

LEVELS
6-8

Engage Literacy

TEACHER'S RESOURCE

Extended Edition

Lisa Thorpe
Lauren White



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6-8

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RESOURCE**

Yellow
Extended edition

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Consultant: Lauren White





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Engage Literacy Teacher's Resource Levels 6–8 Yellow 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

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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**

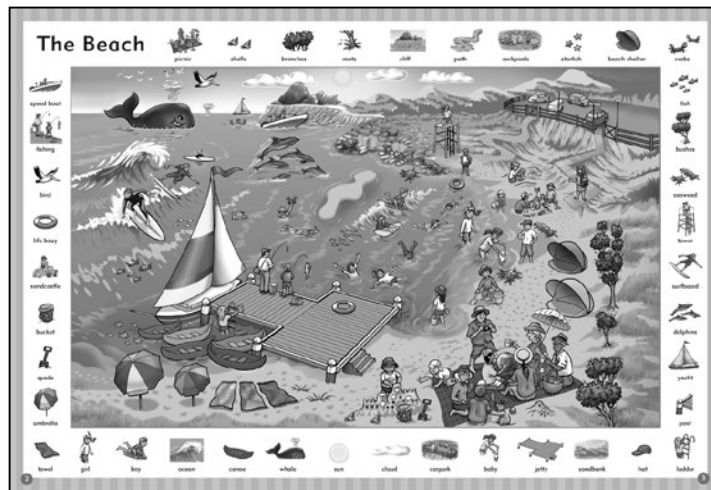
Each title in *Engage Literacy* is accompanied by an extensive teacher's resource book that includes teaching notes, photocopiable worksheets and a Running Record for each title. See page vi for more information.

- **Oral Language Big Books**

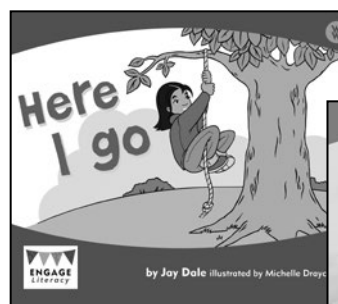
These large-format books promote children's oral language and visual literacy skills. Extensive teaching notes have been provided, which include comprehensive question stems. English as a Second Language (ESL) students and English Language Learners (ELL) will benefit greatly from the vocabulary covered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

- **Wonder Words pack**

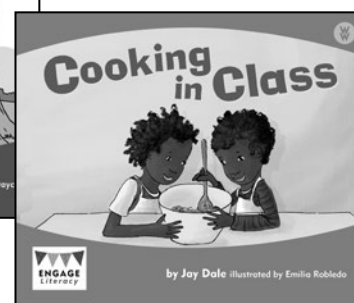
This pack helps children to learn their first 100 high-frequency words in context, through real stories. There are 24 fiction titles from levels 1 to 15 (book bands Pink to Orange), which use repetition, rhythm and common phrases to help children, particularly English Language Learners, to learn to read 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: Oral Language Book A spread



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, greetings 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*, 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

- O = 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:

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

The total number of words

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.

The Big Mud Puddle

Level 6 Fiction Word count: 115 Text type: Narrative



HFW introduced:	garden, get, they, will
HFW consolidated:	cried, good, into, jump/ed/ing, run, went
Linking texts:	<i>The School Garden</i> (non-fiction)
Curriculum link:	me/family, physically active
Phonological awareness:	blending vowels and consonants; adjacent consonants 'cr'; segmenting CVC words; suffixes 's', 'ing' and 'ed'; double consonants 'dd' and 'll'
Story summary:	Lea and Dad go outside to play in the garden. They have fun playing in the big mud puddle.

Tuning in

- Talk about puddles and where children have seen puddles before. Discuss how puddles are made. Have children role-play jumping in puddles and talk about the noise it makes and what happens to the mud or water when people jump.
- Discuss how mud is made when water and soil are mixed together. Show children a container of soil and pour water over it. Talk about how the soil changes to mud. Have children compare the soil and the mud.

Book walk

- Introduce the text. 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 'puddle'? How did you know that word would be 'puddle'? Can you see any other words you know in the title?* Discuss the cover illustration. 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, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What is Lea putting on? Where do you think she is going to play? What do you think the weather is like in the garden if Lea is putting her boots on? Who is going to play in the garden with Lea?*

pages 4–5: Ask, *Where have Lea and Dad gone? What can Lea see? Does the big mud puddle look good?*

pages 6–7: Ask, *Who is going in the big mud puddle?*

pages 8–9: Ask, *What is Lea doing in the puddle now? Who is running in the puddle? What do you think will happen to the mud?*

pages 10–11: Ask, *What is Lea doing in the puddle now? Who else could jump in the puddle?*

pages 12–13: Ask, *Who is jumping in the big mud puddle now? What are they doing in the puddle?*

pages 14–15: Ask, *Who is jumping in the big mud puddle?*

page 16: Say, *Oh, no! What happened to Lea? Where is the mud 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 jumped in puddles? What happened when you jumped in puddles?*
- Talk about the characters in the text and their role in the story.
- Have children retell the story in their own words.
- Ask inferential questions such as: *Where did the puddle come from? Why is Lea jumping in the puddle? What do you think Lea will have to do when she goes inside?*

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 'boots', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Sequencing:** Have children recall the events of the text. Flip through the pages and have children explain what is happening. Ask, *What happened before this? What happened next?* Have children complete **PW 1**, recalling what happened at the beginning, middle and end of the story and drawing (or writing) the events in the corresponding spaces.
- **Summarising:** Talk about what happened in the story. Ask, *What were the main things that happened?* Have children draw a picture that summarises what happened. Make sure they include the important parts of the text. Encourage children to explain and discuss their drawings.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'a-n' on the board and explain the strategy of blending by saying 'an' rather than 'a-n'. Talk about blending other vowels and consonants from the text such as 'e-n', 'u-d' and 'i-g'. Have children practise blending these sounds. Ask them to find words in the text with these sounds.
- Talk about the adjacent consonants 'c-r'. Discuss how when these letters are together we say 'cr', rather than saying the two sounds separately. Have children find the word 'cried' in the text and identify the 'cr' blend at the beginning. Brainstorm other words that begin with 'cr'.
- Discuss the reading strategy of segmenting words into separate phonemes. Find 'big' in the text and discuss how to read it by sounding 'b-i-g'. Have children blend the phonemes together. Identify and discuss other words in the text that can be read using the same strategy, e.g. 'mud', 'can', 'run'. Have children complete **PW 2** by adding in the missing letters.
- Talk about how the suffix 's' changes the way we read a word. Have children find 'boots' in the text. Ask them to cover the 's' suffix and identify 'boot'. Discuss how the 's' at the end of the word means there is more than one boot.
- Find 'jumping' 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 in 'ing'.
- Talk about the 'ed' suffix in 'jumped'. Discuss how 'ed' at the end of a word means that something has already happened. Have children find 'jumped' in the text. Ask them to cover up the 'ed' ending and identify 'jump'. Talk about how the 'ed' changes the way we read the word.
- Discuss the words 'puddle' and 'will'. Discuss how these words have double letters. Talk about how when you sound these words you only say the sound once. Have children find these words in the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'garden', 'get', 'they', 'will', 'cried', 'good', 'into', 'jump', 'jumped', 'jumping', 'run', 'went'. Write these words on flash cards (two cards for each word) and play games such as Snap, Memory and Go Fish.
- 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

- *Sentence features:* Discuss how sentences begin with upper-case letters and end with full stops. Turn to different pages and have children identify the upper-case 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. Discuss how upper-case letters are used at the beginning of sentences and at the beginning of someone's name.
- *Exclamation marks:* Identify the exclamation marks in the text. Talk about how we use exclamation marks when we want to show something is important or exciting. Discuss how an exclamation mark changes the way we read a sentence. 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 were out splashing in puddles. Encourage them to use high-frequency words and to spell unknown words by using sound-letter correspondence.

► ELL engagement

- Collect items that are used when it is raining, e.g. raincoat, boots, rain hat and umbrella. Encourage children to try on or use the items and talk about how they are different from other clothes. Talk about how these things keep people dry when it is raining. Discuss when people usually use these things. Have children complete **PW 3**, cutting out the paper doll and dressing it in wet-weather clothing. Children can then use the doll to role-play events of the story.

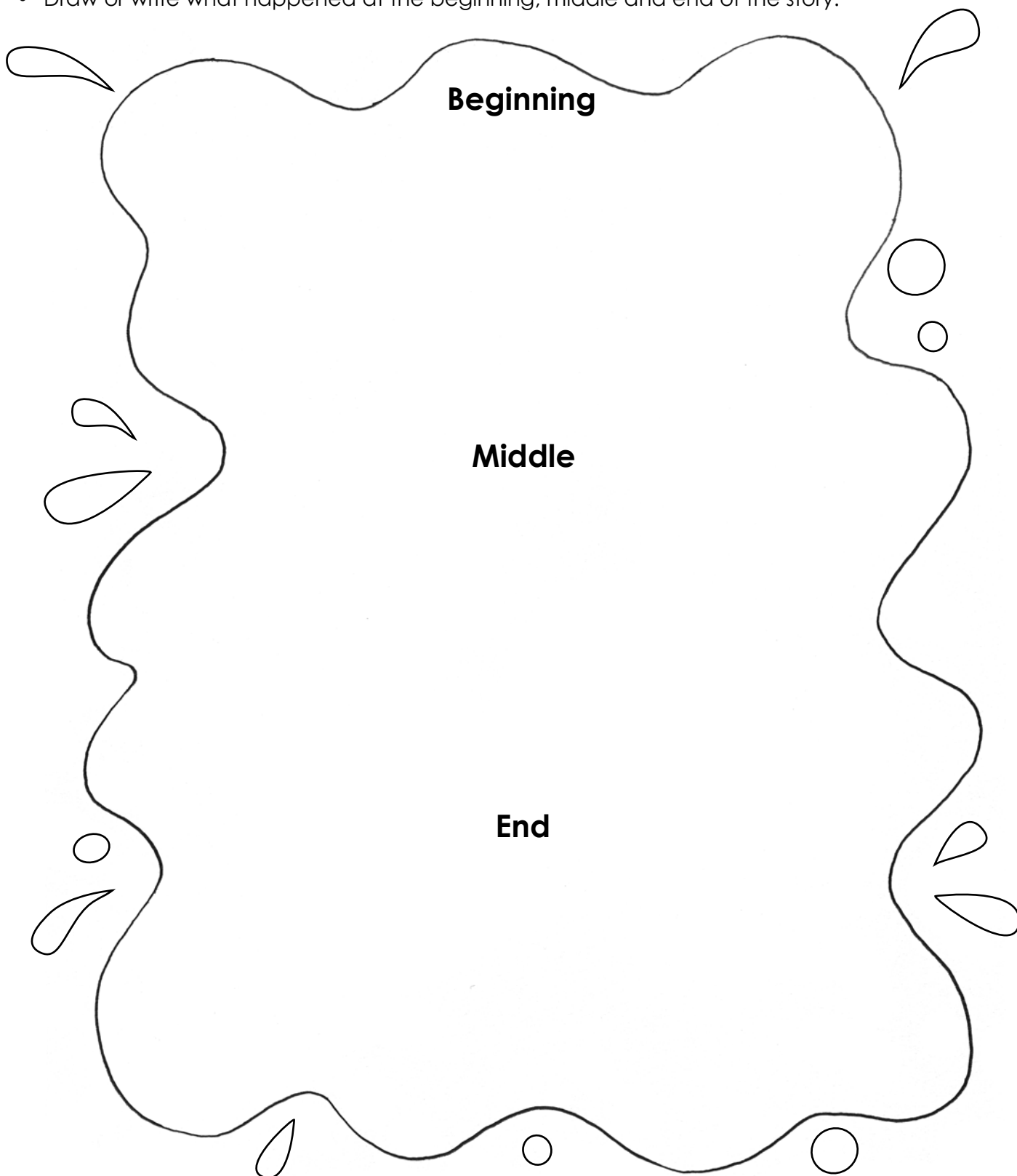
► Assessment

- 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: _____

Beginning, middle, end

- Draw or write what happened at the beginning, middle and end of the story.



Main teaching focus

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

Other teaching focus

Comprehension: Recalling events from the story.

Teacher's note

Children recall events from the text and draw (or write) them in the puddle according to the sequence they occurred in the story.

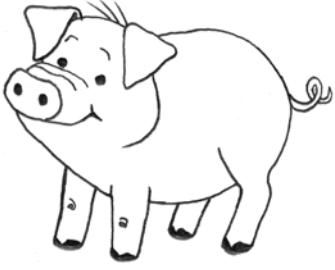
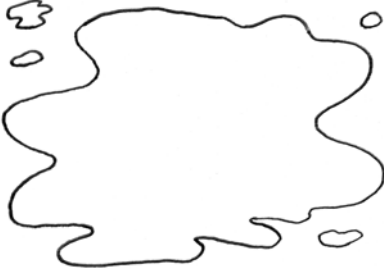
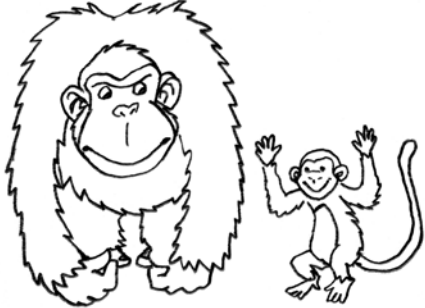
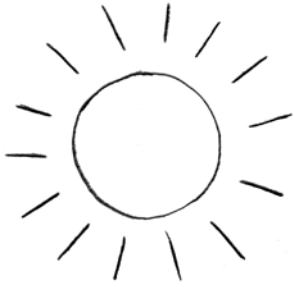
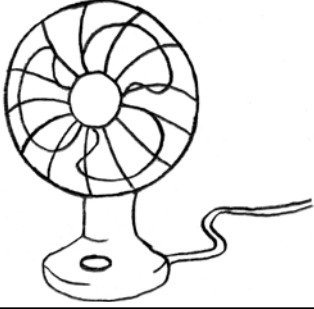




Name: _____

Date: _____

Blending letters

- Write the words by blending the correct letters.

u d a n u n i g

<p>p _____</p> 	<p>m _____</p> 	<p>b _____</p> 
<p>s _____</p> 	<p>f _____</p> 	<p>m _____</p> 
<p>c _____</p> 	<p>r _____</p> 	<p>d _____</p> 

Main teaching focus

Phonemic awareness: Reading words by blending letters.

