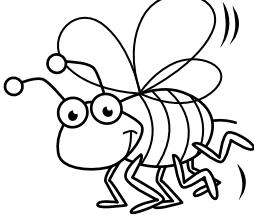

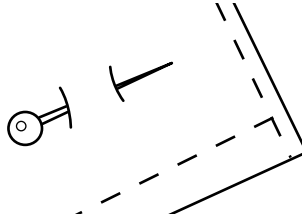
Rhyming words

You will need: scissors, glue

		
← paste →	← paste →	← paste →

	
← paste →	← paste →



Main teaching focus

Phonemic awareness: Rhyming words— recognition of words that rhyme.

Other teaching focus

Phonemic awareness: Blending CVC words.

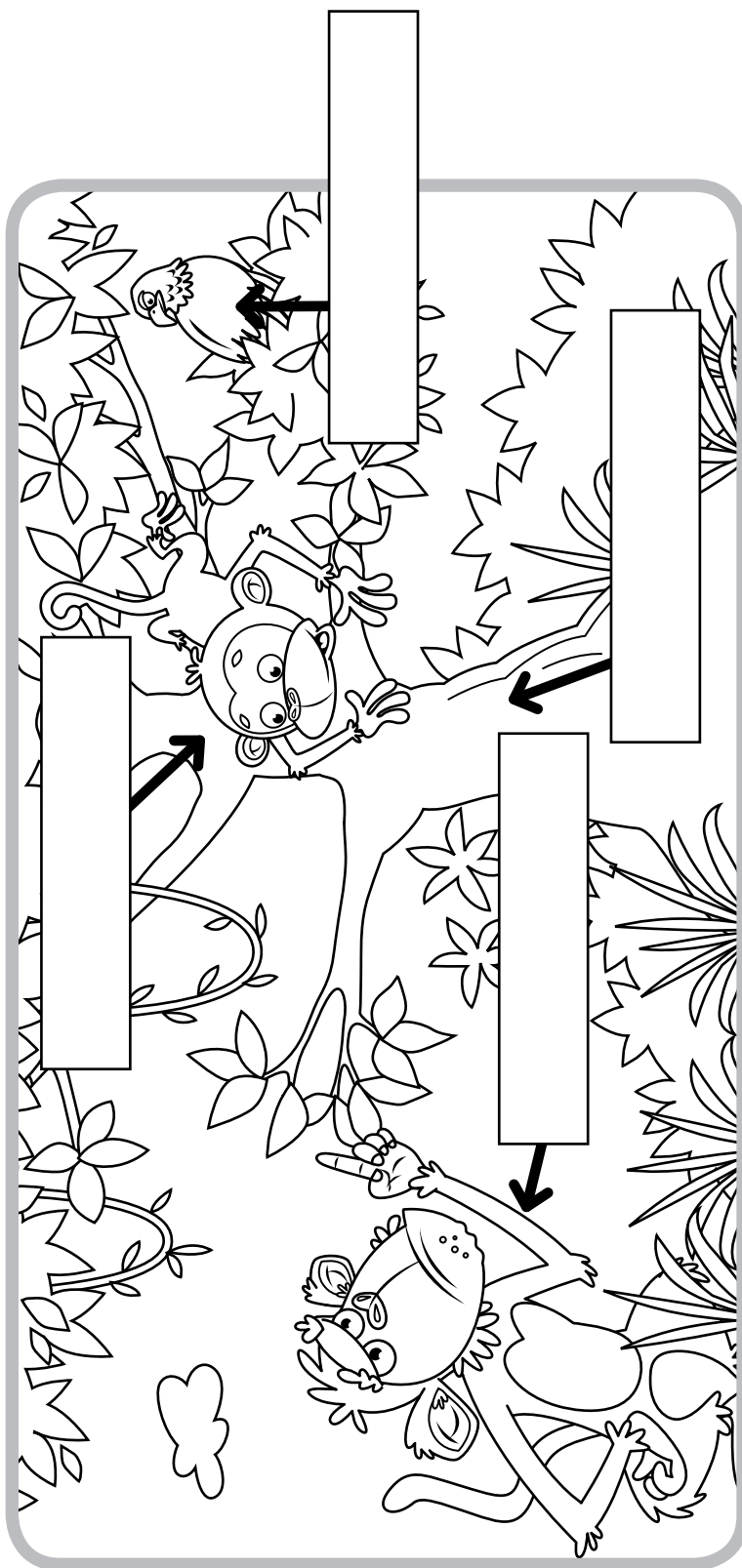
Teacher's note

Children cut out the pictures at the bottom of the page and match and paste each one with the picture that it rhymes with.

Name: _____

Date: _____

Labelling



Main teaching focus

Writing: Labelling familiar items by spelling using sound-letter correspondence.

Other teaching focus

Oral language development.

Teacher's note

Children label objects in the illustration by writing in the boxes. They then write a sentence about the picture underneath.

Surprise Pancakes for Mum



Level 5

Fiction

Word count: 98

Text type: Narrative

HFW introduced:

cook/ed, eat, jumped, she, where

HFW consolidated:

are, for, not, oh, shouted, you

Linking texts:

Cooking Pancakes (non-fiction)

Digital Poster 'Mix a Pancake'

Curriculum link:

me/family

Phonological awareness:

segmenting CVC words; initial digraph 'sh'; suffixes 's' and 'ed'; initial letter sounds

Story summary:

Alex and Dad are going to surprise Mum by making pancakes with banana for breakfast.

Tuning in

- Discuss the word 'surprise'. Ask, *Have you ever been surprised? What could you do to surprise someone? What would you like to be given as a surprise?* Ask children to show a surprised expression on their face.
- Bring in the things needed to cook pancakes—flour, milk, eggs, butter, bowl, frying pan, spatula. Talk about each item and encourage children to talk about where they have seen them before. Discuss how they would use these things to make pancakes.
- Have children draw a pancake with their favourite topping, e.g. banana, syrup, jam, ice-cream.
- Encourage children to talk about who is in their family. Ask, *Do you have a brother? Do you have a sister? How many people live at your house?*

Book walk

- Introduce the story. Give each child a copy of the book. Read the title. Ask, *How many words are in the title? Can you see any words in the title you know? Can you find the word 'pancakes'? How did you know that word was 'pancakes'? Which word has the most letters?* Discuss the illustration on the front cover. Ask, *What characters do you think will be in the story? What do you think will happen in the story?* Encourage children to predict what will happen.
- Flip through the book. Discuss the events and illustrations in the text. Promote language that is used in the text. Discuss how the illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, What is Alex doing? What do you think he is making? Who do you think Dad is looking for?

pages 4–5: Ask, Where is Mum? Who do you think Alex is cooking pancakes for? Does Mum know Alex is cooking pancakes or is it a big surprise?

pages 6–7: Ask, Who else is cooking the pancakes now? What are they doing? What might they do next?

pages 8–9: Ask, Who can eat the pancakes? What has Alex cut up? Where is Alex putting the banana?

pages 10–11: Ask, Oh no, who isn't in the bed any more? What do you think Alex is thinking? What might Mum be doing?

pages 12–13: Ask, Why would Mum be calling for Alex? What is Mum doing? Why are Dad and Alex hiding in the kitchen?

pages 14–15: Ask, Who has jumped up? What do you think they shouted? Do you think Mum is surprised? Why?

page 16: Ask, What is Alex giving Mum? What might Mum say to Alex? How do you think Mum is feeling?

Reading the text

- Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences. Stop at any words the children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*
- Have the children relate the text to their own experiences. Ask, *Have you ever made pancakes? How have you ever surprised your mum?*
- Talk about the word 'pancakes'. Ask, *How many letters are in the word? Can you see any little words inside the word?*
- Have children summarise the story in their own words. Ask, *Can you tell me what happened in the story?*
- Ask inferential questions such as: *Why might Alex be making a surprise for Mum?*

After reading

Revisit areas that the children found challenging, relating to the meaning, structure and visual cues of the text. Discuss strategies and provide opportunities for children to consolidate specific skills, e.g. if they had difficulty with the word 'banana', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Cloze:** As a group, talk about the events of the story. Copy sentences from the text on to strips of paper but leave a word missing from each sentence, e.g. "I can cook _____ for Mum." Have children discuss strategies for working out the missing word. Record the word

'pancakes' in the correct spot and have children re-read the sentence to check for meaning. Have children complete **PW 40**, cutting out words and pasting them into sentences.

Phonological awareness

- Discuss the reading strategy of segmenting letters and sounds. Find 'bed' in the text and discuss how to read the word by sounding 'b-e-d'. Have children read the word using the strategy. Identify and discuss other words in the text that can be read using the same strategy, e.g. 'big', 'can', 'not', 'bed'.
- Discuss the initial digraph 'sh'. Talk about the word 'shouted' and explain how readers sound 'sh' rather than 's-h'. As a group, brainstorm other 'sh' words.
- Find 'pancakes' in the text. Cover up the 's' ending and have children identify the word 'pancake'. Discuss how words are read differently if they end with 's'. Talk about how the 's' suffix can mean there is more than one, i.e. 'pancakes' means there is more than one pancake.
- Discuss the 'ed' suffix. As a group, talk about how 'ed' on the end of a word means that something has already happened. Write 'cook' on the board and have children add 'ed' to the end. Have children read the word with the 'ed' ending. Ask them to find words ending with 'ed' in the text.
- Identify the word 'pancakes' and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'p'. What can you see in the illustration that starts with this sound?* Discuss how this strategy can be used to work out unknown words. Have children complete **PW 41**, cutting out words and pasting them next to matching pictures.

Vocabulary

- *Visual recognition of high-frequency words:* 'cook/ed', 'eat', 'jumped', 'she', 'where', 'are', 'for', 'not', 'oh', 'shouted', 'you'. Ask children to identify the words in the text. Write the words on cards (two cards for each word) and play games such as Pairs and Snap.
- Have children make the high-frequency words with magnetic letters. Ask children to then write the words using different colours for the five vowels.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.

Text conventions

- *Upper- and lower-case letters:* Discuss upper- and lower-case letters with the children. Ask them to identify upper- and lower-case letters in the text. Discuss how capital letters are used at the beginning of sentences.

- *Full stops:* Talk about how full stops are used at the end of sentences. Flip through the text and ask children to count the full stops on each page.
- *Exclamation marks:* Identify the exclamation marks in the text. Talk about how we use exclamation marks when we want to show something is important. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.
- *Text emphasis/bold font:* Talk about 'surprise' on page 14 and how it is bold. Talk about how we change our tone when we read words that are bold. Have children practise reading page 14 with a partner, focusing on emphasising the word 'surprise'.
- *Question marks:* Find the question mark on page 2. Explain that question marks are used at the end of questions, instead of full stop. Talk about how questions require an answer. Have children role-play asking a question and their partner answering it. Record questions and have children place a question mark at the end.

Writing

- Make individual 'Surprise Pancakes for Mum' books. Fold four pieces of A4 paper in half from top to bottom. Staple down the folded side. Have children copy the title 'Surprise Pancakes for Mum' onto the front cover. Ask them to recall the events of the story and write the story in their own words. Encourage them to use all the pages of the book and illustrate the pages to match their writing.

► ELL engagement

- Collect the ingredients and equipment needed to make pancakes. Cook the pancakes with children and promote and support language during the experience. Focus on developing children's vocabulary. Have them recall and discuss the process of making pancakes.
- Talk about all the things that can be found in a kitchen. Take children to the staff room and have children identify the oven, fridge, freezer, microwave, cupboards, kettle, chairs, tables, plates, glasses, cutlery etc. Talk about what things are used for. Promote and enhance language during discussion. Have children complete **PW 42**, colouring and cutting out the pictures to make a picture of kitchen.

► Assessment

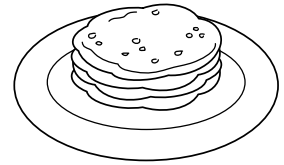
- PWs 40, 41 and 42 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 40 could be kept in the child's portfolio
- Complete Running Record.

Name: _____

Date: _____

Cloze

You will need: scissors, glue



“Mum is in bed,” said Alex.

“I can cook pancakes for _____ .

It is a **big** _____ !”

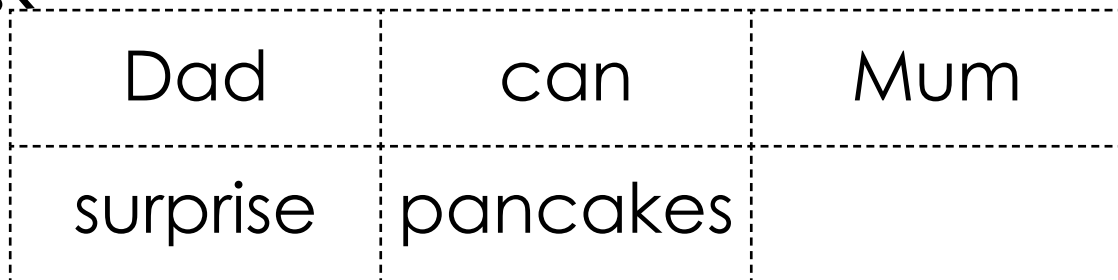
“I can cook the pancakes, too,”

said _____ .