Other teaching focus

Phonemic awareness: Recognising initial letters sounds.

Teacher's note

Children add in the missing letters to complete the words to match the pictures.

Name: _____ Date: _____

Wet-weather clothes

You will need: coloured pencils, scissors

- Colour in and cut out the paper doll and the clothes.



Main teaching focus
Oral language development: Clothing items.

Other teaching focus
Oral language development:
Role-playing events of the story using puppets.

Teacher's note
Enlarge the PW. Children colour and cut out the paper doll and clothing, then use the doll to role-play events of the story.

Baby Dinosaur is Hiding

Level 6

Fiction

Word count: 122

Text type: Narrative



HFW introduced:	coming, hid/hiding, inside, will
HFW consolidated:	away, he, she, went, where
Linking texts:	<i>Can You See It?</i> (non-fiction)
Curriculum link:	me/family, physically active
Phonological awareness:	initial digraphs 'sh' and 'wh'; blending vowels and consonants; segmenting CVC words; suffixes 'ing' and 'ed'
Story summary:	Baby Dinosaur hides from Father Dinosaur and he finds her in the little trees. But when Baby Dinosaur hides in the cave, Father Dinosaur cannot see her.

Tuning in

- Talk about dinosaurs. Ask children to draw pictures of dinosaurs and where they lived. Discuss the children's drawings, what dinosaurs looked like and where they lived. Have children role-play the movements of dinosaurs.
- Play a game of Hide and Seek with the children. After the game, discuss what made a good hiding place. Talk about the best ways of finding people during the game.

Book walk

- Introduce the text. 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 in the title? How many letters are in that word? Can you find the word 'dinosaur'? How did you know that word would be 'dinosaur'? Can you see any little words you know in that word?* Discuss the illustration on the front cover. Ask, *What do you think is going to happen in the book?* Have children predict what might happen. Ask, *What do you think this character will do in the story?* Ask children to think of words that might be in the text.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Who is Father Dinosaur looking for? What is Baby Dinosaur doing? Can Father Dinosaur see Baby Dinosaur?*

pages 4–5: Ask, *Who is coming to look for Baby Dinosaur? What is he looking inside?*

pages 6–7: Ask, *Can Father Dinosaur see Baby Dinosaur? What do you think Father Dinosaur would be saying? Where is Baby Dinosaur hiding?*

pages 8–9: Ask, *Who is coming to look for Baby Dinosaur? Where is Father Dinosaur looking for Baby Dinosaur?*

pages 10–11: Ask, *Can Father Dinosaur see Baby Dinosaur?*

pages 12–13: Ask, *What is Baby Dinosaur doing now? Why is Baby Dinosaur running away? Why has Baby Dinosaur gone inside?*

pages 14–15: Ask, *What would Father Dinosaur be shouting? Who is he looking for?*

page 16: Ask, *What is Baby Dinosaur doing? Can Father Dinosaur see her? Why can't Father Dinosaur see Baby Dinosaur?*

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 played Hide and Seek before? What was a good hiding place?*
- Talk about and discuss what happened in the beginning, middle and end of the story.
- Have children retell the story in their own words.
- Ask inferential questions such as: *Why might Baby Dinosaur be hiding? Do you think the little trees are a good hiding place? Why/why not? Why would the cave be a better place to hide?*

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 'trees', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Characters:** As a group, flip through the book and discuss what the characters did in the story. Ask questions such as: *What did this character do? How was this character feeling? Why did this character do this?* Have children draw pictures of Father Dinosaur and Baby Dinosaur and explain how the characters are similar and different.

- **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 5 and 13. Ask, *Which happened first in the story? How do you know?* Have children complete **PW 4**, cutting out the pictures and pasting them on paper in the order in which they occurred in the story.
- **Prediction:** Have children predict what happens after the story finishes. Ask, *What do you think Baby Dinosaur will do now? What might Father Dinosaur do? What might happen to Baby Dinosaur in the cave?* Have children complete **PW 5**, drawing a picture of what they think will happen next.

Phonological awareness

- As a group, talk about the digraph 'sh'. Discuss how when these letters are next to each other, we say them together as 'sh' rather than 's-h'. Have children find the 'sh' words in the text. Brainstorm other words beginning with 'sh'. Repeat for 'wh'.
- Discuss the strategy of blending sounds. Write the letters 'a-m' on the board and explain the strategy of saying 'am'. Talk about blending other vowels and consonants such as 'i-n' and 'o-g'. Have children practise blending these sounds. Ask them to find words in the text with these sounds.
- Discuss the reading strategy of segmenting words into sounds. Find 'log' in the text and discuss how to read the word by sounding 'l-o-g'. Ask the children to read the word by blending the letters. Identify and discuss other words in the text that can be read using the strategy (e.g. 'can', 'not').
- Find 'hiding' 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. Have children find other 'ing' words in the text. Brainstorm and record other words that end in 'ing'.
- 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.

Vocabulary

- **Visual recognition of high-frequency words:** 'coming', 'hid', 'hiding', 'inside', 'will', 'away', 'he', 'she', 'went', 'where'. 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 lower-case letters. Ask them to read each other's words.

Text conventions

- **Sentence features:** Discuss how sentences begin with capital letters and end with full stops. Turn to different pages and have children identify the capital letters and full stops. Ask, *How many sentences are on this 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 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.
- **Book features:** Have children talk about what is on the front cover of the book. Discuss how it shows the title, author and illustrator. Ask children to design a new front cover, including the author, illustrator and title.
- **Question marks:** Talk about question marks and how they are used at the end of a sentence. Discuss how question marks are used to show a sentence is a question. Write questions from the text onto paper and have children add the question mark at the end. Encourage them to identify all the question marks in the text.

Writing

- Talk about the rules of Hide and Seek. Ask, *How do we play Hide and Seek? What do we have to do?* Have children write an explanation of how to play the game. Encourage them to use sound-letter correspondence to spell unknown words. Ask them to draw a picture of people playing Hide and Seek.

► ELL engagement

- Collect items from nature such as leaves, soil, rocks, branches and sticks. Put toy dinosaurs next to the items you have collected. Ask, *Is it easy or hard to see the dinosaurs when they are near these things?* Discuss how it is easy for the dinosaurs to hide near these things because they are camouflaged.
- Have children draw pictures of people in their family. Encourage use of language such as 'father', 'mother', 'baby', 'sister', 'grandfather' and 'grandmother'. Talk about how these people are similar and different. Have children complete **PW 6**, colouring and cutting out the pictures and pasting them into 'family member' groups. Encourage them to create different families.

► 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.

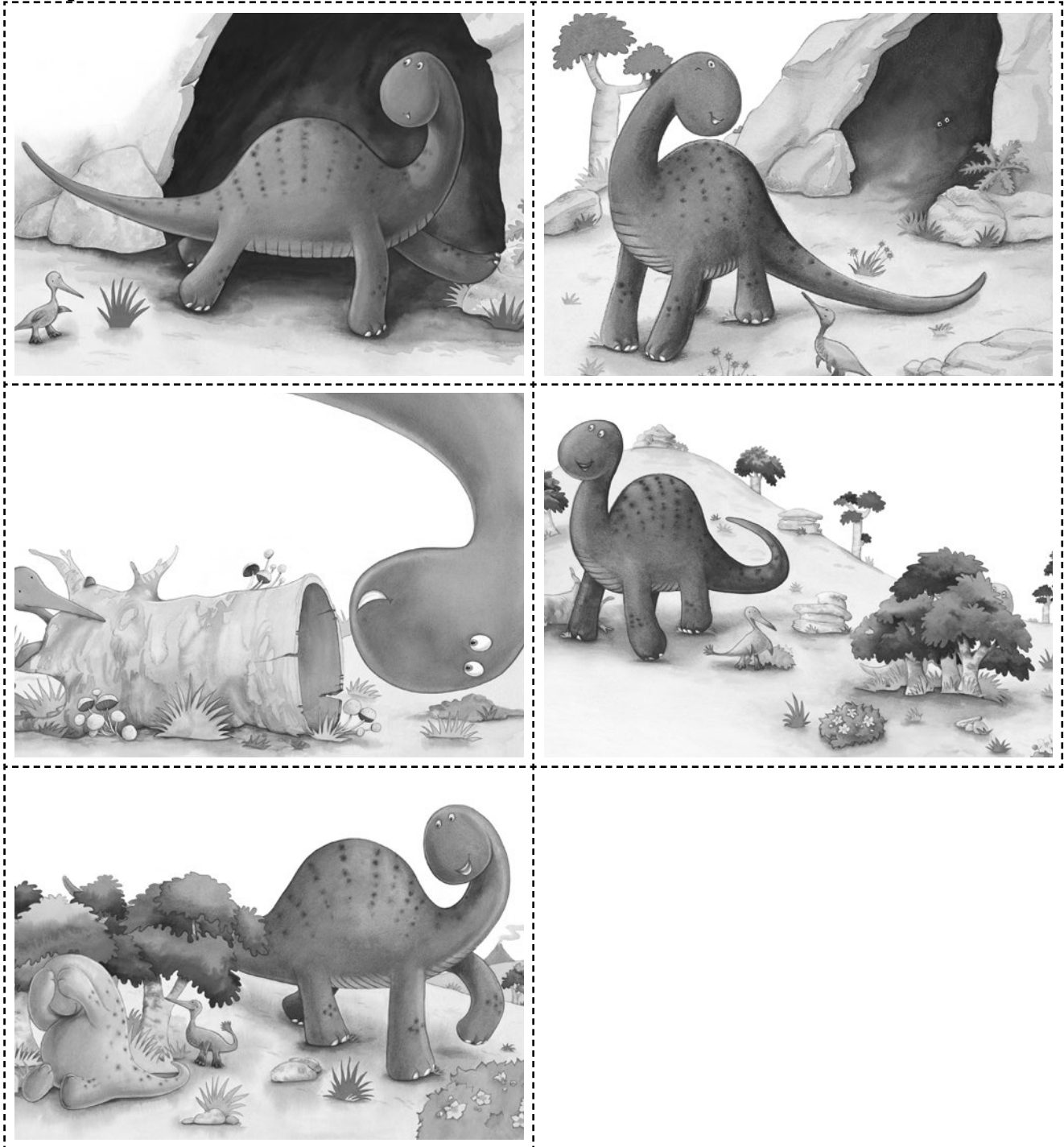
Name: _____

Date: _____

Sequencing

You will need: scissors, glue, strip of paper

- Cut out the pictures, sequence them and paste them on the strip of paper.



Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Recalling and discussing events from the text.

Teacher's note

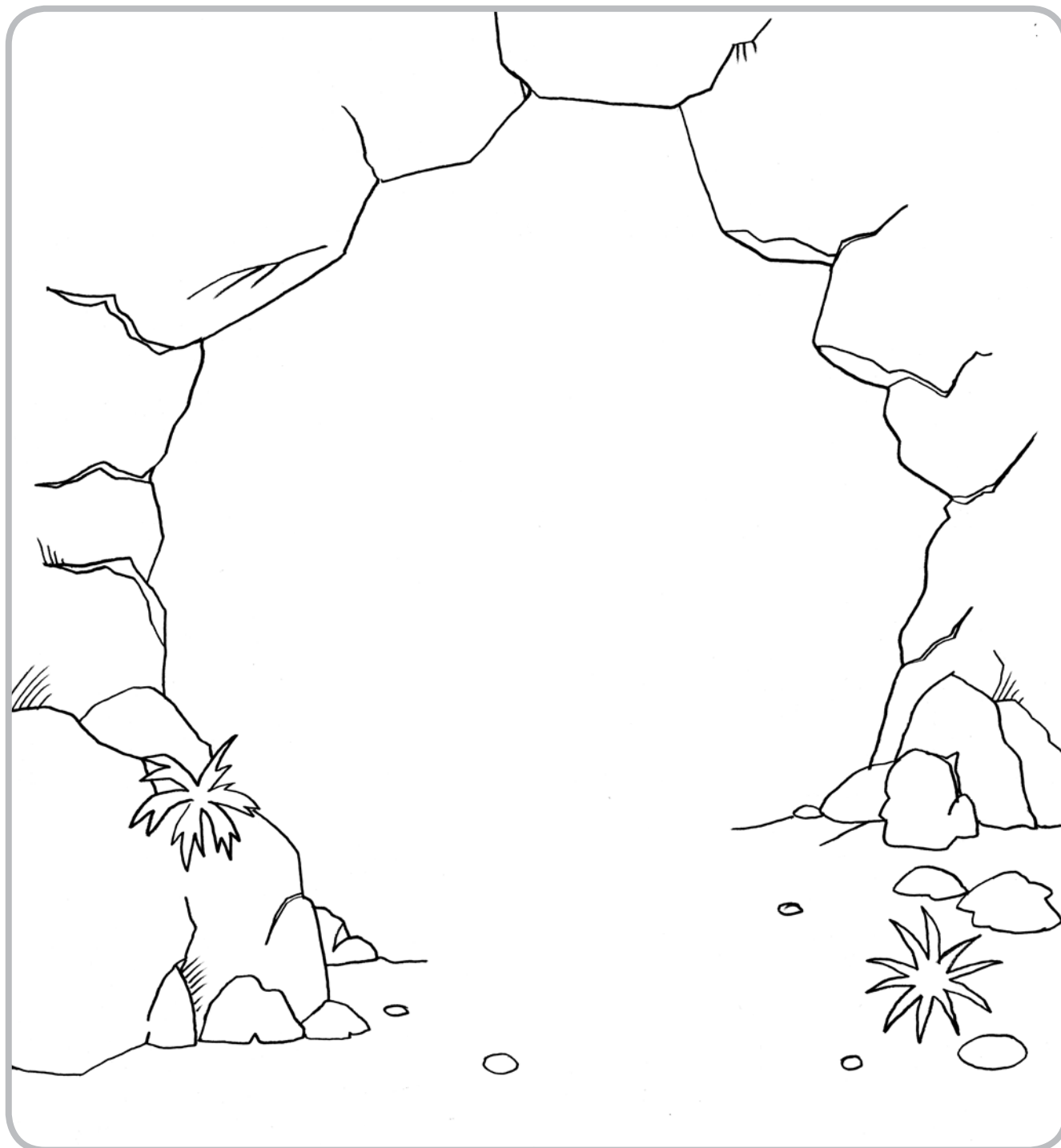
Children cut out the boxes, sequence the pictures and paste them onto the strip of paper.

Name: _____ Date: _____

What happened?

You will need: coloured pencils

- Draw a picture of what you think happened next when Baby Dinosaur was in the cave.

**Main teaching focus**

Comprehension: Prediction—making predictions about what would happen next.

Other teaching focus

Comprehension: Inferring characters' reasons for actions.

Teacher's note

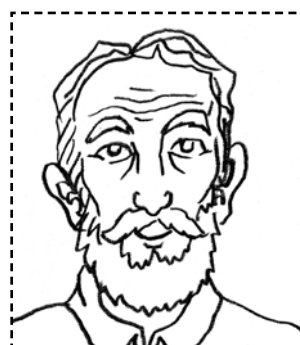
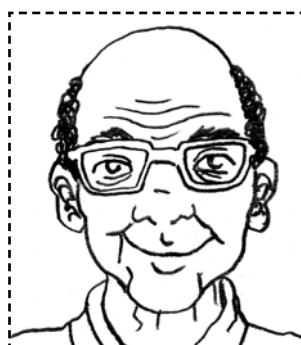
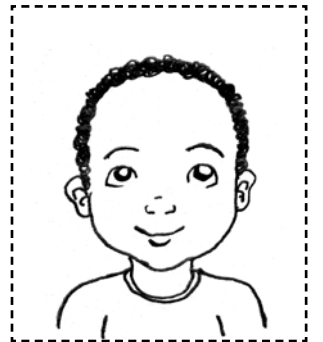
Children draw a picture showing what they think will happen next, including Baby Dinosaur and Father Dinosaur in their drawing.

Name: _____ Date: _____

Family

You will need: scissors, glue, piece of paper

- Cut out the pictures, sort them into groups and paste.



Main teaching focus

Oral language development: Family.

Other teaching focus

Oral language development: Classifying.

Teacher's note

Children cut out the pictures, sort into various 'family member' groups and paste onto paper. Labels could be added.

I Want That Hat!

Level 6 Fiction Word count: 141 Text type: narrative



HFW introduced: green, like

HFW consolidated: cried, good, jump, that, red

Programme links: *I Want That Hat!* E-Book
Things I Want and Things I Need (non-fiction)

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

Story summary: Bob wants to wear the black hat and the red top, but Mum says he needs to wear the green hat and green top. Bob looked out in the garden and saw that it is snowing. He wears the green hat and top so he can go out to play.

Tuning in

- Have children talk about their favourite hat. Ask, *Do you have a favourite hat that you like to wear? What colour is your favourite hat? Why is it your favourite? Can you wear it all the time? Why/why not?* Have children talk about other items of clothing they like to wear.

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 the boy doing? What colour hat is he holding? Why do you think he wants to wear that hat? Do you think he will be able to wear that hat?*
- 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 colour hat does Bob like? Do you think he wants to wear the black hat? Does Bob think the black hat looks good?*

pages 4–5 Ask, *What hat does Bob tell Mum that he wants? Do you think Mum says that it is the hat for him? Why might it not be the hat for him to wear today? In what type of weather would he wear the black hat?*

pages 6–7 Ask, *What top does Bob like? Why do you think he tells Mum he wants the red top? Do you think Mum says that it is the top for him? Why might it not be the top for him to wear today? In what type of weather would he wear the red top?*

pages 8–9 Ask, *How do you think Bob is feeling? Why do you think he is upset? What hat does he want to wear? What top does he want to wear?*

pages 10–11 Ask, *What colour hat does Mum give to Bob? What colour top does Mum give to him? Why do you think she is giving him a warm hat and a warm top?*

pages 12–13 Ask, *What did Bob see when he looked down into the garden? Why do you think Bob likes the*

green hat and the green top now?

pages 14–15 Ask, *What is Bob doing now? Where is he playing? Where is he jumping? What is he wearing as he plays and jumps in the snow?*

page 16 Ask, *Why is this green hat good for Bob? Why is this green top good for Bob?*

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, *What clothes do you like to wear? What do you wear when the weather is cold?*
- 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 did Mum say that the black hat and the red top were not for him to wear? Would Bob have been able to play outside if he was wearing the black hat and red top? When do you think Bob will be able to wear the black hat and red top?*

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

Choose from the following activities.

Comprehension

- *Recall:* Have children discuss the characters in the story. Talk about what Bob and Mum did and what they said. Read aloud sentences that Bob and Mum said in the text, such as 'I want that black hat' and 'That is not the hat for you' and have children recall who spoke those words in the story. Have children complete **PW 7**.
- *Sequencing:* Copy sentences from the beginning, middle and end of the text onto strips of paper. Have children read the sentences and talk about 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

- Discuss the strategy of blending sounds. Write the letters 'at' on the board and explain the strategy of saying 'at' rather than 'a-t'. Record other vowel and consonant blends from the text such as 'ob', 'om', 'ot', 'ed' and 'op'. Have children practise blending these sounds.
- Discuss the initial digraph 'sh'. Talk about the sound made when these letters are next to each other. Find the words in the text that start with 'sh'. Then discuss the initial digraph 'th' and the sound these letters make together. Find words beginning with 'th' in the text. As a group, brainstorm and record other words that begin with 'sh' and 'th'. Have children complete **PW 8**.
- Discuss the initial consonant blend 'cr'. 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 'cr'. Repeat for 'gr', 'pl' and 'sn'. Have children practise blending the sounds at the beginning of the words.
- Talk about 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 count the words in the text that end with 'ed'.
- Discuss the vowel digraph 'ee' and model the sound these letters make when sounded together. Find the word 'green' and identify the 'ee' digraph. Have children brainstorm other 'ee' words.

Vocabulary

- *Visual recognition of high frequency words:* 'cried', 'good', 'green', 'jump', 'like', 'that', 'red'. 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 write the high frequency words in different fonts. For example, children can write the words in bubble letters, block letters or zig-zag 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 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?*
- *Quotation marks:* Discuss quotation marks and explain how they show us that a character is talking. Have children identify quotation marks in the text.
- *Text emphasis/bold font:* Discuss why 'want' and 'not' are shown in bold letters on page 4. Discuss how when the font is different it influences the way we read the text.
- *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 imagine they are Bob at the beginning of the story when he wanted to wear the black hat and red top. Have them write a letter to Mum explaining why they want to wear the black hat and red top. Support children in structuring and composing their letter.

► ELL Engagement

- Talk about the clothes that Bob and Mum were wearing when they went outside in the snow. Ask, *Why did they need to wear these clothes? Why couldn't Bob wear the black hat and red top?* Discuss how we need to wear different clothes in different weather. Ask, *What type of clothes do we wear when it is cold/hot/raining?* Have children complete **PW 9**.

► 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: _____

Who said that?

You will need: scissors, glue

- Cut out the sentences.
- Paste them in the table to show who said it.



"I want that red top, too!"	"That is not the hat for you."	"I want that black hat!"
"That is not the top for you."	"This green hat is for you. This green top is for you, too!"	"I can play in the snow. I can jump in the snow, too!"

Main teaching focus

Comprehension: Recall and match content from the story.

Other teaching focus

Comprehension: Exploring characters.

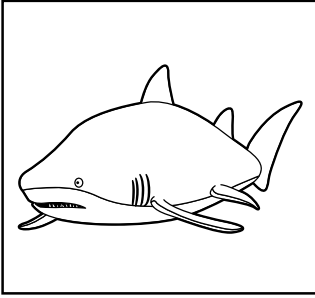
Teacher's note

Children read and cut out the sentences. Then they paste them in the table to indicate whether Bob or Mum said those words.

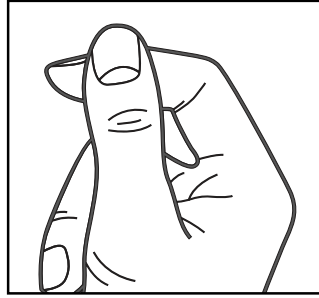
Name: _____ Date: _____

'th' or 'sh'

- Circle 'th' or 'sh' under each picture to show the beginning sound.



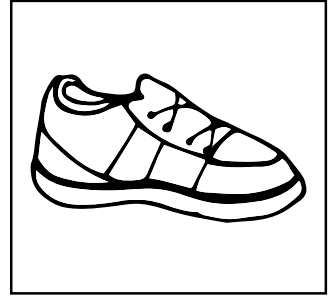
th sh



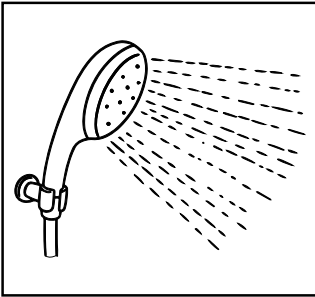
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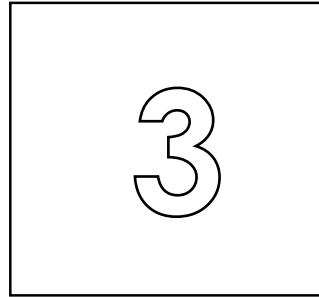
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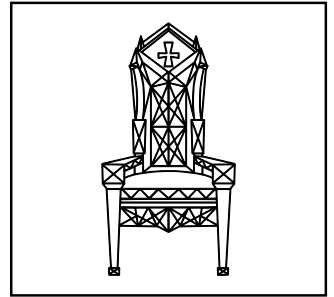
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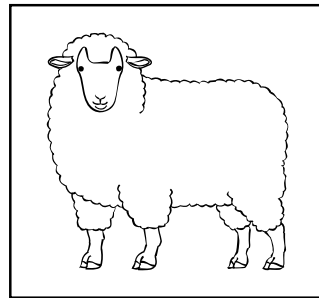
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th sh



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th sh

Main teaching focus

Graphophonics: Initial consonant digraphs 'th' and 'sh'

Other teaching focus

Phonemic awareness: Recognising beginning sounds in words.

Teacher's note

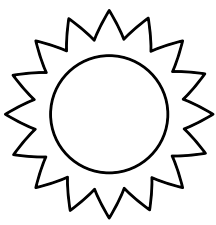


Children identify each picture and circle 'th' or 'sh' to indicate the beginning sound.

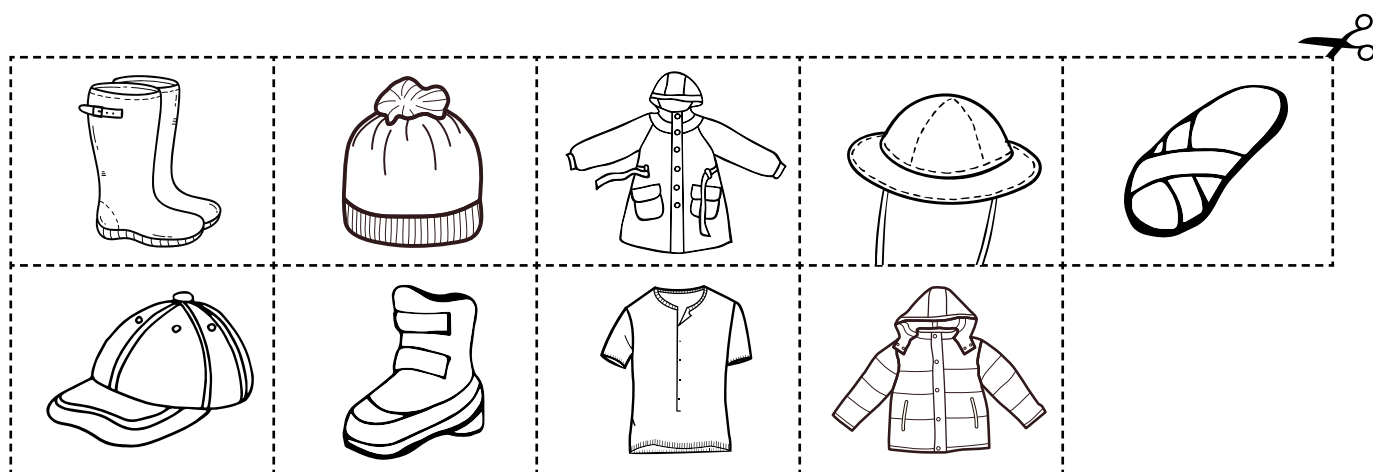
Name: _____ Date: _____

What should I wear?