Dad and Alex cooked the _____ .

“Mum _____ eat this pancake,”

said Dad.



Main teaching focus

Comprehension: Recalling events from the text and completing a cloze where words are given.

Other teaching focus

Phonemic awareness: Using initial letter sounds to help with reading words. *Vocabulary:* Visual recognition of high-frequency words.

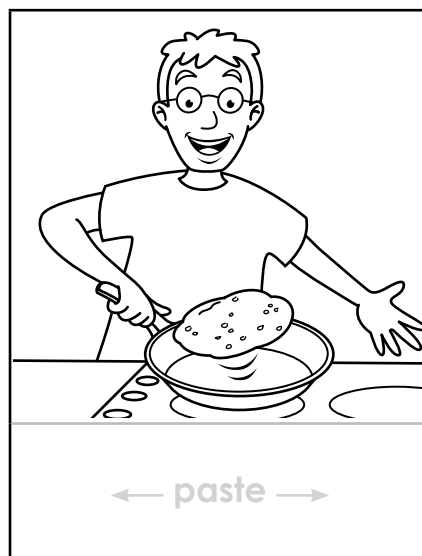
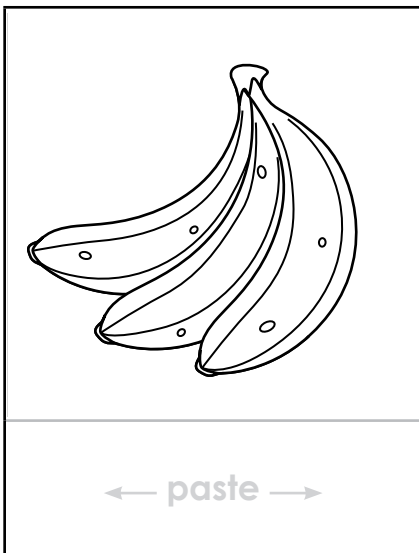
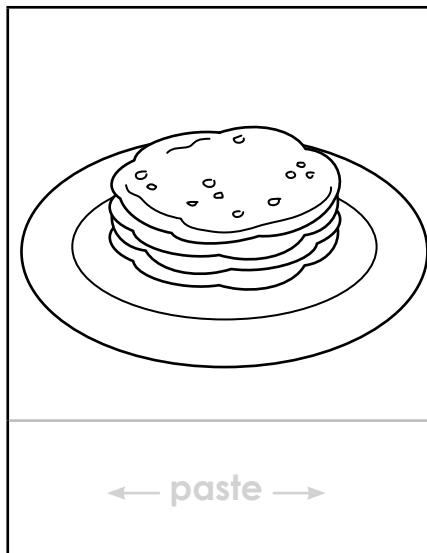
Teacher’s note

Children cut out words and paste them into the sentences to complete the cloze.

Name: _____ Date: _____

Matching pictures and words

You will need: scissors, glue



jump	cook	pancakes
bananas	surprise	

Main teaching focus

Phonemic awareness: Using initial letter sounds to help read unknown words.

Other teaching focus

Comprehension: Recalling events from the text. Oral language development.

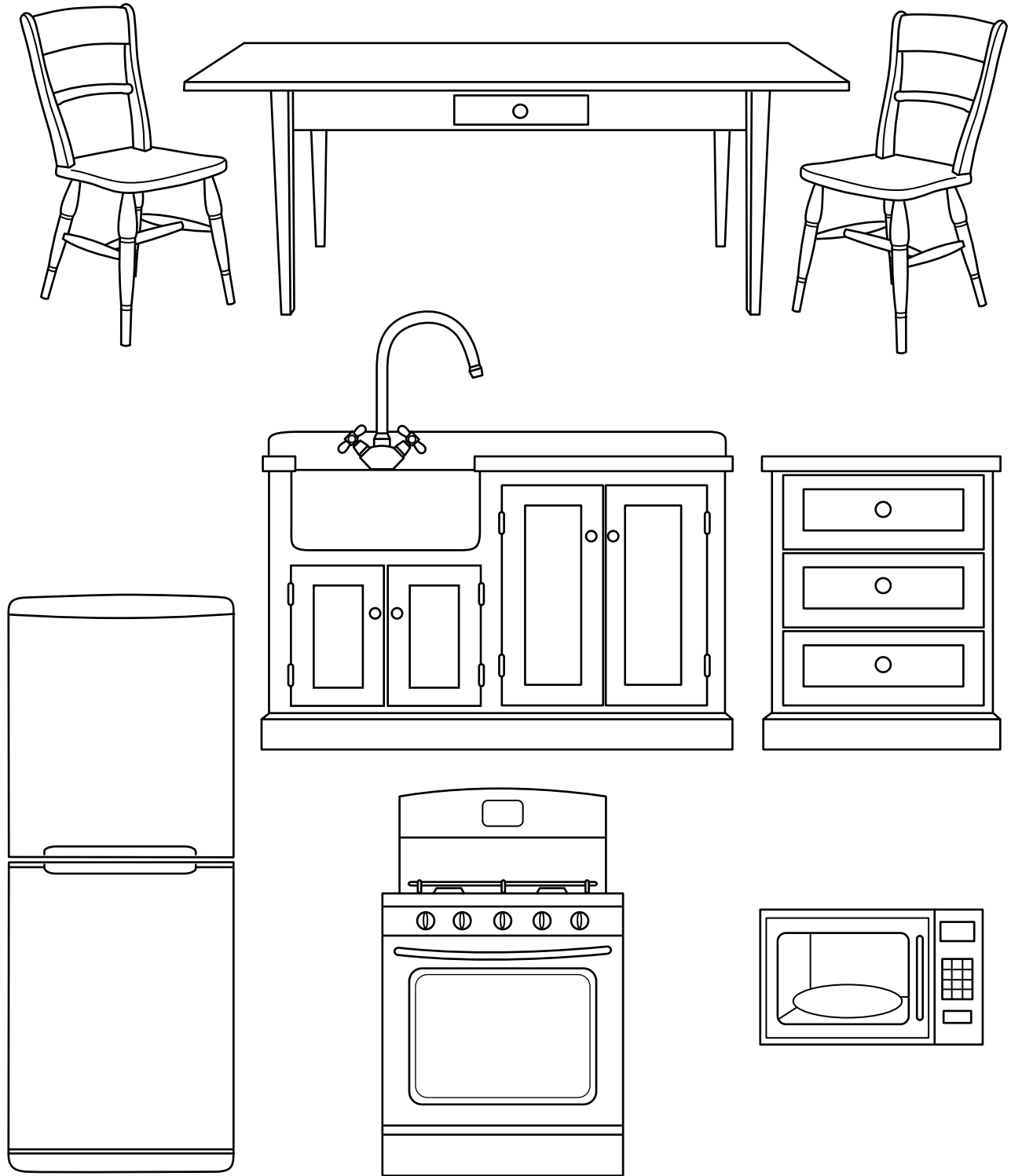
Teacher's note

Children cut out the words and paste them under the matching pictures.

Name: _____ Date: _____

The kitchen

You will need: scissors, glue, large piece of paper, coloured pencils



Main teaching focus

Oral language development:
Discussions relating to kitchens, cooking and utensils.

Other teaching focus

Vocabulary: Theme words—kitchens and cooking.

Teacher's note

Children colour and cut out the pictures and paste them on a larger piece of paper to make a picture of a kitchen. They draw other items that could be found in a kitchen.

Be Honest

Level 5

Fiction

Word count: 107

Text type: narrative



High frequency words introduced: away, good, he, run, sad

High frequency words consolidated: looked/ing, oh, not, ran, we, you

Program links: *Be Honest* E-Book
I Am Honest (non-fiction)

Curriculum links: animals, character/citizenship

Story summary: The horse, cow and goat are playing hide and seek. The horse looks at the cow and the goat when he says he is not looking. The cow and the goat are not happy, so the horse is honest and tells them that he was looking.

Tuning in

- Have children play a game of hide and seek. Have children hide while one child covers their eyes and counts then searches for everyone. Encourage children to discuss why they like playing hide and seek. Ask, *What do you enjoy about this game? Why is it important for the person counting to cover their eyes?*
- Discuss the meaning of being honest. Ask, *What does it mean to be honest? What might happen if you are not honest? How do you feel if you are not honest? How might your friends feel?*

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any words that begin with the same letter? Can you see any high frequency words in the title?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What are the animals doing? Does the horse look happy or sad? Why do you think he might be feeling that way?*
- Flip through the book. Encourage discussions about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.
pages 2–3 Ask, Who is playing the game? Who is not looking? Who is running away? Why do you think the horse is counting 1, 2, 3? Is the horse looking?
pages 4–5 Ask, Where is the cow running away to? Where is he hiding? Where is the goat running away to? Where is the goat going to hide?
pages 6–7 Ask, What is the horse doing? Is he covering his eyes or is he looking? Who is the horse looking at? Should he be looking at the cow or the goat? Is he being honest?
pages 8–9 Ask, Can the horse see the cow? Why did the horse know where the cow was hiding? How do you think the cow feels?
pages 10–11 Ask, Can the horse see the goat? Why did the horse know where the goat was hiding? How do you think the goat feels?
pages 12–13 Ask, Why do you think cow is upset? Do you think he is happy that the horse looked at him when he ran away? Did the horse look at the goat, too? Does the goat look happy? Do you think they will want to play with the

horse again? Can the horse hear what the cow and goat are saying? What do you think the horse is thinking? How might the horse feel now?

pages 14–15 Ask, How is the horse feeling now? Do you think it is good of him to tell the cow and the goat that he looked at them while they were hiding? Is he being honest now?

page 16 Ask, Was it good of the horse to come to the goat and cow and tell them the truth? Do you think they can play now?

Reading the text

Have children read aloud independently. Focus on meaning, structure, and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.

Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Have children predict what might happen on the next page and how the text might end.
- Have the children relate the text to their own experiences.
Ask, When have you been honest? How do you play games fairly with your friends?
- Have children summarise the text in their own words. Ask, *What happened in the story? What happened in the beginning/middle/end of the story? What was the book about?*
- Talk about the complication and resolution. Ask, *What was the problem in the story? How was the problem solved? What happened in the end of the story?*
- Ask inferential questions, such as, *Why do you think the horse looked at the cow and the goat when they were hiding? Why were the cow and the goat upset? Why did the horse decide to tell the cow and the goat the truth? What lesson did the horse learn?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consolidate specific skills. For example, if children had difficulty with the word 'horse'

discuss strategies such as sounding out, re-reading or looking at the illustration.

Choose from the following activities.

Comprehension

- *Character feelings:* As a group, talk about the characters' feelings throughout the text. Ask children to show you a happy face and a sad face. Ask, *Can you show me any other feelings using your face?* Flip through pages and ask, *How was the horse/cow/goat feeling here? Why do you think they were feeling that way?* On the board, draw pictures to show events from the story and ask children to identify how the characters were feeling and why. Have children complete **PW 43**.
- *Recall:* Have children recall events from the text. Encourage them to recall what the horse, cow and goat did and how they felt during the story. Ask, *What happened in the beginning/middle/end of the story?* Write the words 'beginning,' 'middle,' and 'end' at the top of a large piece of paper and have children summarise the story by recording events from the beginning, middle and end of the story.

Phonological awareness

- Find the word 'goat' in the text and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'g.'* *What can you see in the illustration that starts with this sound?* Repeat with other words in the text, such as 'horse' and 'cow'.
- Find 'looking' in the text and discuss how it has an 'ing' ending. Talk about how an 'ing' ending changes the way we read the word. Cover the 'ing' and ask children to read the word. Brainstorm and record other 'ing' words.
- Talk about the word 'looked' and the 'ed' suffix. Discuss how when there is an 'ed' on the end of a word it means that something has already happened. Have children cover up the 'ed' ending and identify the word 'look.' Talk about how the 'ed' changes the way we read the word.
- Discuss the reading strategy of segmenting words. Find 'can' in the text and discuss how to read it by sounding 'c-an'. Have children read the word using the strategy. Brainstorm and record other words with the 'an' ending. Ask, *How are these words the same?* Have children practise reading these words. Identify and discuss other words that can be read using this strategy (e.g. 'run', 'ran', 'sad'). Have children complete **PW 44**.
- Discuss the strategy of blending sounds. Write the letters 'an' on the board and explain the strategy of saying 'an' rather than 'a-n'. Record other vowel and consonant blends from the text such as 'un' and 'ad'.
- Discuss the initial consonant blend 'pl'. Write this blend on the board and talk about how when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with 'pl'.

Vocabulary

- *Visual recognition of high frequency words:* 'away', 'good', 'he', 'looked', 'looking', 'not', 'oh', 'ran', 'run', 'sad', 'we', 'you'. Have children locate these words in the text. Write these words on flash cards (two cards for each word) and play games such as Snap, Memory and Go Fish.
- Have children use playdough to make the high frequency words in both upper- and lowercase letters. Ask them to read each other's words.

Fluency

- Talk about the concept of reading fluently – smoothly and without stopping. Use the text to model how to read fluently. Have children practise by reading the text to each other smoothly and without stopping.

Text conventions

- *Full stops:* Talk about how full stops are used at the end of a sentence. Flip through the book and ask children to count the full stops on each page.
- *Upper- and lowercase letters:* As a group, discuss upper- and lowercase letters. Ask them to identify upper- and lowercase letters in the text. Point to different letters in the text and ask, *Is this an uppercase letter or a lowercase letter?*
- *Sentence features:* Discuss how sentences begin with uppercase letters and end with full stops. Turn to different pages and have children identify the uppercase letters and periods. Ask, *How many sentences are on this page?*
- *Word awareness:* Discuss the concept of sentences being made up of words. Have children look at the number of words on each page. Ask, *How many words are there on this page? How many sentences are on this page?* Compare the number of words and sentences on different pages.
- *Exclamation mark:* Identify the exclamation marks in the text. Talk about how authors use exclamation marks when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.

Writing

- Have children write a recount of a time when they had to be honest. Ask, *What happened? How did you feel when you were honest? Why did you think it was important to be honest?* Encourage them to use sound-letter correspondence to spell unknown words. Ask them to draw a picture to match their writing.

► ELL engagement

- Talk about other games that are fun to play with friends, such as Follow the Leader and Tag. Discuss the rules of these games and how you need to be play fairly. Have children play the games and encourage them to follow the rules. Ask, *Would the games be fun if people were not following the rules or being honest? Why is it important to be honest when we play games?*
- Talk about feelings. As a group, brainstorm different feelings and emotions, such as happy, sad, worried, excited and angry. Have children think of things that make them feel different emotions. Ask, *What makes you happy? What makes you sad?* As a group, make a list of strategies that they can use when they are feeling sad or worried. Have children complete **PW 45**.

► Assessment

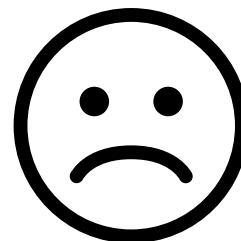
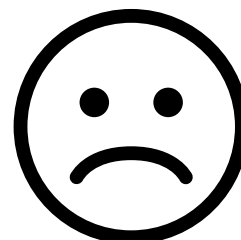
- PWs 43, 44 and 45 completed
- Note the child's responses, attempts and reading behaviours before, during, and after reading
- Collect work samples, e.g. BLM 43 could be kept in the child's portfolio
- Complete Running Record

Name: _____

Date: _____

Happy or sad?

You will need: coloured pencils



Main teaching focus

Comprehension: Inferring characters' feelings.

Other teaching focus

Comprehension: Recalling events from the story.

Teacher's note

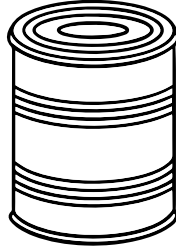
Children look at the pictures from the story. They infer how the horse, the cow and the goat were feeling at that part of the story. Then they circle the face with the corresponding emotion.

Name: _____ Date: _____

'an' words

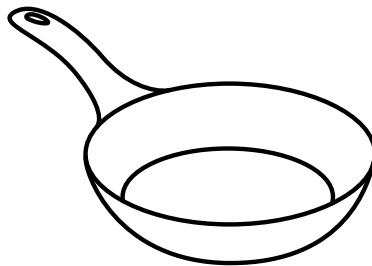
You will need: coloured pencils

v _ _



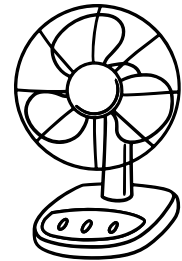
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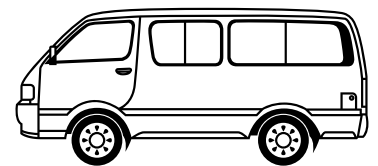
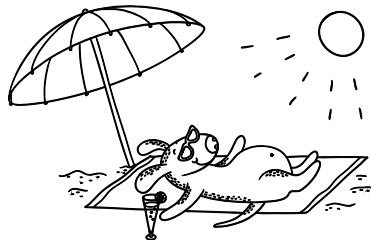
b _ _

f _ _



r _ _

t _ _



p _ _

Main teaching focus
Graphophones: 'an' words

Other teaching focus
Phonemic awareness: Recognising beginning and ending sounds in words.

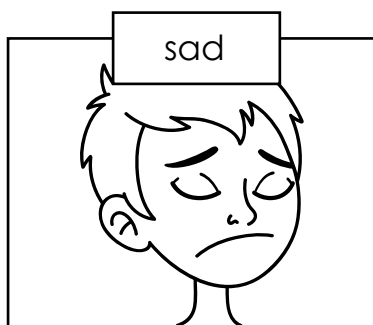
Teacher's note
Children complete the words by writing the 'an' ending. Then they read the words and draw a line to link the words to the matching pictures.

Name: _____

Date: _____

My feelings

You will need: coloured pencils



I feel _____.

If I am sad or worried I can...

Main teaching focus

Oral language development: Theme words/concept - emotions

Other teaching focus

Oral language development: Comparing and contrasting.

Teacher's note

Children draw a picture of feeling happy, sad, worried or excited. Then they draw or write strategies to use when they feel sad or worried.

Molly Mouse Has a Party



Level 5 Fiction Word count: 115 Text type: narrative

HFW introduced: away, eat, you

HFW consolidated: going, looked, not

Programme links: *Molly Mouse Has a Party* E-Book
Animal Foods (non-fiction)

Curriculum links: me/family, creative play, community

Story summary: Molly Mouse is having a party. Rabbit and Bird can come in to the party, but hungry Fox is not allowed in. When they see him with a big piece of cake, he is allowed to come to the party.

Tuning in

- Talk about birthday parties. Ask, *What things might you see at a birthday party? What do you do at birthday parties? Have children imagine they are organising a party. Ask, What things would you need to get ready for a birthday party? As a group, brainstorm a list of party words.*

Book walk

- Introduce the story. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any words that begin with the same letter? Can you see any high frequency words in the title?*
- Discuss the cover illustrations and encourage children to make predictions about the text. Ask, *What can you see? What is Molly Mouse doing? What type of party do you think she is having? Who might come to Molly Mouse's party? What might they do at the party? What might they eat at the party?*
- Flip through the book. Encourage discussions about the events and illustrations. Discuss how illustrations can help us to understand the meaning of the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *Whose party is it? What is Molly Mouse doing? Where do the balloons go?*

pages 4–5 Ask, *Who is tapping at the door? Does the rabbit want to come in to the party? Do you think Molly Mouse will let rabbit come to her party?*

pages 6–7 Ask, *Who is tapping at the door? Does the bird want to come in to the party? Do you think Molly Mouse will let the bird come to her party?*

pages 8–9 Ask, *Who is banging on the door? Does the fox want to come in to the party? Do you think Molly Mouse will let the hungry fox come to her party? Why do you think Molly Mouse told the fox to go away? Why do Molly Mouse, bird and rabbit look so worried?*

pages 10–11 Ask, *What is the fox holding? Why would he be saying yum? What do you think the hungry fox is going to eat? What are the rabbit and bird looking at?*

pages 12–13 Ask, *Why do you think the rabbit and bird want the fox to come in to the party? Do you think they are hungry? What might they want to eat?*

pages 14–15 Ask, *Is the fox going to eat Molly Mouse, the*

rabbit or the bird? What is the fox going to eat at the party? page 16 Ask, Who else can eat the cake? Why are Molly Mouse, the rabbit and the bird happy now?

Reading the text

Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.

Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us figure out the meaning of the word?*
- Have children predict what might happen on the next page and how the text might end.
- Have the children relate the text to their own experiences.

Ask, *Have you ever had a birthday party? What do you like to eat at parties?*

- Have children summarise the text in their own words. Ask, *What happened in the story? What happened in the beginning/middle/end of the story? What was the book about?*
- Talk about the complication and resolution. Ask, *What was the problem in the story? How was the problem solved? What happened at the end of the story?*
- Ask inferential questions, such as, *Why didn't Molly Mouse let the fox into the party? What were Molly Mouse, the bird and the rabbit worried about? How do you think the fox felt when Molly Mouse wouldn't let him into the party? Why did they change their mind?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consolidate specific skills. For example, if children had difficulty with the word 'cake' discuss strategies such as sounding out, re-reading or looking at the illustration.

Choose from the following activities.

Comprehension

- *Characters/setting/plot:* Flip through the book and discuss

who was in the story, where the story was set and what happened. Ask, *Who was in the story? Where did the story take place? What happened in the story?* Encourage children to role play events of the text. Have children complete **PW 46**. You will need to support children with reading the words 'who', 'what' and 'where' as they are not formally introduced until later levels.

- **Predictions:** Have children look at page 16. Discuss what happened at the end of the story. Have children predict what happens after the story finishes. Ask, *What do you think Molly Mouse, Rabbit, Bird and Fox will do now? What else might they do at the party? What might happen if someone else tapped on the door?* Have children draw a picture of their prediction.

Phonological awareness

- Find 'going' in the text and discuss how it has an 'ing' ending. Talk about how an 'ing' ending changes the way we read the word. Cover the 'ing' and ask children to read the word. Brainstorm and record other 'ing' words.
- Talk about how the 's' suffix can indicate there is more than one, e.g. 'balloons' means there are lots of balloons, not only one.
- Talk about the word 'looked' and the 'ed' suffix. Discuss how when there is an 'ed' on the end of a word it means that something has already happened. Have children cover up the 'ed' ending and identify the word 'look.' Talk about how the 'ed' changes the way we read the word.
- Discuss the strategy of blending sounds. Write the letters 'ap' on the board and explain the strategy of saying 'ap' rather than 'a-p.' Record other vowel and consonant blends from the text such as 'ox', 'um', 'ot,' and 'an.'
- Select words from the text and read them aloud. Have children identify the beginning and ending sounds they hear in each word. For example, say, 'Rabbit.' *What sound can you hear at the beginning of the word? What sound is at the end of the word?* Encourage children to then look at the word 'rabbit' in the text to identify the letters at the beginning and end of the word.

Vocabulary

- **Visual recognition of high frequency words:** 'away,' 'eat,' 'going,' 'looked,' 'not,' 'you.' Have children locate these words in the text. Have children count how many times they can find each high frequency word in the text. Have children complete **PW 47**.
- Have children cut out letters from newspapers and magazines and use them to spell the high frequency words.

Fluency

- Talk about the concept of reading fluently – smoothly and without stopping. Use the text to model how to read fluently. Have children practise by reading the text to each other smoothly and without stopping.

Text conventions

- **Full stops:** Talk about how full stops are used at the end of a sentence. Flip through the book and ask children to count the full stops on each page.
- **Upper- and lowercase letters:** As a group, discuss upper- and lowercase letters. Ask them to identify upper- and lowercase letters in the text. Point to different letters in the text and ask, *Is this an uppercase letter or a lowercase letter?* Discuss how uppercase letters are used at the beginning of sentences.
- **Front cover:** Have children talk about the features of the front cover of the book. Discuss how it shows the title, author and illustrator. Have children look at the illustration on the front cover. Ask, *Why do you think this is a good picture to have on the front cover?*
- **Word awareness:** Discuss the concept of sentences being made up of words. Have children look at the number of words on each page. Ask, *How many words are there on this page? How many sentences are on this page?* Compare the number of words and sentences on different pages.
- **Exclamation mark:** Identify the exclamation marks in the text. Talk about how authors use exclamation marks when they want to show something is important or exciting. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.

Writing

- Have children write a recount of a time when they went to a birthday party. Encourage them to write details about what they did at the party and what they ate at the party. Encourage them to use high frequency words and to spell unknown words by using sound-letter correspondence.

► ELL engagement

- Collect items that would be used at a birthday party, e.g. balloons, streamers, party hats, party poppers, sweet bags and party games. Discuss each item and what it is used for. Have children design a birthday party scene using the pictures on **PW 48**.

► Assessment

- PWs 46, 47 and 48 completed
- Note the child's responses, attempts, and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 46 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Who? What? Where?

You will need: coloured pencils

Who?	
What?	
Where?	

‘Main teaching focus

Comprehension: Recalling events from the text.

Other teaching focus

Comprehension: Characters, setting and plot.

Teacher’s note

Children recall and draw/write the characters, setting and plot. You will need to introduce ‘who’, ‘what’ and ‘where’.

Name: _____ Date: _____

Word sort

You will need: scissors, glue

away	
eat	
going	
looked	
not	

going	away	looked	eat	away
eat	looked	<i>not</i>	<i>going</i>	looked
not	going	<i>eat</i>	away	not

Main teaching focus

Vocabulary: Visual recognition of high frequency words.

Other teaching focus

Phonemic awareness: Identifying beginning and ending sounds of words.

Teacher's note

Children cut out the high frequency words at the bottom of the page, sort and paste them next to the matching word.

Name: _____

Date: _____

Party picture

You will need: scissors, glue, piece of paper



Main teaching focus

Oral language development: Theme words – birthday parties

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children colour and cut out the party pictures. Then they paste them on a piece of paper to design a party scene.

Make a Monkey

Level 5

Non-fiction

Word count: 103

Text type: Procedural



HFW introduced:	cut, good, into
HFW consolidated:	for, goes
Linking texts:	<i>Min Monkey</i> (fiction) <i>Digital Poster 'What Can I See?'</i>
Curriculum link:	animals, creative play
Phonological awareness:	initial letter sounds; segmenting CVC words; suffix 's'
Text summary:	A girl follows a set of instructions to make a monkey.