You will need: scissors, glue

- Cut out the pictures.
- Paste them in the table to show when you would wear them.



Main teaching focus

Oral language development: Theme words/
concept - clothing

Other teaching focus

Oral language development:
Comparing and contrasting

Teacher's note

Children cut out the pictures, sort and paste them into the table to indicate which type of weather you would wear them in.

Story-time Surprise

Level 6 Fiction Word count: 125 Text type: narrative



HFW introduced: came, inside, like, school, they, will

HFW consolidated: good, he, that, went, where

Programme links: *Story-time Surprise* E-Book
At the Library (non-fiction)

Curriculum links: community, me/family, school

Story summary: Jon and Bill go to the library for story time. They like a book about dragons. A man comes into the library for story time. It is Ted, the author of the dragon book.

CCSS RL.K.4,
RF.K.3.a,
RF.K.3.b,
RF.K.3.c

Tuning in

- Have children talk about libraries. Encourage them to explain what a library is, what is inside a library and what you can do at a library. Ask, *What books do you like to read at the library? Have you ever been to story time at the library?* Have children discuss why it is good to go to the library.
- Discuss the meaning of 'surprise'. Ask, *When have you been surprised? Is it nice to be surprised? Why/why not?*

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 boys doing? What book are they looking at? Do you think they are enjoying that book? Where do you think they might be?*
- 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 is Bill doing? Why do you think he is looking for his friend Jon? Where do you think story time is going to be?*

pages 4–5 Ask, *Where is Jon? What is he playing on? Why do you think Bill wants Jon to come inside? Is it story time now?*

pages 6–7 Ask, *Where are the boys going? Why are they smiling? Do you think they like story time?*

pages 8–9 Ask, *Have Jon and Bill gone inside the school? What do you think they are going to look at? Where are all the books?*

pages 10–11 Ask, *What are they looking at? Do you think they like books? What book has Bill found? Where is the book about dragons?*

pages 12–13 Ask, *Does Jon like dragons, too? Is he looking at the book, too? Do you think Jon will like this book? Is it a good book about dragons?*

pages 14–15 Ask, *Who else has come to look at books? What is the man named Ted doing? Who do you think*

wrote the book about dragons? How are Bill and Jon feeling? Why do you think Bill and Jon are surprised? page 16 Ask, Does Jon like that book? Why was this a good story-time surprise?

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, *What books do you like to look at in the library? Have you ever been surprised? Why do you like going to story time?*
- 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 they liked the book about dragons? Who do you think Ted was? Why were the boys surprised? What might Jon and Bill say to Ted when he finishes reading the story?*

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 'book' 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 8 and 15. Ask, *Which happened first in the story? How do you know?* Have children complete **PW 10**.

- **Matching:** Copy sentences from the text onto strips of paper but write the first half of the sentence on one strip and the second half of the sentence onto another strip. Mix up all the sentence beginnings and endings. Have children read and match the sentence beginnings with the sentence endings. Encourage children to reread the sentences to ensure they make sense. Have children draw pictures to match the sentences.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'on' on the board and explain the strategy of saying 'on' rather than 'o-n'. Record other vowel and consonant blends from the text such as 'ig', 'am', 'in', 'an' and 'ed'. Have children practise blending these sounds.
- 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'. Repeat with the consonant digraph 'wh'.
- 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. Cover the 'ing' and ask children to read the word 'play'. Brainstorm and record other 'ing' words.
- Talk about how the suffix 's' changes the way we read a word. Have children find 'books' in the text. Talk about how the 's' on the end of the word means there is more than one book. Brainstorm and record other words that end in 's'. Have children practise reading words with and without the 's' ending.
- Discuss the initial consonant blend 'sl'. 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 'sl'. Repeat for 'dr' and 'st'. Have children practise blending the sounds at the beginning of the words.

Vocabulary

- **Visual recognition of high frequency words:** 'came', 'good', 'he', 'inside', 'like', 'school', 'that', 'they', 'went', 'where' and 'will'. 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.
- List the high frequency words on the board. Have children count how many times they can find each word in the text. Have children complete **PW 11**.
- 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?*
- **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 talk about their favourite book. Ask, *What book do you like to read? Why do you like to read that book?* Provide children with **PW 12** and have them draw the cover of their favourite book. Then have them write a sentence about why it is their favourite book. Encourage them to use sound-letter correspondence when spelling words.

► ELL Engagement

- Have children talk about different places in their school. Talk about how in the story we saw Jon and Bill at the playground and in the library. Ask, *Do we have a library and playground at our school? What other places/buildings are in our school?* Provide children with a large piece of paper. Have them draw a map of all the places in their school. Encourage them to label the places on their drawing.

► 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: _____

Picture retell

You will need: scissors, glue, paper

- Cut out the pictures, put them in order and paste them on the strip of paper.



Main teaching focus

Comprehension: Sequencing pictures from a text.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children cut out, sequence and paste the pictures onto a piece of paper.

Name: _____ Date: _____

Word matching

You will need: coloured pencils or crayons

- Colour matching words the same colour.

came

they

where

inside

good

will

inside

school

went

they

like

that

came

where

will

that

good

school

went

like

Main teaching focus

Vocabulary: Visual recognition of high frequency words.

Other teaching focus

Vocabulary: Recalling high frequency words.

Teacher's note

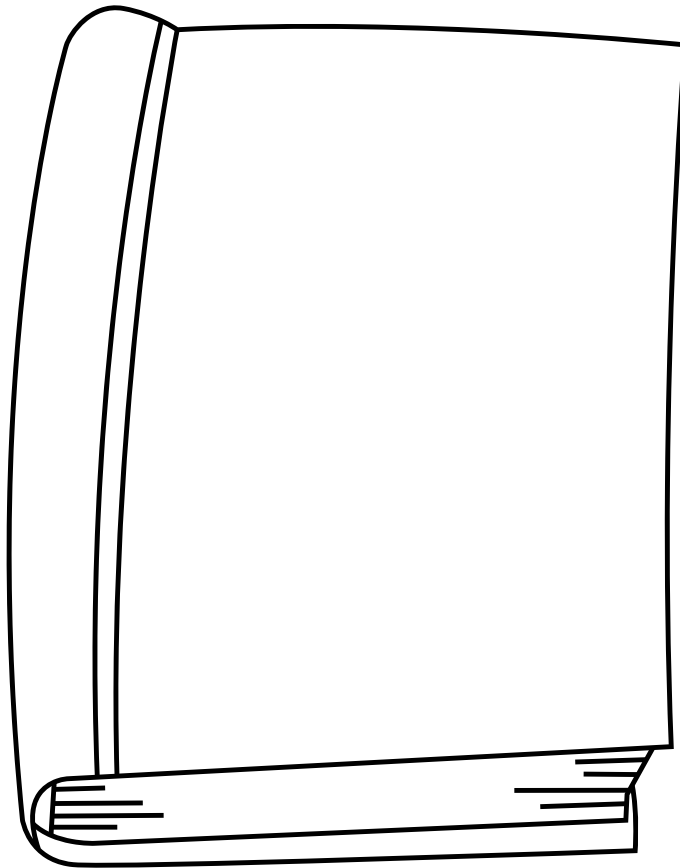
Children search for books that have matching high frequency words written in them. They colour matching books the same colour.

Name: _____ Date: _____

Your favourite book

You will need: coloured pencils or crayons

- Draw the front cover of your favourite book.
- Write about why it is your favourite book.



Main teaching focus

Writing: Composing a simple text about a familiar topic.

Other teaching focus

Comprehension: Relating events from the text to personal experiences.

Teacher's note

Children draw a picture on the front cover to show their favourite book. Encourage them to also write the title. Then they write sentences about why it is their favourite book.

The School Garden

Level 6 Non-fiction Word count: 127 Text type: Report



HFW introduced:	coming, garden, hiding, school, they, water
HFW consolidated:	eat, good, into
Linking texts:	<i>The Big Mud Puddle</i> (fiction)
Curriculum link:	environment, science, school, community
Phonological awareness:	blending vowels and consonants; segmenting CVC words; suffixes 's' and 'ing'; initial letter sounds; initial digraph 'th'
Text summary:	Find out how the pea, tomato and carrot plants grow.

Tuning in

- As a group, brainstorm different vegetables. Talk about what they look like, what they taste like and how we eat them. Discuss how vegetables grow in the garden.
- Discuss the process of growing vegetables. Have children role-play the different stages in growing vegetable plants: planting the seeds in the garden, watering the garden, watching the plants grow, picking the vegetables, eating the vegetables.

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 'garden'? How did you know that word would be 'garden'? Can you see any other words you know in the title?* Discuss the cover illustration. 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, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Where is the water tank? What is coming down? Where does the rain go?*

pages 4–5: Ask, *What can you see in the school garden? Where does the water in the tank go? What is going on the garden? What would happen to the soil in the garden when the water goes on it?*

pages 6–7: Ask, *What seeds have they put in the garden? Can they see the seeds or are the seeds hiding? Where are they hiding? Where do you think the peas are? Can the children see the peas?*

pages 8–9: Ask, *What else is growing in the garden? Can the children see the tomatoes or are they hiding?*

pages 10–11: Ask, *Where does the water in the tank go? Why would the water go on the garden? What is coming in the garden now? Is the carrot little or big?*

pages 12–13: Ask, *What is coming in the garden? Is the pea little or big? Where is the little tomato plant coming?*

pages 14–15: Ask, *What can you see now? Where are the carrots/peas/tomatoes?*

page 16: Ask, *Are the vegetables good to eat?*

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, *Have you ever grown something in the garden? What vegetables do you like to eat?*
- Talk about what the reader can learn from the text.
- Have children retell the text in their own words.
- Ask inferential questions such as: *Why would there be a water tank at the school? Why does the water need to go on the garden? Where do you think the peas/carrots/tomatoes are? Why can't we see any tomatoes on the plant?*

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 'water', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Recall:** As a group, talk about the events of the text. Discuss the process of growing the vegetables in the school garden. Draw pictures to show the different steps, such as: the water going in the tank, the water going on the garden, the vegetables hiding, the plants growing and the children eating the vegetables. Have children complete **PW 13**, recalling the events of the story and drawing them in sequence.

- *Matching sentences and pictures:* Write sentences from the text onto strips of paper, such as: *The water in the tank goes on the garden.* Ask children to read the sentences and then draw pictures to match on separate pieces of paper. Jumble up the sentences and pictures and have children sort and re-match them. Turn the papers over so that the pictures and sentences are not showing and play a memory game with them.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters ‘e-n’ on the board and explain the strategy of blending by saying ‘en’. Blend other vowels and consonants from the text such as ‘a-n’ and ‘o-t’. Have children practise blending these sounds. Ask them to find words in the text with these sounds.
- Discuss the reading strategy of segmenting words into letter sounds. Find ‘can’ in the text and discuss how to read the word by sounding ‘c-a-n’. Ask the children to blend the letters together. Identify and discuss other CVC words in the text that can be read by blending the letter sounds (e.g. ‘not’).
- Have children find ‘peas’ in the text. Discuss how the ‘s’ suffix changes the way we read the word. Have children find ‘pea’ in the text and compare it with ‘peas’. Talk about how the ‘s’ on the end of the word means there is more than one pea. Repeat with ‘carrots’ and ‘tomatoes’. Have children complete **PW 14**, cutting out the pictures and pasting them under the matching words.
- Find ‘coming’ and ‘hiding’ in the text. Ask, *How are these words the same?* Discuss how they have an ‘ing’ ending. Talk about the sound ‘ing’ makes and how an ‘ing’ ending changes the way we read the word. Brainstorm and record other words that end in ‘ing’.
- As a group, find ‘tank’ in the text. Say, *This word starts with the sound ‘t’. What can you see in the picture that starts with ‘t’?* Talk about how looking at the initial letter of a word and the illustration can help with reading the word. Discuss how this strategy can be used with other words in the text, such as ‘carrots’, ‘peas’ and ‘tomatoes’.
- Talk about words that begin with the consonant digraph ‘th’. Locate the ‘th’ word in the text. Brainstorm a list of ‘th’ words with the children.

Vocabulary

- *Visual recognition of high-frequency words:* ‘coming’, ‘garden’, ‘hiding’, ‘school’, ‘they’, ‘water’, ‘eat’, ‘good’, ‘into’. Write these words on flash cards (two cards for each word) and play games such as Snap, Memory and Go Fish. Ask children to count how many times these words occur in the text.
- *Theme words:* As a group, brainstorm words associated with gardens and gardening. Draw pictures to illustrate the words. Ask questions to extend children’s thinking, such as, *What would we use to dig in the soil in the garden?*

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

- *Sentence features:* Discuss how sentences begin with upper-case letters and end with full stops. Turn to different pages and have children identify the upper-case 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. Discuss how upper-case letters are used at the beginning of sentences.
- *Exclamation marks:* Identify the exclamation marks in the text. 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 write about the process of planting, watering, growing and eating vegetables. Encourage them to use the text as a prompt, flipping through the pages and recalling the planting process.

► ELL engagement

- Brainstorm different types of vegetables. Make a list of all the vegetables that children know. Bring in different vegetables for them to look at, feel, smell and taste (including peas, carrots, tomatoes [which are a fruit], beans, squash, spinach, corn, potatoes, onion and pumpkin). Draw pictures of the vegetables and label them. Have children compare and contrast the different vegetables. Ask, *How are the vegetables the same? How are they different?* Have children complete **PW 15**, thinking of vegetables that begin with different letters, drawing pictures of the vegetables and writing their names.
- Provide children with things needed to make a simple class garden, for example, planting cress or bean seeds in plant boxes. Use the experience to enhance children’s language and vocabulary.

► Assessment

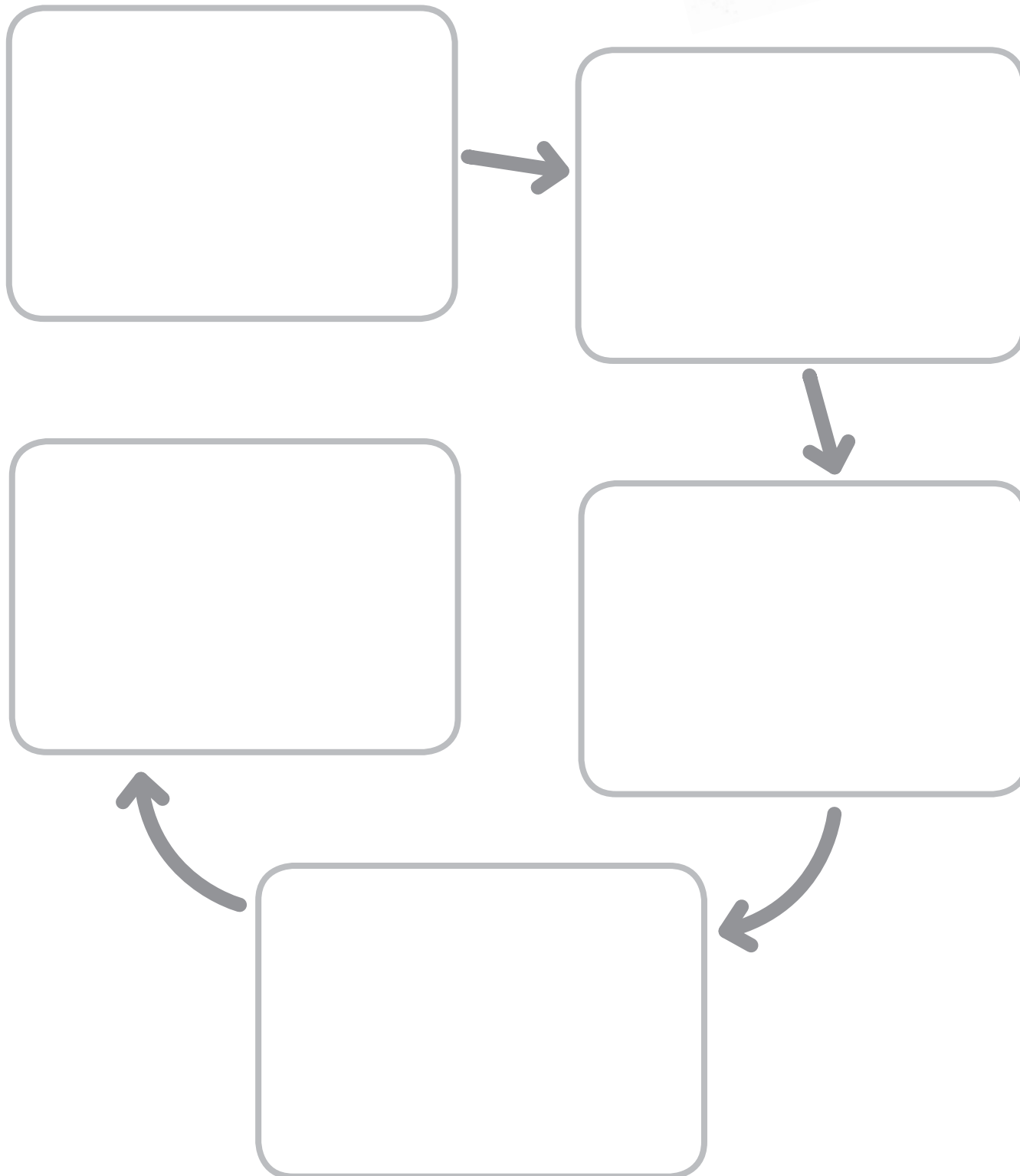
- PWs 13, 14 and 15 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 13 could be kept in the child’s portfolio
- Complete Running Record.

Name: _____ Date: _____

Growing vegetables



- Recall the events of the text and draw them.



Main teaching focus

Comprehension: Recalling and sequencing events from the text.

Other teaching focus

Oral language development: Life cycle of plants.

Teacher's note

Children recall the events of the text and draw them in order in the boxes.

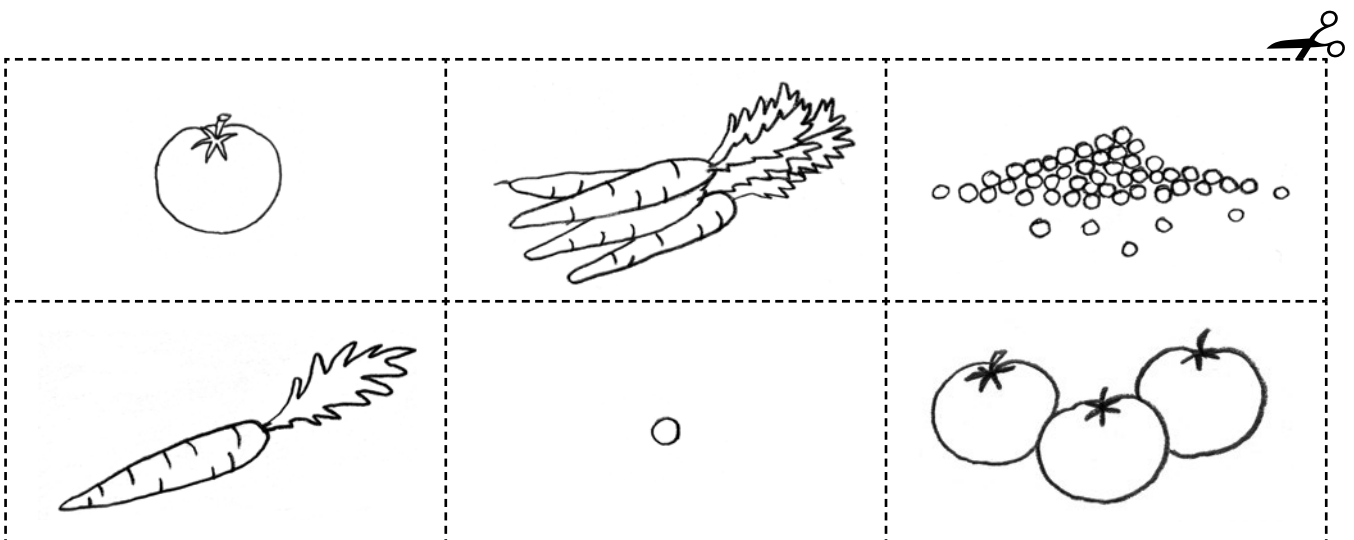
Name: _____ Date: _____

Vegetables

You will need: scissors, glue

- Match the pictures to the words.

tomato	carrot	pea
← paste →	← paste →	← paste →
tomatoes	carrots	peas
← paste →	← paste →	← paste →



Main teaching focus

Phonemic awareness:
Suffix 's'.

Other teaching focus

Phonemic awareness: Recognising
beginning and ending sounds of words.

Teacher's note

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

Name: _____ Date: _____

Vegetable names

You will need: coloured pencils

- Write the name of a vegetable that starts with each letter.
- Draw a matching picture.



c	c	b
b	p	c
p	s	p

Main teaching focus
Oral language
development: Vegetables.

Other teaching focus
Phonemic awareness: Initial letter sounds

Teacher's note
Children think of vegetables that begin with the letters in the boxes. In each box, they draw a picture of a vegetable with that initial letter and write its name.

Can You See It?

Level 6

Non-fiction

Word count: 110

Text type: Report



HFW introduced:	green, hiding, like, will
HFW consolidated:	red, where
Linking texts:	<i>Baby Dinosaur is Hiding</i> (fiction)
Curriculum link:	animals, environment, science
Phonological awareness:	blending vowels and consonants; segmenting CVC words; suffix 's'; digraphs 'ck', 'sh' and 'ee'; blending initial consonants
Text summary:	Find out which animals are hard to see when they are hiding. Even other animals cannot see them!

Tuning in

- As a group, talk about different animals and where they live. Ask, *Where would a frog/fish/lizard/fox live?* Discuss how some animals try to catch other animals. Ask, *Why might animals try to catch other animals?*
- Play a game of Hide and Seek. After the game, discuss which were the best hiding places. Talk about how when animals hide, they like to be camouflaged with the things around them.

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 in the title?* Talk about the question mark and how the title is asking a question. Discuss the illustration on the front cover. Ask, *Can you see anything hiding on the front cover? 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, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What is hiding in the tree? Can you see the green frog? What does the green frog look like?*

pages 4–5: Ask, *Will the snake see the green frog? Why wouldn't the snake see the frog?*

pages 6–7: Ask, *What is hiding in the coral? Can you see the red fish? What does the fish look like?*

pages 8–9: Ask, *Will the shark see the red fish? Why do you think the red fish is safe?*

pages 10–11: Ask, *What is hiding in the sticks? What colour is the lizard? Can you see the brown lizard? What does the lizard look like?*

pages 12–13: Ask, *Will the snake see the brown lizard? Why is it lucky that the snake can't see the lizard?*

pages 14–15: Ask, *What is hiding in the snow? Where is the fox? Why is it hard to see the fox in the snow? What does the fox look like?*

page 16: Ask, *Do you think the bear will see the fox? Why won't the bear see the fox?*

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, *Have you ever hidden somewhere where you couldn't be seen? Where would you need to hide at the moment so that nobody could see you?*
- Talk about what the reader can learn from the text.
- Have children retell the text in their own words.
- Ask inferential questions such as: *Why would the fish be hiding in the coral? What would happen if the snake saw the green frog? How are the animals safe in their hiding places? What would happen if the lizard was on grass instead of in the sticks?*

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 'lizard', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Recall:** Have children recall the animals that were in the text. Turn through the pages and discuss why the settings were good places for the animals to hide. Talk about why the animals were hiding from the predators. Have children draw a frog hiding in some leaves. Make sure they draw the leaf and the frog the same colour and talk about how this makes it hard to see the frog. Draw the other animals in their hiding places. Have children complete **PW 16**, colouring and cutting out the pictures then pasting the animals in their

habitats on a piece of paper. Then they should draw the predators next to the habitats.

- **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 sentence to make sure it makes sense.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'o-g' on the board and explain the strategy of blending by saying 'og'. Blend other vowels and consonants from the text such as 'a-n', 'e-d' and 'o-x'. Have children practise blending these sounds. Ask them to find words in the text with these sounds.
- Discuss the reading strategy of segmenting words into letter sounds. Find 'red' in the text and discuss how to read the word by sounding 'r-e-d'. Ask the children to blend the letters together. Identify and discuss other CVC words in the text that can be read by blending the letter sounds (e.g. 'not', 'can', 'fox').
- Talk about how the suffix 's' changes the way we read a word. Have children find 'looks' in the text. Have them cover up the 's' and identify the word 'look'. Brainstorm other words that end with 's'.
- Find 'stick' in the text. Discuss the final consonant digraph 'ck' and how these two letters are sounded together to make one single sound 'ck', rather than sounding 'c-k'. Brainstorm other words that end in 'ck' and record on the board. Have children circle the 'ck' ending.
- 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'.
- Find words in the text with the vowel digraph 'ee'. Talk about the sound the digraph 'ee' makes and have children practise sounding words from the text to emphasise the 'ee' sound, such as 'g-r-ee-n'.
- Discuss blending initial consonants 'gr', 'fr', 'tr', 'br' and 'st'. Write these on the board and talk about how when these letters are next to each other, we blend the sounds together. Have children complete **PW 17**, cutting out pictures and sorting and pasting them in the boxes according to their initial consonants.

Vocabulary

- **Visual recognition of high-frequency words:** 'green', 'hiding', 'like', 'will', 'red', 'where'. Write these words on flash cards (two cards for each word) and play games such as Snap, Memory and Go Fish.
- Have children write the high-frequency words over and over in different styles of lettering. Encourage them to write the words in upper- and lower-case letters, bubble writing, block writing and so on. Have children read a partner's words to encourage recognition of words. Have children complete **PW 18**, cutting out the high-frequency words, sorting them and pasting them into the table.

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

- **Sentence features:** Discuss how sentences begin with upper-case letters and end with full stops. Turn to different pages of the text and have children identify the upper-case letters and full stops. Ask, *How many sentences are on this page?*
- **Book features:** Have children talk about what is on the front cover of the book. Discuss how it shows the title, author and illustrator. Ask children to design a new front cover, including the author, illustrator and title.
- **Question marks:** Talk about question marks and how they are used at the end of a sentence. Discuss how question marks are used to show a sentence is a question. Write questions from the text onto paper and have children add the question mark at the end. Encourage them to identify all the question marks in the text.

Writing

- Give an item (e.g. teddy bear, ball, book) to each child to hide around the room. Once the items have been hidden, have children write questions and answers about where they hid their item. For example, they might write, *Where is the teddy bear? It is in the box.* Support children in using question marks, upper-case letters and full stops in their writing.

► ELL engagement

- Take children into the school yard and look for minibeasts that might be hiding. If you find insects or beetles on leaves or in the grass, talk about how they were hiding and why they were difficult to see. Promote and support children's language development during the experience.
- Brainstorm other animals that hide and talk about where they hide. Have children explain how the hiding place helps to protect the animal.