Tuning in

- Talk about monkeys. Ask, *What is a monkey? Where would you find a monkey?* Talk about what monkeys look like and how they behave. Have children role-play the movements and actions of monkeys, e.g. climbing trees, running, swinging, eating bananas.
- Discuss the concept of making things with cardboard and scissors. Ask, *How do we make things with paper?* Encourage children to talk about times when they have created things using paper, glue and scissors. Discuss the different materials you might use to make something.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you see any words you know? Can you find the word 'monkey'? How did you know that word would be 'monkey'? Can you see any little words inside the word 'monkey'?* Discuss the picture on the front cover. Ask children to predict what might happen in the text.
- Flip through the book. Discuss the events and photographs in the text. Promote language that is used in the text. Discuss how the photographs help us to read the text. When questioning, use vocabulary from the text.

page 2: Ask, What can you see here? What colour is the monkey? Who do you think made the monkey?

page 3: Ask, What things can you see? What would these things help you make? What might you use the scissors for? What would you use the pins for?

page 4: Ask, What do you need to cut?

page 5: Ask, What part of the monkey do you cut first? Then what part of the monkey would you cut out?

page 6: Ask, What is the girl cutting now?

page 7: Ask, What part of the monkey does she cut next?

pages 8–9: Ask, What can you see that the girl has cut out? What is she doing with the head and the body?

pages 10–11: Ask, What goes into the body and the head? What does the pin do? What else does she need to attach to the body?

pages 12–13: Ask, What can you see now? What goes into the body and the arm? Where does the pin go?

pages 14–15: Ask, Where are the legs? What goes into the body and the leg? Where does the pin go now?

page 16: Ask, What is here now? How does the monkey look?

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to self-correct.
- Have the children relate the text to their own experiences. Ask, *Have you ever made something out of cardboard? Have you used pins before? What happened when you put the pins in the cardboard?*
- Have children summarise the text in their own words. Ask, *Can you tell me how to make the monkey?*
- Talk about how this is a non-fiction text. Ask, *Is this book telling us a story or is it teaching us how to make something?* Explain how it is an information book.
- Ask children to predict what will happen next or what will happen at the end.
- Ask inferential questions such as: *Why do you think the girl is making a monkey? Why is it a good idea to use pins for the arms and legs instead of glue?*

After reading

Revisit areas that the children found challenging, relating to the meaning, structure and visual cues of the text. Discuss strategies and provide opportunities for children to consolidate specific skills, e.g. if they had difficulty with the word 'head', discuss strategies such as sounding out, re-reading or looking at the photographs.

Choose from the following activities.

Comprehension

- **Recall:** As a group, recall how the girl made the monkey. Ask, *What were the steps in making the monkey?* Provide children with the materials required to make the monkey: **PW 31** enlarged and photocopied onto card, scissors and split pins. Have children read the text,

follow the instructions and make their own monkey. If they are unsure what to do, encourage them to read the text to find out.

Note: **PW 49** can be photocopied onto brown card.

- **Sequencing:** Talk about the order in which the steps in the text occurred. Draw boxes with arrows between them (i.e. a story map) on paper. Ask, *What happened first?* Draw a picture of the children's responses in the first box. Ask, *What happened next?* Draw a picture of the second step in the second box. Continue until all steps have been recorded.

Phonological awareness

- Identify the word 'monkey' and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'm'. What other words can you think of that start with this sound?* Discuss how this strategy can work with other words in the text, e.g. 'body', 'scissors', 'card'.
- Find 'cut' in the text and talk about how to read the word by segmenting it into 'c-u-t'. Identify 'pin' and 'leg' in the text and discuss how these words can also be read using this strategy. Have children complete **PW 50**, cutting out the letters and pasting them with the initial letters and pictures.
- Find 'legs' in the text. Cover up the 's' ending and have children identify the word 'leg'. Discuss how words are read differently if they end with 's'. Talk about how the 's' suffix can mean there is more than one, i.e. 'legs' means there is more than one leg. Find and discuss the word 'arms'. Brainstorm other words that end with 's'.

Vocabulary

- **Focus on high-frequency words:** 'cut', 'good', 'into', 'for', 'goes'. Write the words on cards and have children look closely at the letters. Have them count and record how many times they can find each letter of the alphabet in the words, e.g. 'There is one letter "u".'
- **Theme words/body parts:** Flip through the text and ask children to identify all the body parts mentioned—body, legs, arms and head. Brainstorm other body parts. Play a game of Simon Says and encourage children to identify their body parts.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.

Text conventions

- **Sentence features:** Discuss how sentences begin with capital letters and end with full stops. Turn to different pages of the text and have children identify the capital letters and full stops. Ask, *How many sentences are on this page?*
- **Upper- and lower-case letters:** Have children identify

upper- and lower-case letters in the text. Encourage them to find matching upper- and lower-case letters.

- **Exclamation marks:** Identify the exclamation marks in the text. Talk about how we use exclamation marks when we want to show something is important. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.
- **Commas:** Find the commas in the text. Talk about how readers pause when there is a comma. Model this to children and then have them use the text to practise this skill.

Writing

- Have children discuss the process of making a monkey as they did earlier. Ask, *What did you need? What did you do?* Model for the children how to write the instructions on the board. Have children complete **PW 51**, writing an instructional procedural in the first person about how to make a monkey. Encourage them to draw a picture of the steps involved.

► ELL engagement

- Provide children with a variety of craft materials, e.g. paper, glue, fabric and scissors. Encourage them to make different animals. Promote language during the activity by having children explain and share what they are doing.

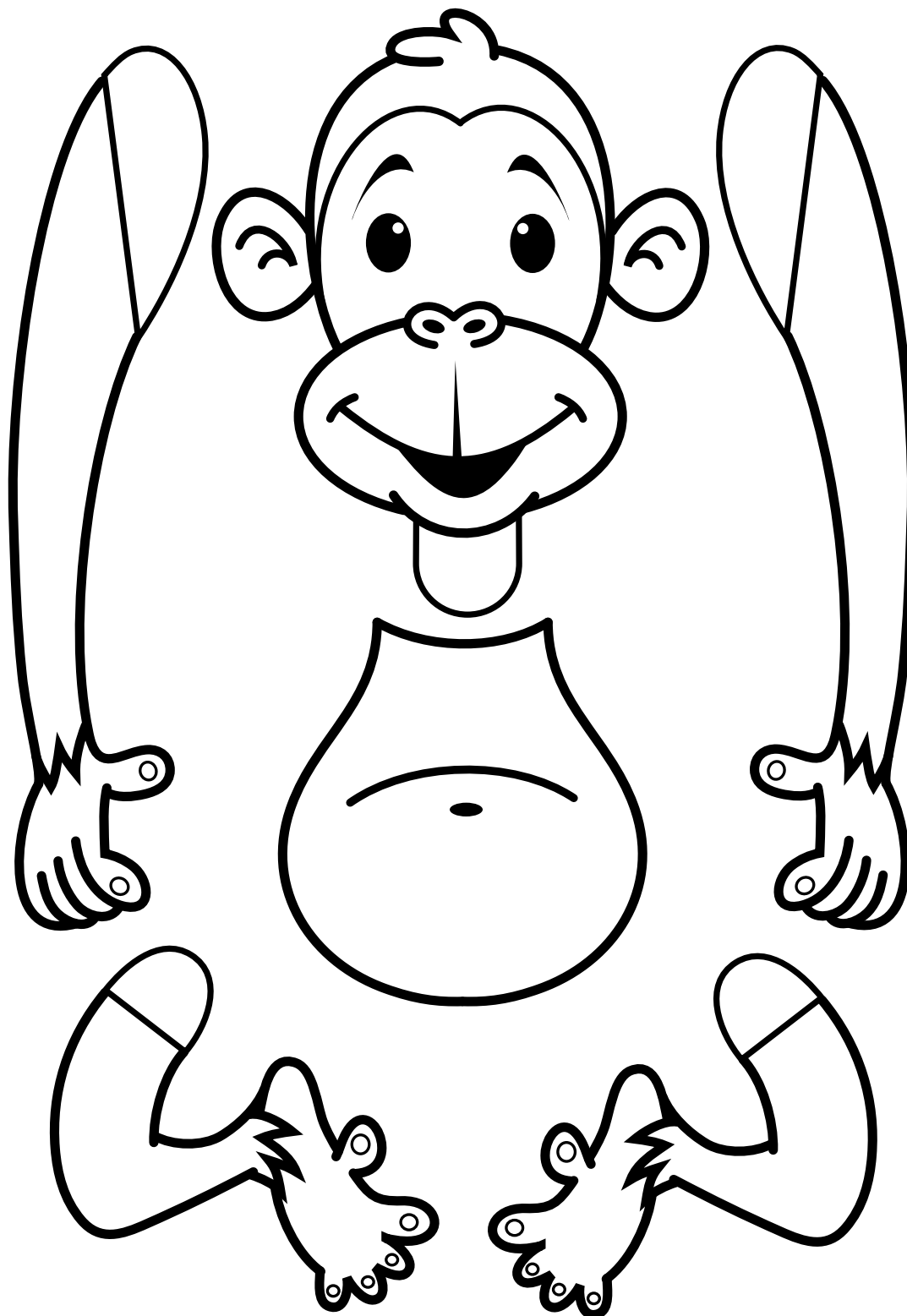
► Assessment

- PWs 49, 50 and 51 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 49 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Make a monkey

You will need: scissors, split pins, coloured pencils



Main teaching focus

Reading: Reading the text and following the instructions.

Other teaching focus

Comprehension: Recalling events of the text.

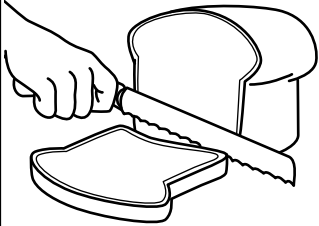
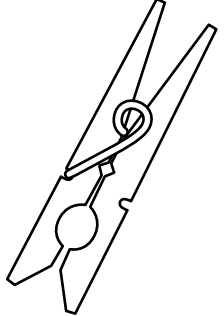
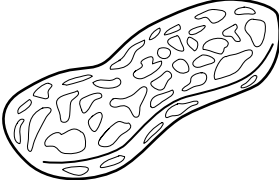
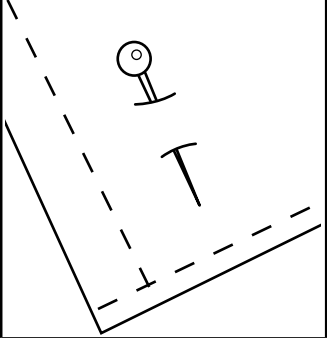
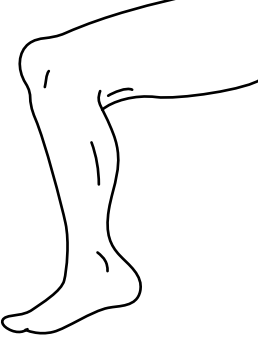
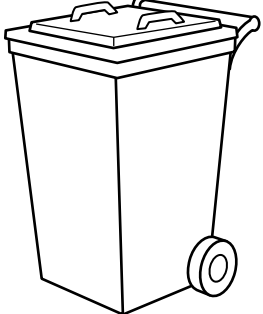
Teacher's note


Children colour and cut out the body parts, then join them together with the split pins.

Name: _____ Date: _____

CVC words

You will need: scissors, glue

c			p		
n			p		
l			b		

 i n u t e g i n u t e g

<p>Main teaching focus Phonemic awareness: Constructing CVC words.</p>	<p>Other teaching focus Phonemic awareness: Using initial letter sounds to read words.</p>	<p>Teacher's note Children cut out the letters at the bottom of the page and then match and paste them with the initial letters and pictures.</p>
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Name: _____ Date: _____

Writing: How to make a monkey



Main teaching focus

Writing: Writing a simple procedural in the first person. Retelling the steps of how they made the monkey.

Other teaching focus

Comprehension: Recalling events of the text.

Teacher's note

Children retell the steps of making the monkey by writing a simple procedural text. They then draw a picture underneath of how the monkey was made.

Cooking Pancakes



Level 5 Non-fiction Word count: 89 Text type: Procedural

HFW introduced:	an, cook/cooks, eat/eating, into
HFW consolidated:	are, for, goes, we, you
Linking texts:	<i>Surprise Pancakes for Mum</i> (fiction); <i>Digital Poster 'Pat-a-cake'</i>
Curriculum link:	me/family
Phonological awareness:	initial letter sounds; adjacent consonants 'fl' and 'sp'; segmenting CVC words; suffixes 's' and 'ing'; recognising words that look similar
Text summary:	A procedural text on how to make pancakes.

Tuning in

- Discuss 'cooking'. Ask, *Do you help Mum or Dad do any cooking? What things do you know how to cook? Talk about where people cook, what things people use when they cook and why people cook.*
- Talk about pancakes. Ask, *What are pancakes? Have you ever eaten a pancake? Do you like pancakes? What do pancakes look like? Talk about what people like to eat on their pancakes.*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you find the word 'cooking'? How did you know that word would be 'cooking'? Can you see any little words you know in that word? Discuss the picture on the front cover. Ask, What do you think is going to happen in the book? Have children predict what words might be in the text.*
- Flip through the book. Discuss the events and photographs in the text. Promote language that is used in the text. Discuss how the photographs help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What can you see? What would you use these things for? What do you think they are going to make?*

pages 4–5: Ask, *What are they putting in the bowl? What might they do next?*

page 6: Ask, *What are they putting in the bowl now? What is the egg going into? What was already in the bowl?*

page 7: Ask, *What else goes into the flour? How is he putting the milk into the bowl?*

pages 8–9: Ask, *What are they using to stir the ingredients? What is the spoon doing in the bowl?*

pages 10–11: Ask, *What can you see here? Would the pan be hot or cold? Why does the pan need to be hot? What is in the pan? What is happening to it? Why is it good that Mum is at the oven? Who is cooking the pancakes? What is Mum doing to the pancake?*

pages 12–13: Ask, *Would this pancake be hot or cold? What is happening to the top of the pancake?*

pages 14–15: Ask, *What is the boy cutting? Where do you think he is going to put the banana?*

page 16: Ask, *What are Mum and the boy doing now? Do you think they like the pancakes? How do you think the pancakes will taste?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense? Encourage children to go back and self-correct.*
- Ask children to predict what will happen on the next page and how the text might end.
- Have children relate the text to their own experiences. Ask, *Do you cook pancakes at home? What do you have on your pancakes? What else do you like to cook?*
- Talk about and discuss the different ingredients and utensils used throughout the text.
- Have children retell the text in their own words.
- Ask inferential questions such as: *Why are they mixing the ingredients in the bowl? Why is it a good idea for Mum to be at the oven? Why do you think they are making pancakes?*

After reading

Revisit areas that the children found challenging, relating to the meaning, structure and visual cues of the text. Discuss strategies and provide opportunities for children to consolidate specific skills, e.g. if they had difficulty with the word 'flour', discuss strategies such as sounding out, re-reading or looking at the photographs.

Choose from the following activities.

Comprehension

- **Sequencing:** Have children recall the steps in the text. Flip through the pages and have children explain what is happening. Ask, *What happened before this? What happened next?* Write sentences from the text on strips of paper. Support children in reading the sentences and have them sequence the events in the correct order. Ask children to draw pictures to illustrate the sentences. Have children complete

PW 52, cutting out sentences and sequencing them by matching to pictures.

- **Summarising:** Talk about what happened in the text. Ask, *What were the main things that happened?* Have children draw pictures that summarise what happened. Ensure they include the important parts of the text: putting everything in the bowl, mixing, putting the mixture into the pan, flipping the pancakes, adding the banana and eating. Encourage children to explain and discuss their drawings.

Phonological awareness

- Identify 'milk' and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'm'. What can you see in the photograph that starts with this sound?* Have children complete **PW 53**, working out unknown words by using the initial letters and the photographs.
- Talk about the adjacent consonants 'fl'. Say the two sounds and then blend them together. Brainstorm other words that begin with 'fl'. Discuss the adjacent consonants 'sp' and demonstrate how these letters are blended together. Brainstorm other 'sp' words.
- Find 'pan' in the text and discuss how to read the word by sounding 'p-a-n' and then blending the letters. Have children read the word using the strategy. Identify and discuss other words in the text that can be read using the same strategy, e.g. 'hot', 'yum'.
- Talk about the 's' suffix and how it changes the way we read a word. Have children find 'cooks' in the text. Ask them to cover the 's' suffix and identify the word 'cook'. Have children read the word with and without the 's' ending and compare how it is read.
- Find 'eating' in the text and discuss how it has an 'ing' ending. Talk about how an 'ing' ending changes the way we read the word. Brainstorm and record other words that end with 'ing'.
- Develop word awareness by discussing 'cook' and 'look'. Write the words next to each other and ask, *Can you see anything similar about these two words?* Talk about how some of their letters are the same and they sound the same. Brainstorm other words with the 'ook' sound.

Vocabulary

- **Visual recognition of high-frequency words:** 'an', 'cook/cooks', 'eating', 'into', 'are', 'goes', 'we', 'you'. Write these words on cards (two cards for each word) and have children play games such as Pairs and Snap.
- Have children focus on the letters in the words. Provide children with different writing materials such as crayons, felt pens, pencils and gel pens. Have them write the words over and over so they recognise the letter patterns.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise reading the text to each other smoothly and without stopping.

Text conventions

- **Sentence features:** Discuss how sentences begin with capital letters and end with full stops. Turn to different pages of the text and have children identify the capital letters and full stops. Ask, *How many sentences are on this page?*
- **Upper- and lower-case letters:** Have children identify upper- and lower-case letters in the text. Encourage them to find matching upper- and lower-case letters.
- **Exclamation marks:** Identify the exclamation marks in the text. Talk about how we use exclamation marks when we want to show something is important. Discuss how readers change their voice when there is an exclamation mark. Ask children to practise changing their tone when reading sentences with an exclamation mark.
- **Text emphasis/italic font:** Find the italic words in the text. Ask, *What is different about these words?* Discuss why they are in italics and how you can change your tone when you read words in a different font.

Writing

- Have children retell how the pancakes were made in the text. As a group, draw pictures of the utensils and ingredients that were needed. Then draw pictures of the steps involved in making the pancakes. Draw arrows between the pictures so that it looks like a flow chart. Have children explain the drawings. Have children complete **PW 54**, writing what was needed and how the pancakes were made.

► ELL engagement

- Collect the things needed to make the pancakes: 110g plain flour, 200ml milk mixed with 75ml water, 2 eggs, 50g butter (for frying), frying pan, spoon, bowl, oven top. As a group, use the text as a prompt to make the pancakes, then eat them. Use this as an opportunity to enhance and support children's language and vocabulary development. Encourage them to talk about what is happening and what they are doing. Have children draw pictures about the experience.

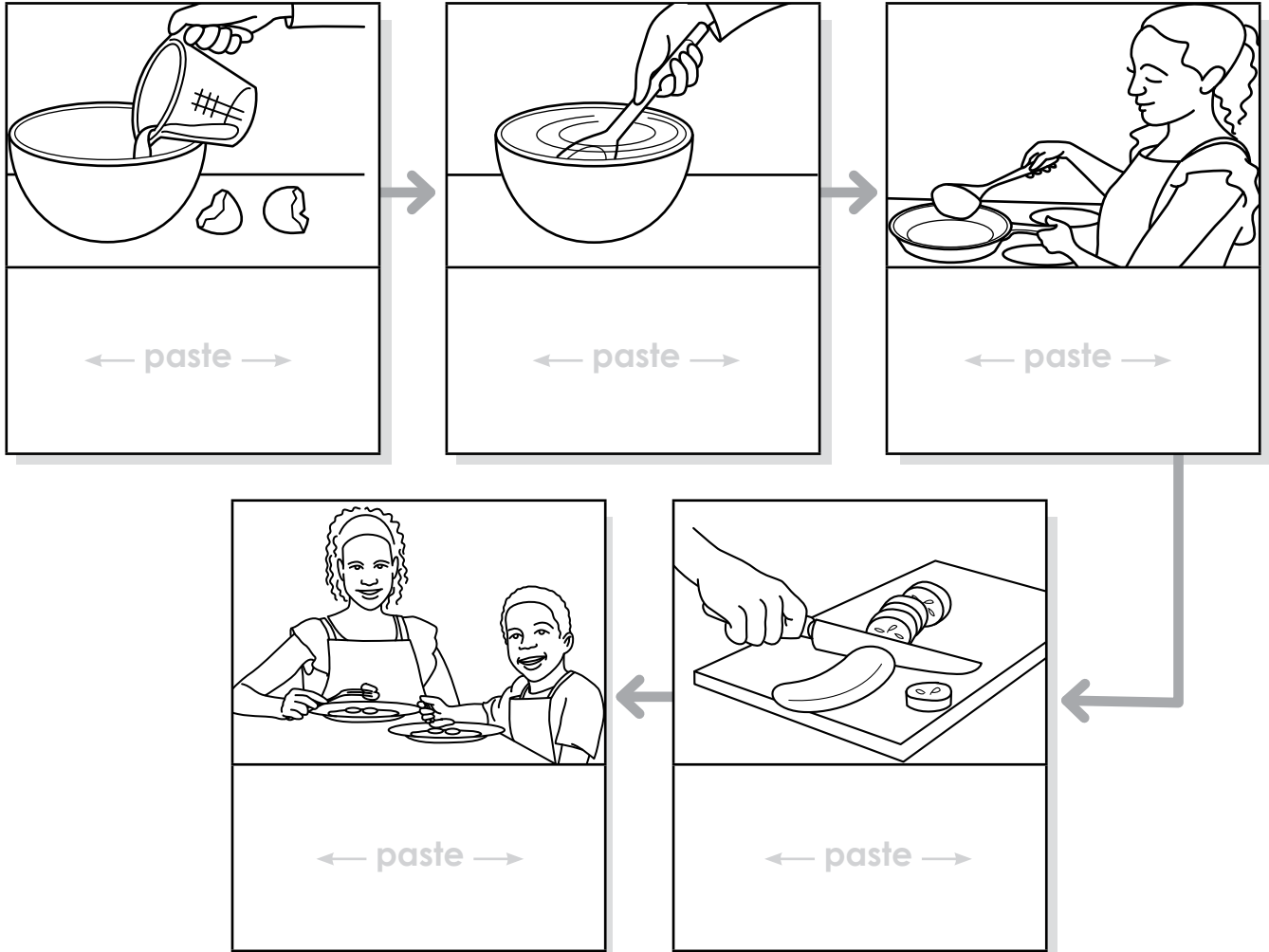
► Assessment

- PWs 52, 53 and 54 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 34 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Sequencing

You will need: scissors, glue



<p>We are eating the pancakes!</p>	<p>The spoon goes round and round.</p>	<p>This banana is for my pancake.</p>
<p>The pan is hot. Mum cooks the pancake.</p>	<p>The milk and egg go into the flour.</p>	<p></p>

<p>Main teaching focus Comprehension: Sequencing events of the text.</p>	<p>Other teaching focus Reading: Reading sentences and matching to pictures.</p>	<p>Teacher's note Children cut out the sentences and sequence them by pasting them underneath the matching pictures.</p>
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Name: _____ Date: _____

Matching sentences and pictures

You will need: scissors, glue

Here is the flour.



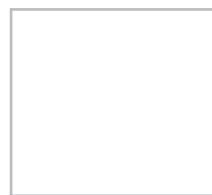
Here is the milk.



Here is an egg.



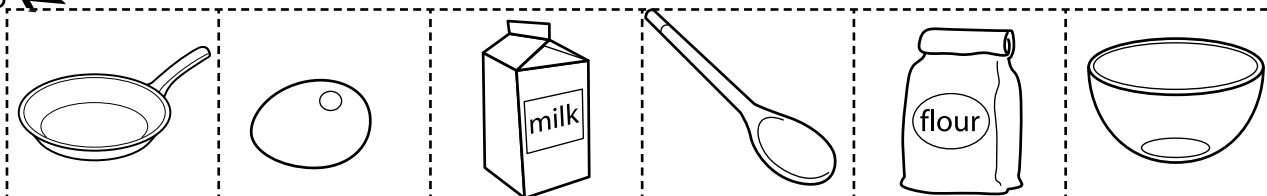
Here is a bowl.



Here is a spoon.



Here is a pan.



Main teaching focus

Phonemic awareness: Using initial letter sounds to help with reading words.

Other teaching focus

Vocabulary: Visual recognition of high-frequency words.

Teacher's note

Children cut out the pictures at the bottom of the page and paste them next to the matching sentences.

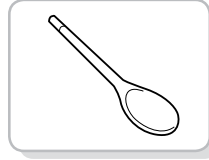
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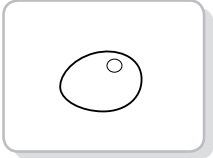
Date: _____

Making pancakes

We need:

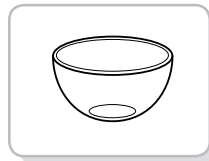




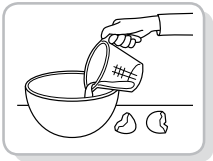


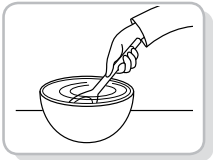




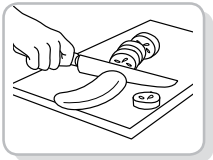


To make pancakes we:











Main teaching focus

Writing: Writing a simple recount and using sound-letter correspondence to spell words.

Other teaching focus

Comprehension: Recalling events of the text.

Teacher's note

Children record the items needed to make the pancakes and then write a simple recount of how the pancakes were made.

I Am Honest

Level 5

Non-fiction Word count: 95

Text type: description



HFW introduced: eat/ing, into, jump/ing, run/running

HFW consolidated: goes, into, oh

Programme links: *I Am Honest E-Book*
Be Honest (fiction)

Curriculum links: me/family, citizenship

Text summary: Read about how a girl always goes to her dads when something goes wrong. Then one of her dads comes to her when he has an accident!