► Assessment

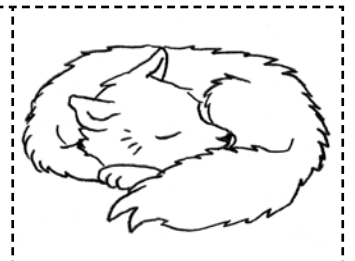
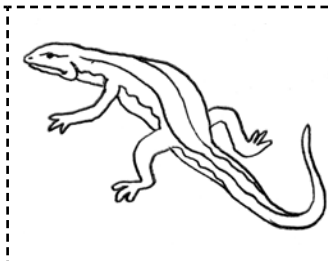
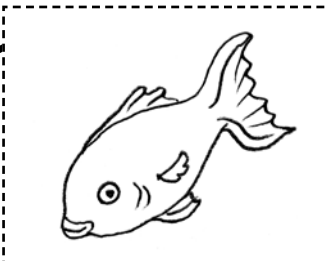
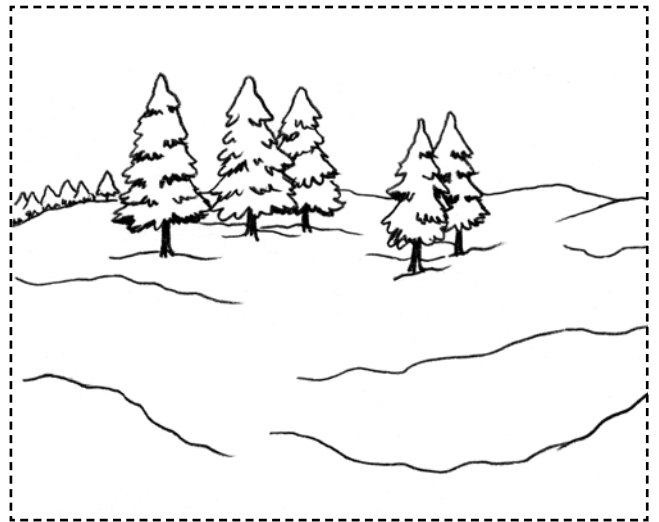
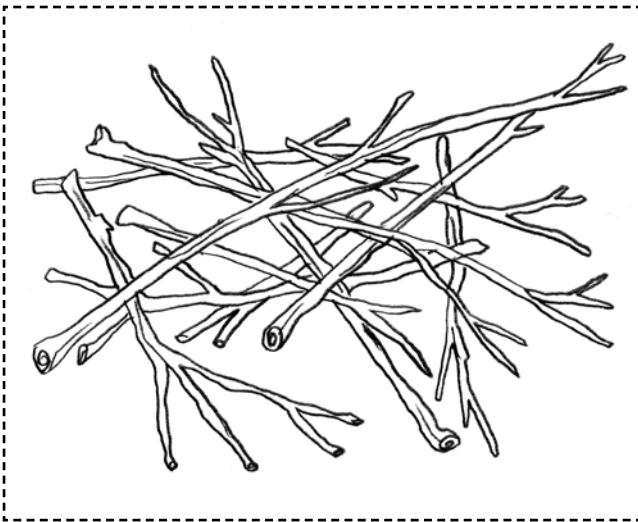
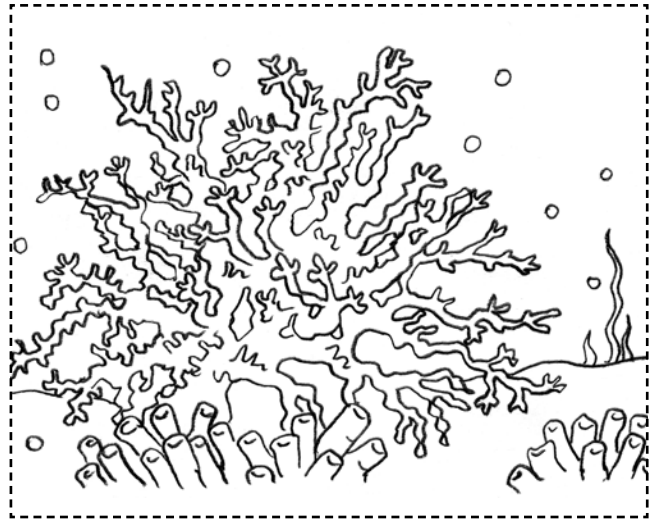
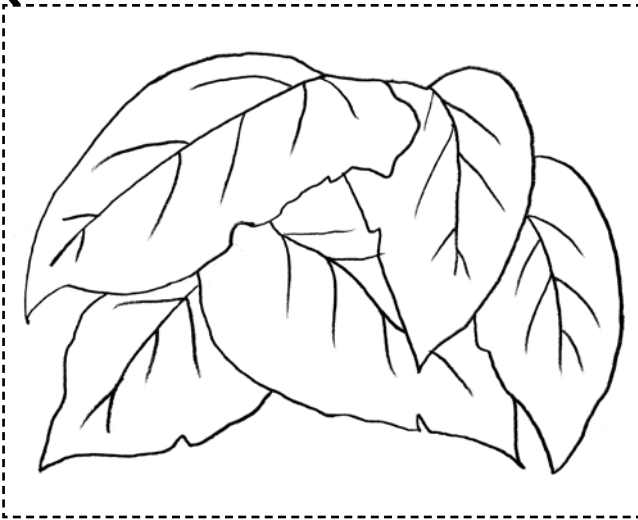
- PWs 16, 17 and 18 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 16 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Where are they hiding?

You will need: scissors, glue, coloured pencils, four pieces of paper

- Colour and cut out the habitats and the animals.
- Paste the animals where they like to hide.



Main teaching focus

Comprehension: Recalling events from the text.

Other teaching focus

Oral language development: Animals and their habitats.

Teacher's note

Children colour and cut out the pictures. They paste the habitats on paper, then paste the animals in the habitats. Children could then draw a predator next to each.

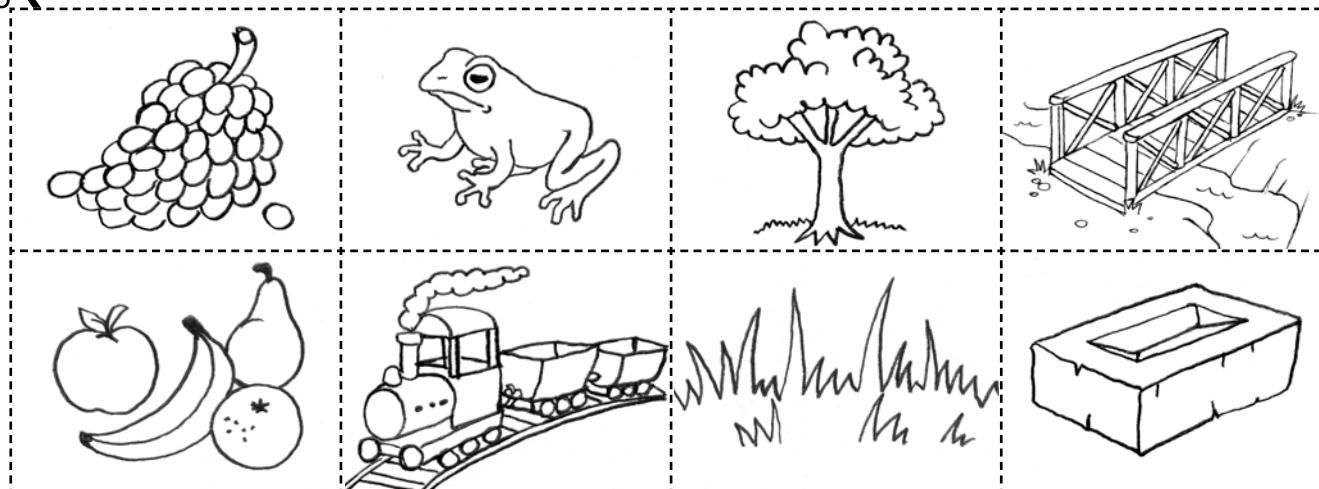
Name: _____ Date: _____

'gr', 'fr', 'tr' and 'br' words

You will need: scissors, glue

- Cut out the pictures and paste them in the correct box.

gr	tr
fr	br



Main teaching focus

Phonemic awareness: Blending initial consonants.

Other teaching focus

Phonemic awareness: Recognising beginning sounds of words.

Teacher's note

Children cut out the pictures and sort and paste them in the correct box according to their initial consonants.

Name: _____ Date: _____

High-frequency words

You will need: scissors, glue

- Cut out the words and paste them under the matching word.



green	hiding	like	will	red	where



green	hiding	like	will	red	where
hiding	green	red	like	where	will
like	where	hiding	green	will	red
where	will	red	hiding	like	green

Main teaching focus

Vocabulary: Visual recognition of high-frequency words.

Other teaching focus

Word awareness: Recognising similarities and differences in words.

Teacher's note

Children cut out the high-frequency words, sort them by carefully looking at the letters and paste them under the identical word.

Things I Want and Things I Need

Level 6

Non-fiction

Word count: 130

Text type:



HFW introduced: green, like, water

HFW consolidated: eat, good, red

Programme links: *Things I Want and Things I Need* E-Book
I Want That Hat! (fiction)

Curriculum links: me/family

Text summary: There are lots of things a boy wants to have and wants to do. But he knows there are things he needs to have and needs to do instead.

Tuning in

- Talk about the meaning of the words 'wants' and 'needs'. Ask, *What are some things you really want? What are some things that you need? Talk about how we can't always have the things that we want because things we need are more important.*

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 boy thinking about? What do you think he might want? What do you think he might need?*
- 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 shoes does the boy like? Do you think the green shoes look good? What other shoes can you see? Which shoes do you think he wants to wear?*

pages 4–5 Ask, *What type of weather can you see outside? Is it raining? Where is the water? Do you think it is too wet for the green shoes? What shoes does he need to wear?*

pages 6–7 Ask, *What type of weather can you see outside now? Where is the sun? Is it fun to play in the sun? What game might he play? What do you think he wants to do?*

pages 8–9 Ask, *Who has come to find the boy? Will he play in the sun now? Who does he need to help? What do they need to do?*

pages 10–11 Ask, *What can you see? Where is the little red cake? Does it look good to eat? What do you think he wants to eat?*

pages 12–13 Ask, *Who else has come to the table? Can he eat the little red cake now? Why does he need to eat his dinner?*

pages 14–15 Ask, *Where is the boy now? What is he*

looking at in bed? What does he want to do? Why do you think he wants to read his book?

page 16 Ask, *Who has come now? Can he read his book now? What does he need to do? Why does he need to go to sleep?*

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 photographs. 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 needs and wants? Can the boy always have the things that he wants? What other things might he need or want?*
- Have the children relate the text to their own experiences. Ask, *What things do you want? What things do you need? Have you missed out on something you want because there's something you need instead?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What things did the boy want? What things did he need?*
- Ask inferential questions, such as, *When might he be able to wear his green shoes? What might he be able to do once he has finished helping his dad? Why did he need to eat his dinner instead of the little red cake? When might he get to eat the little red cake?*

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

Choose from the following activities.

Comprehension

- *Recall:* Have children recall information from the text. Ask, *What were some of the things the boy wanted? What were some of the things he needed?* Point to different pictures from the text and have children indicate whether it was something the boy wanted or needed. For example, point to the green shoes and ask, *Did the boy want or need the green shoes?* Have children complete **PW 19**.
- *Connections:* Encourage children to connect the text to their own personal experiences. Ask, *What are some things you want? What are some things you need?* Have children explain why they can't always have the things they want. Have children complete **PW 20**.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'ad' on the board and explain the strategy of saying 'ad' rather than 'a-d'. Record other vowel and consonant blends from the text such as 'et', 'un', 'ot' and 'ed'.
- Discuss the initial consonant blend 'gr'. 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 'gr'. Have children circle the 'gr' blend in each word. Repeat with other initial consonant blends in the text, such as 'pl' and 'sl'.
- Discuss the reading strategy of segmenting words. Find 'dad' in the text and discuss how to read the word by sounding 'd-ad'. Have children read the word using the strategy. Identify and discuss other words in the text that can be read using this strategy (e.g. 'wet', 'sun', 'not', 'red', 'bed'). Have children complete **PW 21**.
- Talk about how the suffix 's' changes the way we read a word. Have children find 'boots' in the text. Ask them to cover the 's' suffix and identify 'boot'. Discuss how the 's' at the end of the word means there is more than one boot.
- As a group, discuss the 'ee' sound in the word 'need'. Have children find other 'ee' words in the text (e.g. 'green', 'sleep'). Brainstorm, draw and write other words with the 'ee' long vowel sound.
- Look at the word 'shoes' and discuss the consonant digraph 'sh' at the beginning of the word. Talk about the sound these letters make when sounded together. Have children think of other words that begin with this sound.

Vocabulary

- *Visual recognition of high frequency words:* 'eat', 'good', 'green', 'like', 'red', 'water'. 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 practise reading and recognising the high frequency words by writing them as rainbow words, i.e.

writing the words in a colour, then writing over them several times in different 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

- *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.
- *Text emphasis/bold font:* As a group, look at the text on page 2. Identify the word 'want' shown in bold font. Have children find other words written in bold font in the text. Discuss why the author has shown these words in this way. Talk about how this influences the way we read the text.

Writing

- Have children talk about why you can't always have the things you want because there are things that you need. Encourage children to reflect on the text. Have them write sentences explaining why the boy couldn't wear his green shoes even though he wanted them. Ask, *Why did he need to wear his boots?*

► ELL Engagement

- Have children brainstorm things they need to do to be healthy, such as eating healthy food, brushing their teeth and taking a bath. Then brainstorm things they need to do at school, such as listening to the teacher, sitting in their chair and doing their work. Have children draw pictures of things they need to do.