Tuning in

- Talk about being honest. Ask, *What does it mean to be honest? Why is it important to be honest?* Have children think of a time they have been honest.

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high frequency words in the title?*
- Discuss the cover photo and encourage children to make predictions about the text. Ask, *What can you see? What is the girl holding? What do you think has happened to the pot? What should the girl do if she broke the pot? How might she feel if she broke the pot?*
- Flip through the book. Encourage discussions about the events and photos. Discuss how pictures can help us to understand the meaning of the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *Where is the girl? What is she doing? What is she jumping in? Oh, no! Where is the mud? How do you think the mud got on the floor?*

pages 4–5 Ask, *Who has the girl gone to? What do you think she might say to her dad? Is she being honest? What might her dad say?*

pages 6–7 Ask, *Where is the girl now? What is she doing? What is she eating? Oh, no! What happened to the cereal? Where is the cereal now? Why do you think it is on the floor?*

pages 8–9 Ask, *Who has the girl gone to? What do you think she is saying to her dad? Is she being honest? What do you think her dad will do?*

pages 10–11 Ask, *Where is the girl now? What is she doing in the house? Oh, no! What has happened to the pot on the floor? How did the pot break? What should the girl do?*

pages 12–13 Ask, *Who has the girl gone to? What do you think she is saying to her dad? Is she being honest? What might her dad do?*

pages 14–15 Ask, *Where is her dad? What is her dad holding? Oh, no! Where is the little cake? Why do you think the little cake is on the floor?*

page 16 Ask, *Who has the dad gone to? What do you think he is saying? Is he being honest?*

Reading the text

Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.

Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you work out this word? Did that make sense?*

- Encourage children to look at the photos. Ask, *Can the pictures help us work out the meaning of the word?*
- Have children predict what might happen on the next page and how the text might end. Ask, *What might we learn about being honest? How might this girl be honest in the story?*
- Have the children relate the text to their own experiences. Ask, *Have you ever had an accident before? How have you been honest?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What did the girl do in the story? How did she show that she was honest?*
- Ask inferential questions, such as, *How did the muddy footprints get on the floor? What should the girl and her dad do about the mud on the floor? How do you think her dad feels when she shows him the cereal on the floor?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consolidate specific skills. For example, if children had difficulty with the word 'cereal' discuss strategies such as sounding out, re-reading or looking at the photo.

Choose from the following activities.

Comprehension

- **Recall:** Write sentences from the text onto strips of paper. Provide children with pieces of paper and pencils. Have them take a strip of paper, read the sentence and draw a picture to match. When all the sentence strips have matching drawings, collect them and jumble them up. Then have children sort and match the sentences and pictures. Have children complete **PW 55**.
- **Cloze:** Flip through the book and ask children to explain

how the girl was being honest. Copy sentences from the text onto paper but leave a word out in each sentence, for example, 'The mud is on the _____.' As a group, discuss strategies for working out the missing word. Talk about gaining meaning from the sentence and thinking about what word would make sense. Fill in the missing word. Have children re-read the sentence to check the meaning. Repeat with other sentences.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'ot' on the board and explain the strategy of saying 'ot' rather than 'o-t'. Record other vowel and consonant blends from the text such as 'un', 'ad', 'ud' and 'um'.
- Discuss the initial consonant blend 'fl'. Write these blends on the board and talk about how when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with 'fl'.
- Talk about the suffix 'ing' and the sound these letters make when they are together. Have children find words with 'ing' endings in the text. Discuss how we can add 'ing' to other words we know. Brainstorm and record words with an 'ing' suffix. Have children complete **PW 56**.

Vocabulary

- *Visual recognition of high frequency words:* 'eat', 'eating', 'goes', 'into', 'jump', 'jumping', 'oh', 'run', 'running.' Have children locate these words in the text. Write the high frequency words onto cards (two cards per word) and have children play games such as Tic Tac Toe and Memory.
- Have children write the high frequency words and then draw a box around the letters to see the shape that the word creates. Have children complete **PW 57**.

Fluency

- Talk about the concept of reading fluently – smoothly and without stopping. Use the text to model how to read fluently. Have children practise by reading the text to each other smoothly and without stopping.

Text conventions

- *Full stops:* Talk about how full stops are used at the end of a sentence. Flip through the book and ask children to count the full stops on each page.
- *Upper- and lowercase letters:* As a group, discuss upper- and lowercase letters. Ask them to identify upper- and lowercase letters in the text. Point to different letters in the text and ask, *Is this an uppercase letter or a lowercase letter?* Discuss how uppercase letters are used at the beginning of sentences.

- *Book features:* Have children talk about what is on the front cover of the book. Discuss how it shows the title and author. Have children look at the photo on the front cover. Ask, *Why do you think this is a good picture to have on the front cover?*
- *Exclamation marks:* Talk about how exclamation marks influence the way the text is read. Explain how we use exclamation marks when we want to show something is important or exciting. Ask children to practice reading sentences with an exclamation mark.

Writing

- Discuss how the girl in the story had lots of accidents. Ask, *Have you ever had lots of accidents? What did you do? How did you feel?* Have children write a recount about their experience. Encourage them to use sound-letter correspondence when writing unknown words. Have them draw a picture to match their writing.

► ELL engagement

- Discuss what makes a good friend. Ask, *Would a good friend need to be honest? Why is it important to be honest with your friends?* Talk about other things good friends do, such as sharing and listening. Provide children with paper and pens. Have them design a poster about being a good friend. Encourage them to write and draw things that good friends should do.

► Assessment


- PWs 55, 56 and 57 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 55 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Sentence picture match

You will need: scissors, glue





Oh, no! The cereal is on the floor.

I go to my dad.

Look at me!
I jump in the mud.

Look at me!
I eat cereal.

I go to my dad.

Oh, no! The mud is on the floor.

Main teaching focus

Comprehension: Matching sentences and pictures; Gaining meaning from text.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note


Children cut out the sentences, read, and paste them with the matching pictures.


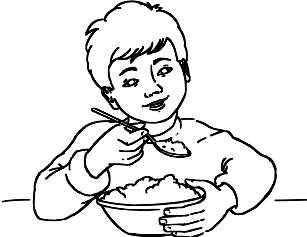



Name: _____

Date: _____

'ing' words

You will need: coloured pencils, scissors, glue, paper



	<p>running</p>
	<p>eating</p>
	<p>jumping</p>
	<p>looking</p>
	<p>going</p>

Main teaching focus
Graphophonics: 'ing' suffix

Other teaching focus
Phonemic awareness: Recognising beginning and ending sounds in words.

Teacher's note
Children cut out the puzzle pieces. They match each 'ing' word with its picture and paste them together on a piece of paper.

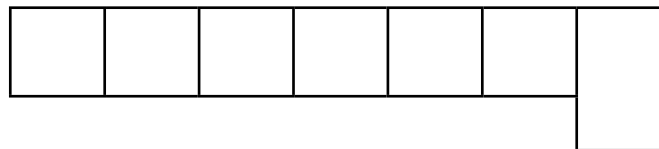
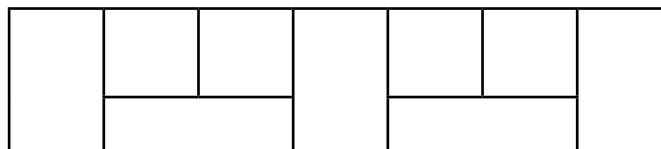
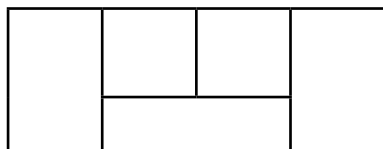
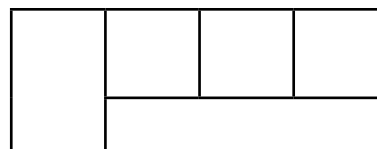
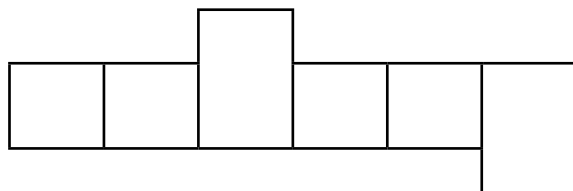
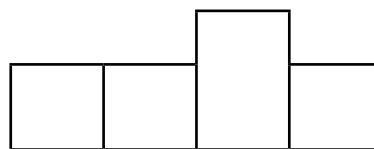
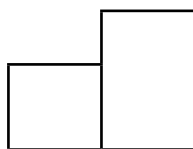
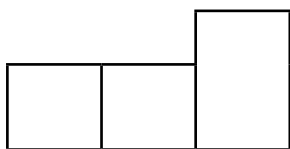
Name: _____

Date: _____

Word shapes

You will need: a pencil

eat eating jump jumping run running goes into oh



Main teaching focus

Vocabulary: Visual recognition of high frequency words.

Other teaching focus

Phonemic awareness: Recognising beginning and ending sounds in words.

Teacher's note

Children look closely at the shape of the letters in the high frequency words. They write the words into the boxes where the letters fit.

Animal Foods

Level 5 Non-fiction Word count: 105 Text type: informational



HFW introduced: black, eating

HFW consolidated: are, for, looking, you

Programme links: *Animal Foods E-Book*
Molly Mouse Has a Party (fiction)

Curriculum links: environment, science, animals

Text summary: Learn about the foods a black bird, lion, monkey, green frog, dolphin, and kangaroo eat when they are hungry.

Tuning in

- Talk about foods that people eat. Ask, *What different types of food do we eat? What do you like to eat when you are hungry?* Discuss how people eat meat, vegetables and grains. As a group, make a list of foods that we eat for breakfast, lunch and dinner.
- Discuss where we get our food from. Encourage children to think about how we can get our food from the supermarket or other store. Ask, *Where would animals get their food?*

Book walk

- Introduce the text. Give each child a copy of the book.
- Read the title. Ask, *How many words are in the title? Can you see any high frequency words in the title?*
- Discuss the cover photos and encourage children to make predictions about the text. Ask, *What can you see? What are the animals doing? What are they eating? Are the animals eating the same foods? Where do you think they found their food? What foods might other animals eat?*
- Flip through the book. Encourage discussions about the events and photos. Discuss how photographs can help us to understand the meaning of the story and assist us with reading unfamiliar words. When questioning, use vocabulary from the text.

pages 2–3 Ask, *What animals can you see? What might the animals do when they are hungry? What foods do you think they will look for when they are hungry?*

pages 4–5 Ask, *Can you see the black bird? What is the black bird doing? Where is it looking for food? What is the black bird eating?*

pages 6–7 Ask, *Can you see the lion? Do you think the big lion is hungry? What is the big lion eating?*

pages 8–9 Ask, *Where is the monkey? Do you think the monkey is hungry? Where is it looking for food? What is the monkey eating?*

pages 10–11 Ask, *Where is the green frog? Do you think the green frog is hungry, too? What is the green frog eating?*

pages 12–13 Ask, *Where is the dolphin? What is the dolphin doing? Do you think the dolphin is hungry? What is the dolphin eating?*

pages 14–15 Ask, *Can you see the kangaroo? Is the kangaroo hungry? What is the kangaroo eating?*

page 16 Ask, *Where is the baby kangaroo? What is it eating?*

Reading the text

Have children read aloud independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.

Identify words children are having difficulty with and discuss decoding and comprehension strategies. Ask, *How could you figure out this word? Did that make sense?*

- Encourage children to look at the illustrations. Ask, *Can the pictures help us work out the meaning of the word?*
- Have children predict what might happen on the next page and how the text might end. Ask, *What might we learn about animal foods? What foods might the animals eat?*
- Have the children relate the text to their own experiences. Ask, *What do you like to eat when you are hungry? Have you seen animals looking for food or eating?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What did we learn about animal food? What animals were in the text? What foods did they eat?*
- Ask inferential questions, such as, *Where do the animals look for their food? Why do you think animals eat different foods? Why does a dolphin eat fish instead of grass? Can you think of any other animals that eat fruit?*

After reading

Focus on meaning, structure, and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consolidate specific skills. For example, if children had difficulty with the word 'meat' discuss strategies such as sounding out, re-reading or looking at the illustration.

Choose from the following activities.

Comprehension

- **Recall:** Have children recall the animals that were in the text. Then have them discuss the food that each animal ate. Provide children with pieces of paper. Have them each draw a picture of an animal on one piece of paper and the food it ate on another piece of paper. Collect and jumble up the pictures and have children sort and match the animals and foods. Have children complete **PW 58**.
- **Sequencing:** Copy a sentence from the text onto cards

(one word per card). Mix up the cards and have children sequence the cards back into the correct order. Discuss strategies such as putting the uppercase letter at the start, the full stop at the end and re-reading to make sure it makes sense. Have children complete **PW 59**.

Phonological awareness

- Find the word 'dolphin' in the text and discuss how looking at the initial letter can help with reading the word. Say, *This word starts with the sound 'd'. What can you see in the photo that starts with this sound?* Repeat with other words in the text, such as 'lion', 'meat' and 'fruit'.
- Discuss the strategy of blending sounds. Write the letters 'ig' on the board and explain the strategy of saying 'ig' rather than 'i-g'. Record other vowel and consonant blends from the text such as 'an', 'ug' and 'un'.
- Discuss the initial consonant blends 'gr', 'fr' and 'bl'. Write these blends on the board. Then talk about how, when these letters are next to each other, we blend the sounds together rather than sounding the letters separately. Brainstorm and record words that begin with each of these blends.
- Talk about how the 's' suffix changes the way we read a word. Have children find 'bugs' in the text. Discuss how the 's' on the end of the word means there is more than one bug. Find 'animals' in the text and discuss the 's' ending. Brainstorm and record other words that end in 's'. Have children practise reading the words with and without the 's' ending.
- Find 'looking' in the text and discuss how it has an 'ing' ending. Talk about how an 'ing' ending changes the way we read the word. Have children cover the 'ing' ending and identify the word 'look'. Repeat with the word 'eating'. Brainstorm and record other words that end with 'ing'.

Vocabulary

- *Visual recognition of high frequency words:* 'are', 'black', 'eating', 'for', 'looking', 'you'. Have children locate these words in the text. Write the high frequency words onto cards (two cards per word) and have children play games such as Memory.
- Have children use magnetic letters to make the high frequency words. Then have them copy the words by writing them in the same colors as the magnetic letters. For example, if they make the word 'for' and 'f' is red, 'o' is blue, and 'r' is yellow, then children would write the word in those colours.

Fluency

- Talk about the concept of reading fluently – smoothly and without stopping. Use the text to model how to read fluently. Have children practise by reading the text to each other smoothly and without stopping.

Text conventions

- *Full stops:* Talk about how full stops are used at the end of a sentence. Flip through the book and ask children to count the full stops on each page.
- *Upper- and lowercase letters:* As a group, discuss upper-

and lowercase letters. Ask them to identify upper- and lowercase letters in the text. Point to different letters in the text and ask, *Is this an uppercase letter or a lowercase letter?* Discuss how uppercase letters are used at the beginning of sentences.

- *Book features:* Have children talk about what is on the front cover of the book. Discuss how it shows the title and author. Have children look at the photos on the front cover. Ask, *Why do you think they are good pictures to have on the front cover?*
- *Question marks:* Identify the question marks in the text. Discuss how question marks are used at the end of a questions instead of a period.
- *Word awareness:* Discuss the concept of sentences being made up of words. Have children look at the number of words on each page. Ask, *How many words are there on this page? How many sentences are on this page?* Compare the number of words and sentences on different pages.

Writing

- Have children think of the foods they like to eat when they are hungry. Have them write sentences about what they like to eat for breakfast, lunch and dinner. Children can draw a picture to match their writing.

► ELL engagement

- Discuss animal habitats. Have children look at the pictures of the animals in the text. Encourage them to also look at their habitats. Ask questions that encourage children to think about the animals' habitats, such as, *Where does the dolphin live? What type of environment does the lion live in? What animals might live in the pond?* As a group, draw large pictures of different environments, for example, forests, deserts, oceans and grasslands. Have children draw animals in the habitats. Encourage them to think of multiple animals for each habitat. They can then also draw the animals' foods in the picture. Have children complete **PW 60**.

► Assessment

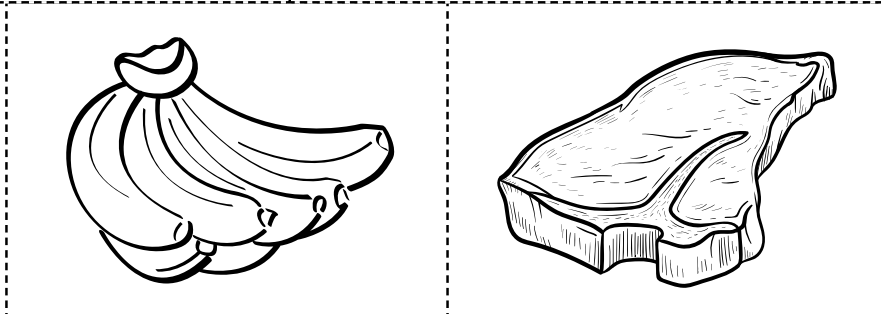
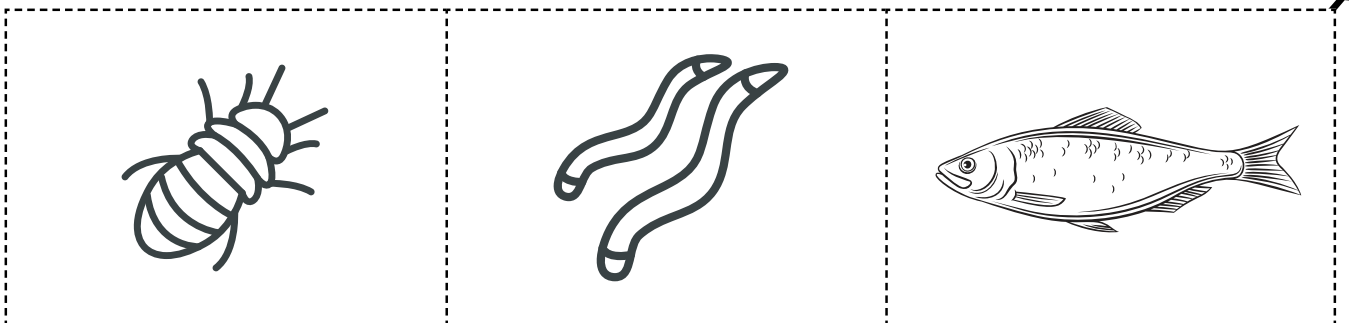
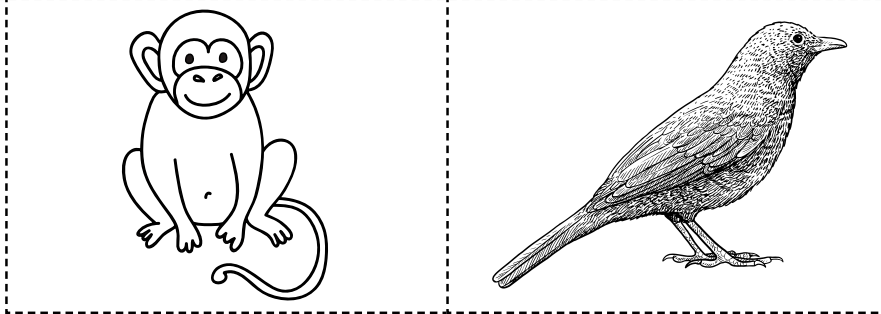
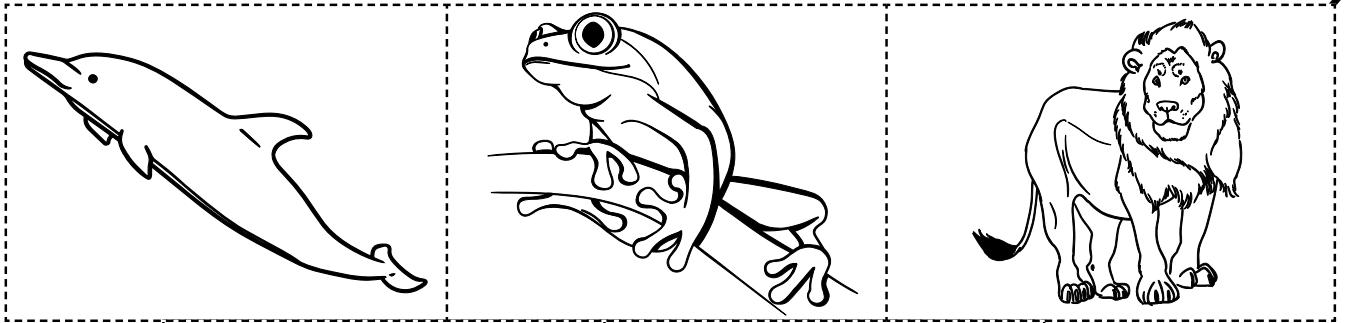
- PWs 58, 59 and 60 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 58 could be kept in the child's portfolio
- Complete Running Record

Name: _____

Date: _____

Animal food match

You will need: scissors, glue, piece of paper



Main teaching focus

Comprehension: Recalling information from the text.

Other teaching focus

Comprehension: Comparing and contrasting information in a text.

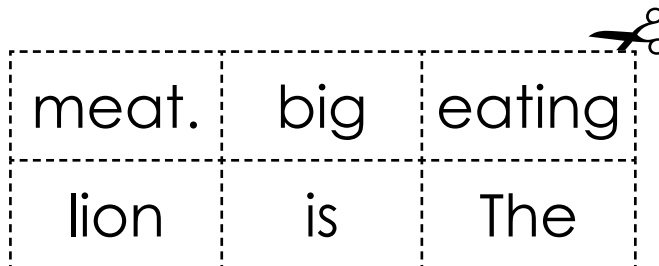
Teacher's note

Children cut out the pictures. Then they match the animals with their food and paste them together on a piece of paper.

Name: _____ Date: _____

Sentence sequencing

You will need: scissors, glue, coloured pencils



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Main teaching focus

Comprehension: Sequencing words to form a sentence.

Other teaching focus

Text conventions: Sentence features – Uppercase letters and full stops.

Teacher's note

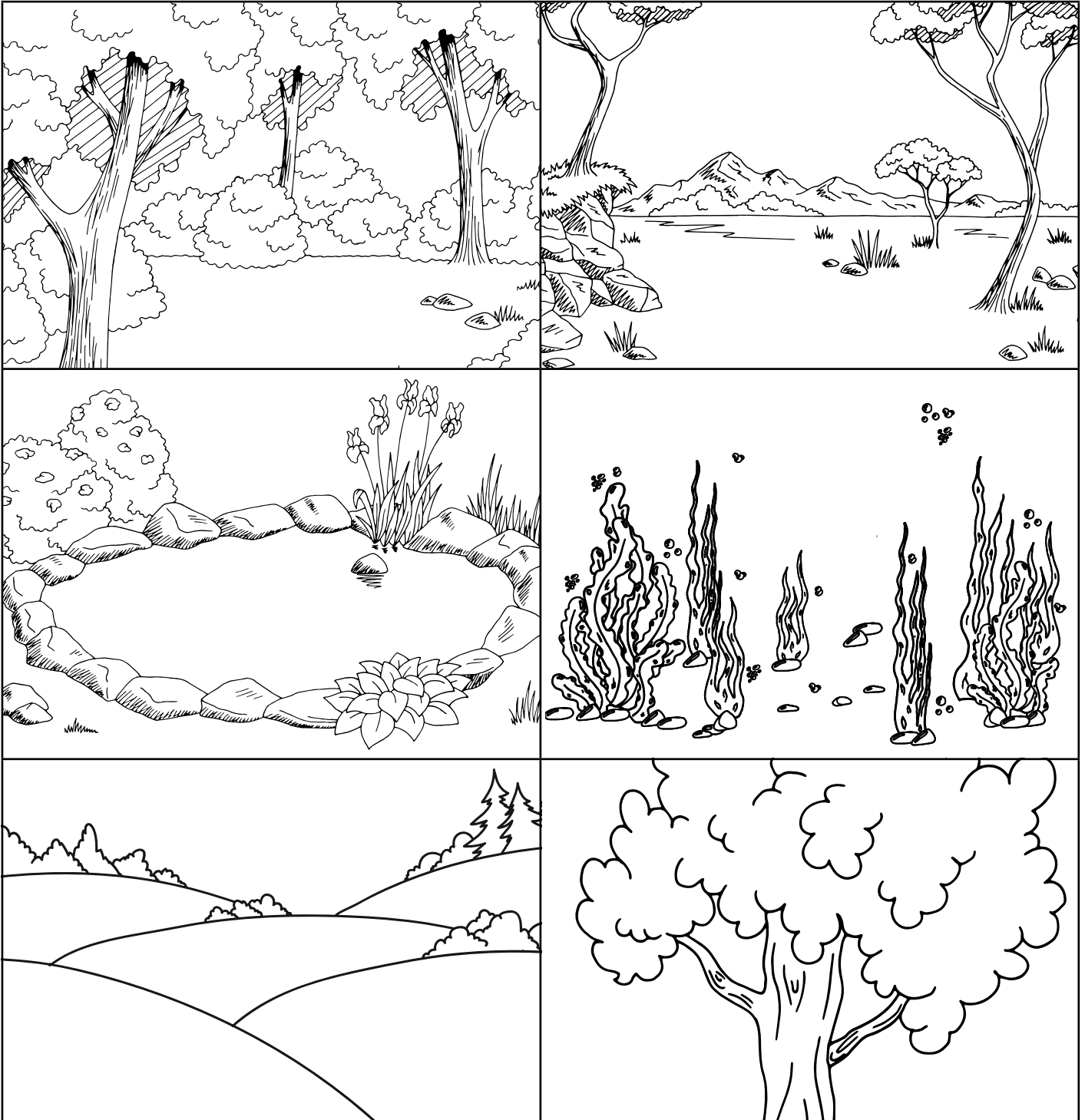
Children cut out each word, sequence and paste them onto the paper to form a sentence. Encourage children to read the sentence and draw a picture to match.