► 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. PW 19 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Sentence sort

You will need: scissors, glue

- Cut out the sentences.
- Paste them in the box to show if it is a need or a want

Need

Want

It is fun to play in the sun.
I want to play in the sun.

I will not play in the sun.
I need to help my dad.

The green shoes
look good.
I want the green shoes.

I cannot eat the little
red cake.
I need to eat my dinner.

It is raining.
I need my boots.

I see a little red cake.
I want to eat the little
red cake.

Main teaching focus

Comprehension: Gaining meaning from text; sorting sentences to show an understanding of text.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children cut out and read the sentences. Then they paste them in the boxes to indicate if it was a need or a want.

Name: _____ Date: _____

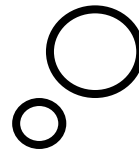
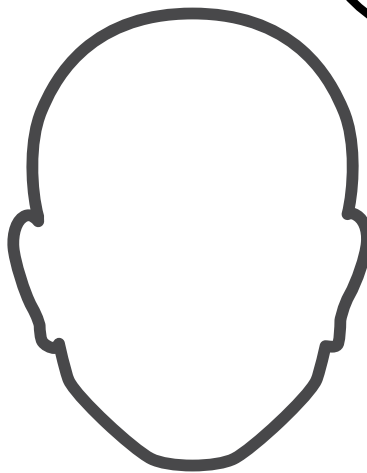
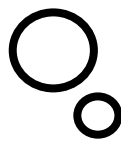
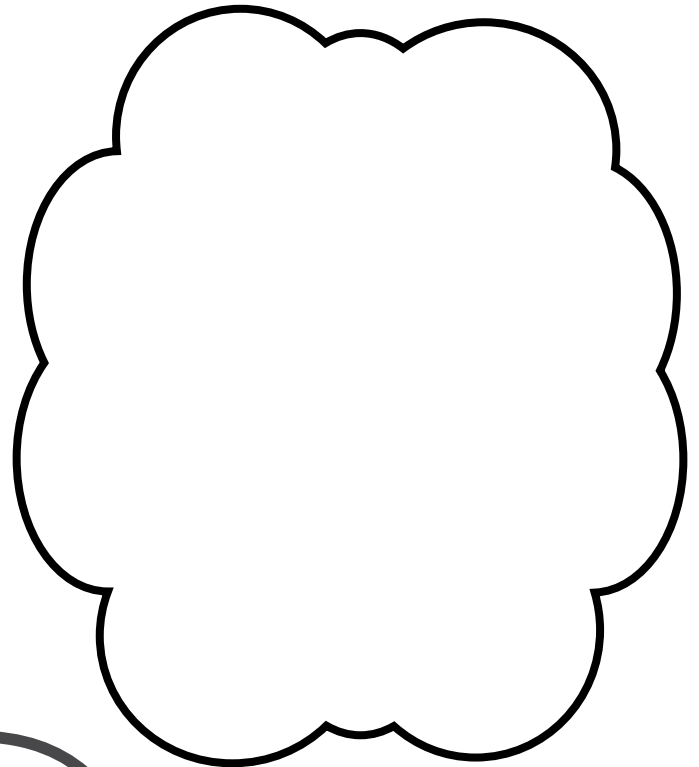
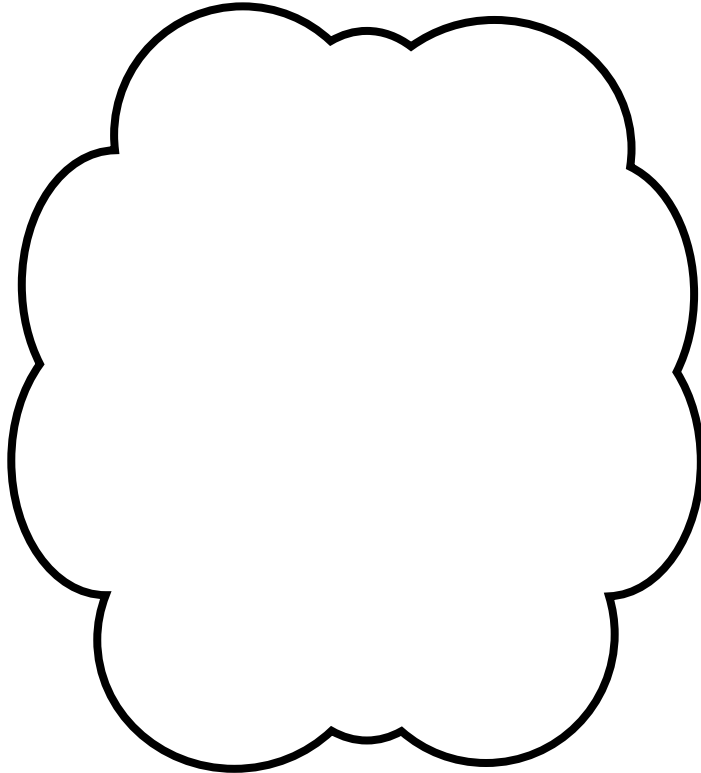
Things I want and things I need

You will need: a pencil or crayon

- Draw your face.
- Write or draw things you want and need.

Want

Need



Main teaching focus

Comprehension: Making personal connections with the text.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children write and draw about things that they want and need.

Name: _____

Date: _____

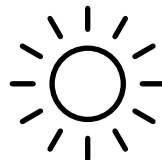
Write the word

You will need: a pencil or crayon

- Write one letter in each box to spell the words.



b	e	d
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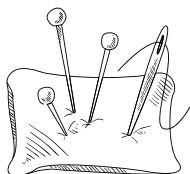
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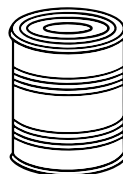
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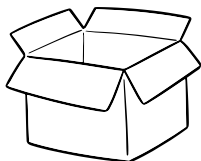
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Main teaching focus

Graphophonics: Onset and rime strategy

Other teaching focus

Phonemic awareness: Recognising beginning and ending sounds in words.

Teacher's note

Children identify each picture. Then they sound out and record letters to spell it.

At the Library

Level 6

Non-fiction

Word count: 96

Text type: explanation



HFW introduced: inside, like

HFW consolidated: good

Programme links: At the Library E-Book
Story-time Surprise (fiction)

Curriculum links: me/family, community

Text summary: Learn about what you can do at a library. You can look for different books and you can look for things on the computer.

Tuning in

- Have children close their eyes and imagine they are at a library. Ask, *What is inside the library? What can you see? Where are the books? What sounds can you hear in the library?* Have children discuss the different things people can do at the library.

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 and encourage children to make predictions about the text. Ask, *What can you see? What is the girl doing? Where is she? Why are there lots of books on shelves? What do you think she is going to do at the library?*
- 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, *Who is at the library? What are the girl and her mum doing? Where are they looking for books?*

pages 4–5 Ask, *Who is inside the library? What can you see inside? Can you see the books? Can you see the computers?*

pages 6–7 Ask, *What is the girl doing?*

pages 8–9 Ask, *What are they doing now? What is this book about? Can they look inside this book about flowers?*

pages 10–11 Ask, *Where is Mum? What is Mum doing? Can she look for books, too?*

pages 12–13 Ask, *What are they using now? What might they use the computer for? Can they look for dinosaurs on the computer? Can they look for flowers on the computer, too?*

pages 14–15 Ask, *Where is the big book? Do you think she likes this book? What is she doing with the book? Can she look inside the book? Do you think it is a good book for her?*

page 16 Ask, *Do you think they like books?*

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. Ask, *What might we learn about the library? What else might you see or do at the library?*
- Have the children relate the text to their own experiences. Ask, *What do you like to do at the library? What type of books do you like to look at?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What things did they do at the library?*
- Ask inferential questions, such as, *Why do you think they picked books about dinosaurs and flowers? What type of books might Mum be looking for? Why do you think the books are on the shelves?*

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

Choose from the following activities.

Comprehension

- **Recall:** Have children recall information they read about the library. Discuss what you can see and do at the library. Ask, *What did they do at the library? What type of books did they have at the library?* Write sentences from the text onto strips of paper. Have children take a sentence strip, read the sentence and draw a picture to match. Have children complete **PW 22**.
- **Recall:** Flip through the book and encourage children to

recall what happened in the text. Use the illustrations to assist the discussion. Then write sentences about things that happened in the text and things that didn't. Have children decide whether the statement is true or false and write 'yes' or 'no' after the sentence.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'om' on the board and explain the strategy of saying 'om' rather than 'o-m'. Record other vowel and consonant blends from the text such as 'an' and 'ig'.
- Discuss the initial consonant blend 'fl'. 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 'fl'. Have children circle the 'fl' blend in each word.
- Find the word 'dinosaurs' 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 illustration that starts with this sound?* Repeat with other words in the text, such as flowers.
- Talk about how the suffix 's' changes the way we read a word. Have children find 'books' in the text. Ask them to cover the 's' suffix and identify 'book'. Discuss how the 's' at the end of the word means there is more than one book.
- 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. Brainstorm and record other words that end in 'ing'.
- Talk about how words that have the same sounding ending are rhyming words. Say aloud the words 'look' and 'book' and have children identify how they have the same 'ook' sound. Ask, *Can you think of any other words that rhyme with 'book' and 'look'?* Record the words and have children circle the word endings. As a group, think of other rhyming words, such as cat/mat, hot/pot and pan/man. Have children complete **PW 23**.

Vocabulary

- *Visual recognition of high frequency words:* 'good', 'inside', 'like'. 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 spell the high frequency words using letter blocks.

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 talk about things they can do at the library. Turn through pages of the text to prompt their thinking. Provide children with sentence starter 'At the library I can ...'. Have them complete the sentence. Have children complete PW 3.

► ELL Engagement

- As a group, draw a large picture of the inside of a library. Include shelves, books, tables and computers. Help children label different parts of the picture to further enhance their vocabulary development.

► 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: _____

Read and draw

You will need: coloured pencils or crayons

- Read the sentences.
- Draw a picture to match.

Look at Mum and me. We are looking for books.	
Here is a book on flowers.	
Here is a book on dinosaurs.	
Mum is looking for books, too.	
Here is a big book. I like this book.	

Main teaching focus

Comprehension: Gaining meaning from text.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children read the sentences and draw pictures to match.

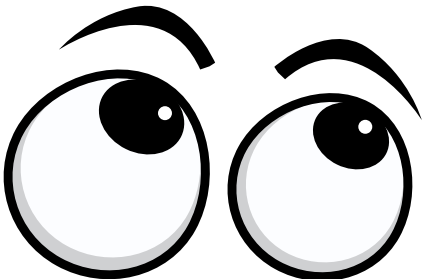

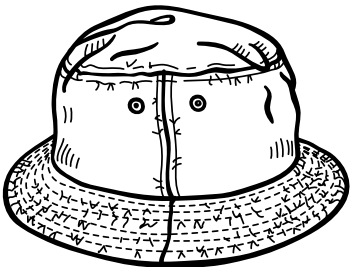
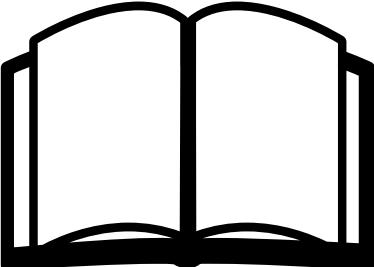
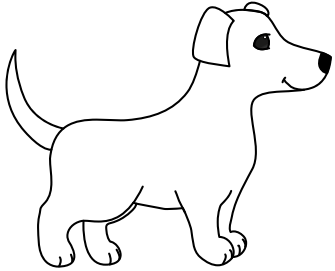
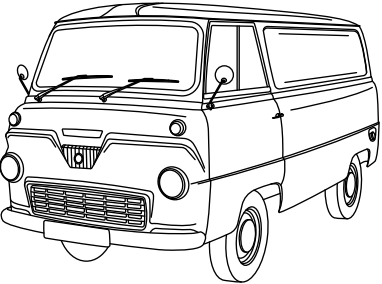
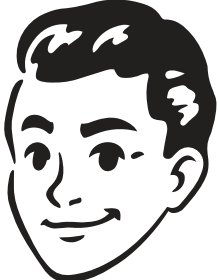
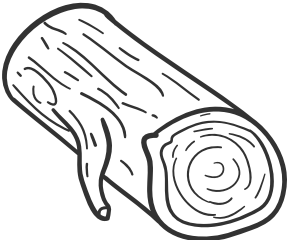
Name: _____

Date: _____

Rhyming words

You will need: scissors, glue, paper

- Cut out the pictures.
- Match the rhyming words and paste on paper.

Main teaching focus

Phonemic awareness: Rhyming words

Other teaching focus

Graphophonics: Segmenting

Teacher's note

Children cut out the pictures, make pairs of pictures that rhyme and paste them next to each other on the paper.

Name: _____

Date: _____

Sentence starter

You will need: coloured pencils or crayons

- Complete the sentence.
- Draw a picture to match.

At the library I can _____

**Main teaching focus**

Writing: Writing sentences about a familiar topic.

Other teaching focus

Comprehension: Relating events in the text to personal experiences.

Teacher's note

Children complete the sentence starter by writing about what they can do at the library. Then they draw a picture to match their writing.