Name: _____

Date: _____

Animal habitats

You will need: coloured pencils



Main teaching focus

Oral language development: Theme words – animal habitats

Other teaching focus

Oral language development: Comparing and contrasting

Teacher's note

Children draw pictures of animals that would live in each habitat. They can also draw pictures of the animals' food in each habitat.



Running Record

Name: _____ Age: _____ Date: _____

Text: *Sleepy Little Caterpillar*

Level: 3

Running words: 73

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Look!			
	Here comes Little Caterpillar.			
4	Little Caterpillar is sleepy.			
	Little Caterpillar looks at the pot.			
6	"This pot is too big,"			
	said Little Caterpillar.			
8	Little Caterpillar looks at the log.			
10	"This log is too big,"			
	said Little Caterpillar.			
12	Little Caterpillar looks at the leaf.			
	"This leaf is little,"			
	said Little Caterpillar.			
	"I can go up the leaf."			
14	Up, up, up!			
15	Little Caterpillar is on the leaf.			
	Little Caterpillar is sleepy.			
16	Here comes Little Butterfly.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Lea is Hungry*

Level: 3

Running words: 76

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"I am hungry," said Lea.			
4	"I am hungry, too," said Dad.			
6	"Here is a sandwich," said Dad. "No," said Lea. "The sandwich looks too big."			
8	"Here is a banana," said Dad. "No," said Lea. "The banana looks too big."			
10	"Here is a pear," said Dad. "No," said Lea. "The pear looks too big."			
12	"Look!" said Lea. "I can see a little carrot."			
14	"The little carrot is my lunch."			
16	"The big sandwich is my lunch," said Dad.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Minibeasts*

Level: 3

Running words: 76

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Look down here.			
	Here comes a little worm.			
4	The little worm is down the hole.			
	The hole is little.			
6	Look up here.			
	Here comes a little caterpillar.			
8	The little caterpillar is on the leaf.			
	The leaf is little.			
10	Look down here.			
	Here comes a little ant.			
12	The little ant is in the nest.			
	The nest is big.			
14	Look up here.			
	Here comes a little spider.			
	The little spider is on the web.			
16	The web is big.			
	Totals			

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Running Record

Name: _____ Age: _____ Date: _____

Text: *My Big Sandwich*

Level: 3

Running words: 82

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Here is the bread. Here is the butter. Here is the knife.			
3	The butter goes on the bread.			
4	Here is the lettuce. Here is the tomato.			
5	Here is the carrot. Here is the cheese.			
6	The lettuce looks little.			
7	It goes on the bread.			
8	The tomato looks little.			
9	It goes on the bread, too.			
10	The carrot looks little.			
11	It goes on the bread, too.			
12	The cheese looks little.			
13	It goes on the bread, too.			
14	The bread goes on.			
16	Here is my big sandwich.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Baby Dinosaur Can Play*

Level: 4

Running words: 89

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Here is Baby Dinosaur.			
3	Here is Father Dinosaur.			
4	"We can play," said Baby Dinosaur. "We can go up and down the hill."			
6	"Look!" said Baby Dinosaur. "I can see a little dinosaur. The little dinosaur can play, too."			
8	The little dinosaur ran down the big hill.			
10	"Come here," said Baby Dinosaur. "We can play."			
12	"No!" said the little dinosaur. "You are too big and I am too little."			
14	"Come on!" said Father Dinosaur. "You can play, too."			
16	Baby Dinosaur and the little dinosaur ran up and down the hill.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *The Lost Sock*

Level: 4

Running words: 86

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"Look, Dad!" said Kate. "My sock is not here."			
4	"Look!" said Dad. "Here is a <i>pink</i> sock. Here is a <i>green</i> sock, too."			
6	"I can look for the lost socks," said Dad.			
8	Dad looked and looked. "Here is the <i>green</i> sock," said Dad. "Here is the <i>pink</i> sock, too!"			
10	"Look!" shouted Dad. "Here is my sock."			
12	Kate looked too. "Dad," said Kate. "This is not my sock."			
14	"Look, Dad!" shouted Kate. "Here is Max and here is my lost sock!"			
16	"Look at my socks!" said Kate.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Can Squirrel Hide the Acorn?*

Level: 4

Running words: 91

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"Look at the big acorn," said Squirrel. "This acorn is for me."			
4	"I can hide the acorn," said Squirrel. "I can hide it in this den."			
6	"No!" said Bear. "The acorn cannot go here."			
8	"I can dig and dig," said Squirrel. "I can hide the acorn in this hole."			
9	"No!" said Mouse. "The acorn cannot go here."			
10	"I can hide the acorn in this log," said Squirrel.			
12	"Oh, no!" said Squirrel. "I cannot hide the acorn here."			
14	"I cannot hide the acorn," said Squirrel.			
15	"This acorn is for me!" said Squirrel.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *The Red Cart*

Level: 4

Running words: 90

Summary: _____

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Page no.		Errors	Self-corrections	Reading Strategies
2	"I am going to play," said Duck. "I can pull the red cart."			
4	"Look!" said Hen. "I see a red cart. I can go in the red cart." <i>Shhhh!</i>			
6	"I can go in the red cart, too," said Goat. <i>Shhhh!</i>			
8	"Look!" said Sheep. "I see a red cart. I can go in the red cart." <i>Shhhh!</i>			
10	"I can go in the red cart, too," said Mouse. <i>Shhhh!</i>			
12	"Oh, no!" said Duck. "I cannot pull the red cart."			
14	"Look!" said Duck. "The red cart is going down!"			
16	"We can play!" said Duck.			
Totals				

Running Record

Name: _____ Age: _____ Date: _____

Text: *My Dinosaurs*

Level: 4

Running words: 81

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Here are my dinosaurs.			
4	This dinosaur is big.			
5	This dinosaur is little.			
6	My big dinosaur is looking at the water.			
7	My big dinosaur goes in the water.			
8	My little dinosaur is looking at the water.			
9	My little dinosaur goes in the water, too!			
10	Up, up, up, goes my little dinosaur. It goes on the rock.			
12	My big dinosaur is in the leaves. Can you see it?			
14	My little dinosaur is in the grass. Can you see it?			
16	You can play, too!			
Totals				

Running Record

Name: _____ Age: _____ Date: _____

Text: *Shopping for Socks*

Level: 4

Running words: 81

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Mum and I look for socks.			
4	Here are the socks.			
6	This sock is <i>black</i> and this sock is <i>red</i> .			
8	This sock is big. It is too big for me.			
10	This sock is little. It is too little for me.			
12	We look for socks. The socks are for me. We look and look. We look at the socks.			
14	The <i>green</i> socks are not too big for me. The <i>green</i> socks are not too little for me.			
16	The <i>green</i> socks are for me!			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Autumn*

Level: 4

Running words: 79

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	It is autumn. I am in the park. My friend is in the park, too.			
4	Look at the leaves. The leaves go down, down, down.			
6	Look! I am playing in the leaves.			
8	My friend can play in the leaves, too!			
10	I can see orange leaves. I can see yellow leaves. I can see red leaves, too.			
12	The leaves go up, up, up.			
14	Look! The little squirrel can play in the leaves, too.			
16	Look! It is autumn in the park.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Push and Pull*

Level: 4

Running words: 75

Summary: _____

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Page no.		Errors	Self-corrections	Reading Strategies
2	Here is my truck.			
	I can pull my truck.			
4	I can push			
	my truck, too.			
6	It goes down the road.			
	Look at my door.			
8	I can pull my door.			
	I can push my door, too.			
10	It shuts.			
	Here is my cart.			
12	I can pull my cart.			
	My mum can			
	push my cart.			
14	My cart goes			
	up and down.			
16	Look at my swing.			
	My mum can push my swing.			
	My swing goes			
	up and down.			
Totals				

Running Record



Name: _____ Age: _____ Date: _____

Text: *Min Monkey*

Level: 5

Running words: 104

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"Look! Look!" said Min Monkey.			
3	"Look at me! I am up here in a tree."			
4	"Come down, you silly little monkey!" shouted Grandpa Tut.			
5	"Big Eagle is up in that tree. He looks hungry to me!"			
6	"I cannot see Big Eagle," said Min Monkey.			
7	"He is not here."			
8	"Come down!" shouted Grandpa Tut. "No! No! No!" said Min Monkey. "Go away!"			
9	"You are a silly little monkey," said Grandpa Tut.			
11	Down, down, down, went Big Eagle.			
12	" Oh, no! " said Min Monkey, and 1, 2, 3 he ran down that tree.			
14	"Come in here," said Grandpa Tut. "You are a silly little monkey!"			
16	Big Eagle went away!			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Surprise Pancakes for Mum*

Level: 5

Running words: 98

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"Alex," said Dad. "Where is Mum?"			
4	"She is in bed," said Alex. "I can cook pancakes for Mum. It is a big surprise!"			
6	"I can cook the pancakes, too," said Dad. Dad and Alex cooked the pancakes.			
8	"Mum can eat this pancake," said Dad. "She can eat this banana, too," said Alex. "It can go on the pancake."			
10	"Oh, no!" said Alex. "Where is Mum? She is not in bed."			
12	"Alex," said Mum. "Where are you?"			
14	Alex jumped up! Dad jumped up, too! " Surprise! " shouted Alex. " Surprise! " shouted Dad.			
16	"Here is a surprise pancake for you," said Alex.			
Totals				

Running Record



Name: _____ Age: _____ Date: _____

Text: *Be Honest*

Level: 5

Running words: 107

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"We can play," said the horse.</p> <p>"I am not looking.</p> <p>You can run away.</p> <p>1, 2, 3! Go!"</p>			
4	The cow ran away.			
5	The goat ran away, too.			
6	<p>The horse looked at the cow.</p> <p>He looked at the goat, too.</p>			
8	<p>"I can see you," said the horse.</p> <p>"Oh!" said the cow.</p>			
10	<p>"I can see you," said the horse.</p> <p>"Oh!" said the goat.</p>			
12	<p>"I ran away, and the horse looked at me," said the cow.</p> <p>"The horse looked at me, too," said the goat.</p>			
14	<p>"I looked at you," said the horse.</p> <p>"I am sad."</p>			
16	<p>"It is good to come to me," said the goat.</p> <p>"We can play," said the cow.</p>			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Molly Mouse Has a Party*

Level: 5

Running words: 77

Summary: _____

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Page no.		Errors	Self-corrections	Reading Strategies
2	"It is my party," said Molly Mouse. "The balloons go here!"			
4	Tap! Tap! "Can I come in?" said the rabbit.			
5	"You can come to my party," said Molly Mouse.			
6	Tap! Tap! "Can I come in, too?" said the bird.			
7	"You can come to my party," said Molly Mouse.			
8	BANG! BANG! "Can I come in?" said the fox. "I am hungry!"			
9	"No!" said Molly Mouse. "Go away!"			
10	"Yum!" said the fox. The rabbit looked. The bird looked, too.			
Totals				

Running Record



Name: _____ Age: _____ Date: _____

Text: *Make a Monkey*

Level: 5

Running words: 103

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Here is a monkey!			
3	This is for the monkey.			
4	Cut the card.			
5	Cut the head for the monkey. Cut the body for the monkey.			
6	Cut the arms for the monkey.			
7	Cut the legs for the monkey.			
8	Look at the head. Look at the body.			
9	The head and the body go here.			
10	A pin goes into the body and the head.			
12	Look at the arms. A pin goes into the body and the arm.			
13	A pin goes here, too.			
14	Look at the legs. A pin goes into the body and the leg.			
15	A pin goes here, too.			
16	Here is the monkey. It looks good!			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Cooking Pancakes*

Level: 5

Running words: 89

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	You can cook pancakes. Here is the flour. Here is the milk. Here is an egg.			
3	Here is a bowl. Here is a spoon. Here is a pan.			
4	The flour goes into the bowl.			
6	The egg goes into the flour.			
7	The milk goes into the flour, too!			
8	Here is a spoon. The spoon goes <i>round</i> and <i>round</i> .			
10	Here is a pan. The pan is hot.			
11	Mum cooks the pancake.			
12	This pancake is hot! Look at the bubbles.			
14	This banana is for my pancake.			
16	We are eating the pancakes! Yum!			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *I Am Honest*

Level: 5

Running words: 72

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Look at me! I am jumping. I jump in mud. Oh, no! The mud is on the floor.			
4	I go to my dad.			
6	Look at me! I am eating. I eat cereal. Oh, no! The cereal is on the floor.			
8	I go to my dad.			
10	Look at me! I am running in the house. I run into a pot. Oh, no! The pot is on the floor.			
12	I go to my dad.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Animal Foods* Level: 5 Running words: 81

Summary: _____

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Page no.		Errors	Self-corrections	Reading Strategies
2	Look at the animals. The animals are hungry.			
4	Can you see the black bird? It is looking for food.			
5	The black bird is eating a worm.			
6	Can you see the big lion? It is hungry, too.			
7	The big lion is eating meat.			
8	Look at the monkey. It is hungry.			
9	The monkey is eating fruit.			
10	Look at the green frog. It is hungry, too.			
11	The green frog is eating bugs.			
12	Here is a dolphin. It is hungry.			
13	The dolphin is eating fish.			
Totals				