Max and the Balloons

Level 7

Fiction

Word count: 129

Text type: Narrative



HFW introduced:	got, his, off, sat, with
HFW consolidated:	get, they, your
Linking texts:	<i>Big Balloon</i> (non-fiction)
Curriculum link:	me/family, animal/pets
Phonological awareness:	rhyiming words; initial digraphs 'th' and 'wh'; suffixes 's' and 'ed'; double consonants 'll', 'ff' and 'tt'
Story summary:	Kate is looking for the balloons for her party. She and Mum look on her bed, but find Max the dog there. Eventually, they find the balloons in Max's bed.

Tuning in

- Talk about balloons. Ask, *Where do you see balloons? What do you use balloons for? How do we make balloons get bigger?* Have children blow up balloons. Talk about how balloons can pop. Ask, *Have you seen a balloon pop?*

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 in the title? Can you find the word 'balloons'? How many letters are in that word?* Discuss the illustration 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, discussing events and illustrations. Promote language that is used throughout 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 has been looking for? What do you think Kate is asking Mum for? Are the balloons with Mum? What do you think she needs the balloons for?*

pages 4–5: Ask, *Are the balloons with Mum? Where might the balloons be? Where does Mum think the balloons are?*

pages 6–7: Ask, *Are the balloons on Kate's bed? Who is on Kate's bed? Do you think Kate will tell Max to get off her bed? Where should Max go?*

pages 8–9: Ask, *Did Max get off Kate's bed? Is he running to his bed or to Mum's bed?*

pages 10–11: Ask, *Is Max being a good dog or a naughty dog? Whose bed has Max sat on? Whose bed should he go to? Why do you think Max doesn't want to go to his bed?*

pages 12–13: Ask, *Where is Max going now? Why is the kennel going 'pop, pop, pop' when Max goes inside?*

pages 14–15: Ask, *Where were the balloons? What has Mum found in the kennel? What has happened to the balloons?*

page 16: Ask, *Was Max a good little dog or a naughty little dog? What do you think Mum will do with the packet of balloons?*

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 blown up balloons for a party? Have you ever lost something and had to look for it?*
- Talk about the characters and their role in the story.
- Have children retell the story in their own words.
- Ask inferential questions such as: *Why do you think Kate was looking for balloons? Why do you think Max was on Kate's bed and not on his own bed? What would have made the popping noise in the kennel? Do you think Kate would have had balloons at her party? 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 'naughty', discuss strategies such as sounding out, re-reading or looking at the illustrations.

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. Encourage children to role-play events of the text. Have children complete **PW 25**, drawing pictures to show who was in the story, what happened and where it happened. You will need to familiarise children with the words 'who', 'what' and 'where', as they are not formally introduced until later levels.
- **Summarising:** Have children summarise the story by drawing pictures of the main things that happened.

- Have children explain their drawings to verbally summarise the text.
- *Predictions*: Look at the illustration on pages 2–3. Have children explain what the characters are doing. Ask, *What do you think would have been happening before Kate came to Mum and asked if she had the balloons? What might Kate have been doing? What might Mum have been doing? What might Max have been doing?* Have children draw pictures of their predictions.

Phonological awareness

- Talk to the children about rhyming words. Write the words ‘not’, ‘can’ and ‘sat’ on the board. Ask the children to suggest words that rhyme with them and write their suggestions under the appropriate rhyming word. Have children complete **PW 26**, colouring and cutting out pictures and pasting them together in rhyming groups, then writing the words under the pictures.
- Discuss the initial digraph ‘th’. Talk about the sound made when these letters are next to each other. Have children identify words in the text that contain ‘th’. As a group, brainstorm and record other ‘th’ words. Repeat for ‘wh’.
- Talk about how the suffix ‘s’ changes the way we read a word. Have children find ‘balloons’ in the text. Talk about how the ‘s’ on the end of the word means there is more than one balloon. Brainstorm and record other words that end in ‘s’. Have children practise reading the words with and without the ‘s’ ending.
- Talk about the word ‘looked’ and the ‘ed’ suffix. Discuss how ‘ed’ on the end of a word means that something has already happened. Have children cover up the ‘ed’ ending and identify the word ‘look’.
- Have children identify the double consonants in ‘balloons’, ‘off’ and ‘little’. Talk about how when we are sounding out these words we only sound the doubled letter once. Write the words on the board and have children draw a circle around the double letters. Have children sound out the words, making one sound for the double letters.

Vocabulary

- *Visual recognition of high-frequency words*: ‘got’, ‘his’, ‘off’, ‘sat’, ‘with’, ‘get’, ‘they’, ‘your’. Write the words onto cards (two cards for each word) and play games such as Snap, Memory and Go Fish.
- Discuss how high-frequency words can begin with upper-case letters if they are at the beginning of a sentence. Have children find the high-frequency words in the text and count how many begin with lower-case letters and how many begin with upper-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 by reading the text to each other smoothly and without stopping.

Text conventions

- *Sentence features*: Discuss how sentences begin with upper-case letters and end with full stops. Turn to different pages and have children identify the upper-case letters and full stops. Ask, *How many sentences are on this page?* Discuss how some sentences end in exclamation marks or question marks instead of full stops. Have children complete **PW 27**, identifying upper-case letters, full stops, question marks and exclamation marks.
- *Text emphasis/bold font*: Talk about the word ‘Max’ on page 6 and how it is bold. Discuss how we emphasise words and use a louder voice when we read words that are bold. Have children find other bold words in the text. Encourage them to practise changing their tone for bold words while reading sentences from the text.
- *Question marks*: Talk about the question marks on page 2 and how they are used at the end of a sentence. Discuss how question marks are used to show a sentence is a question. Write questions from the text onto paper and have children add the question mark at the end. Encourage them to identify all the question marks in the text.

Writing

- Ask children to draw a picture of their favourite part of the text. Have them write sentences underneath their drawing explaining that part of the text. Encourage them to use words from the text and to include the characters in their writing.

► ELL engagement

- Collect things that would be used at a birthday party, e.g. balloons, streamers, party hats, poppers, party bags, party games. Discuss each item and what it is used for. As a group, design and organise a birthday party for Kate. Decorate the room, make invitations and birthday cards and discuss what food and games to have. Enhance and support children’s language development during the conversations.

► 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: _____

Who? What? Where?



- Draw pictures about the story—who, what and where.

Who?	
What?	
Where?	

Main teaching focus

Comprehension: Recall events from the text.

Other teaching focus

Comprehension: Characters, setting and plot.

Teacher's note

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

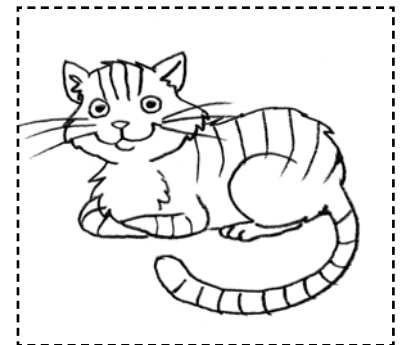
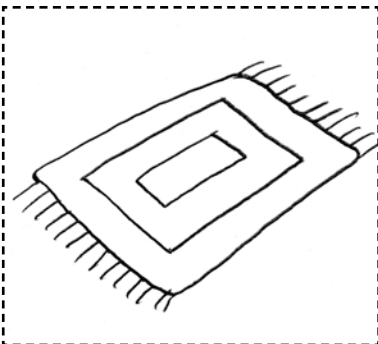
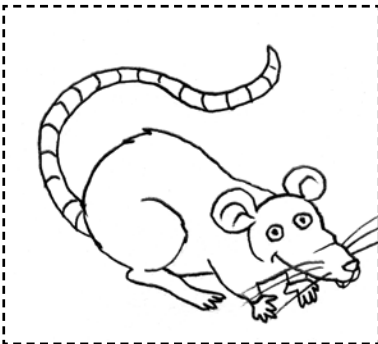
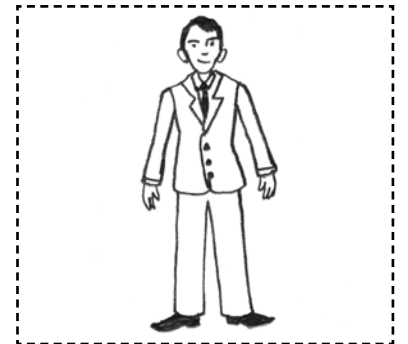
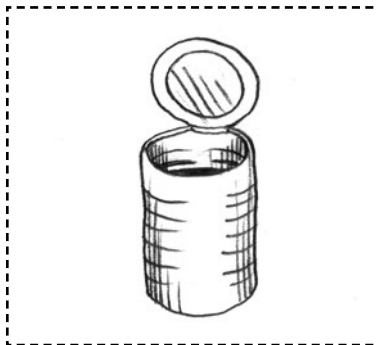
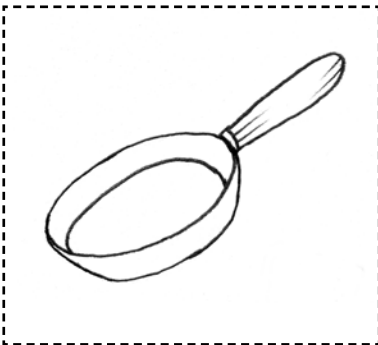
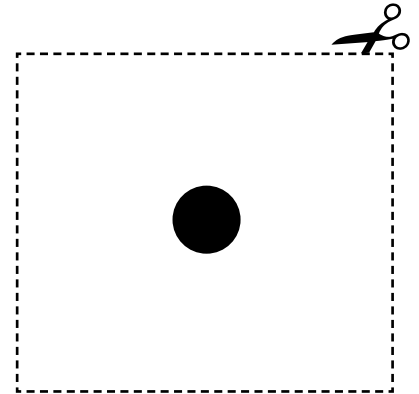
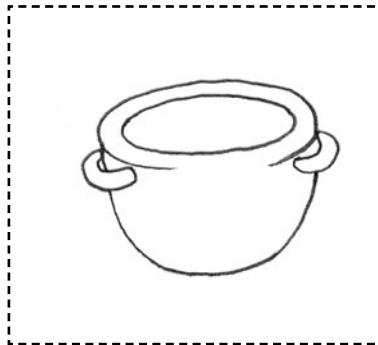
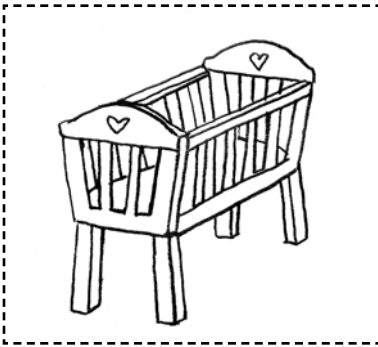
Name: _____

Date: _____

Rhyming words

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

- Colour and cut out the pictures.
- Paste the rhyming words together.
- Write the matching word under each picture.



Main teaching focus

Phonemic awareness:
Rhyming words.

Other teaching focus

Phonemic awareness: Writing
CVC words.

Teacher's note

Children colour and cut out the pictures. They find the pictures that rhyme and paste these words together in groups on the paper. Children then write the names of the pictures underneath.

Name: _____ Date: _____

Colour the sentences

You will need: coloured pencils

- Colour the capital letters (A,B,C) **red**.
- Colour the full stops (.) **blue**.
- Colour the exclamation marks (!) **green**.
- Colour the question marks (?) **yellow**.

“Where are my balloons?” said Kate.

“Are they with you, Mum?”

“No,” said Mum.

“They are not with me.”

“Are the balloons on your bed?”
said Mum.

“Oh, no!” said Kate.

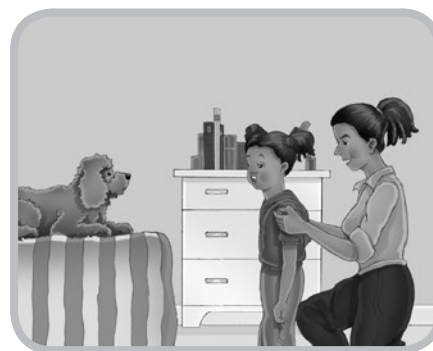
“The balloons are not on my bed.

Max is on my bed!”

“Max!” said Kate.

“Get off my bed.

Go to your bed!”



How many did you find?

Capital letters (A,B,C) _____

Exclamation marks (!) _____

Full stops (.) _____

Question marks (?) _____

Main teaching focus

Text conventions: Recognising upper-case letters, full stops, exclamation marks and question marks.

Other teaching focus

Text conventions: Distinguishing between upper- and lower-case letters. Identifying features of a sentence.

Teacher’s note

Children colour the upper-case letters, full stops, question marks and exclamation marks according to the instructions. Children record how many of each they found.

Bananas in My Tummy



Level 7 Fiction Word count: 126 Text type: Narrative

HFW introduced:	did, sit, stop, with, yellow
HFW consolidated:	came, hiding, like, will
Linking texts:	<i>Chocolate Banana Pops</i> (non-fiction)
Curriculum link:	me/family, animals
Phonological awareness:	digraphs 'ch', 'sh' and 'ee'; suffix 'ing'; adjacent consonants 'tr', 'st' and 'gr'; initial letter sounds
Story summary:	Min Monkey hides up in the tree and eats five bananas. Then he has a tummy ache.

Tuning in

- Talk about bananas. Ask, *Have you eaten bananas before? What do they taste like? Are they hard or soft to eat?* Have a banana for children to look at and talk about. Have children role-play peeling and eating a banana. Talk about animals that like to eat bananas.
- Ask, *Where is your tummy? What is another word for 'tummy'?*
- Have children retell about a time when they felt sick in their tummy. Ask, *Have you ever eaten too much of something and then had a sore tummy?* Talk about what makes you feel better when you are feeling sick.

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 in the title? Can you find the word 'bananas'? How many letters are in that word?* Discuss the illustration 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, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Where is Min Monkey hiding? What type of tree is Min Monkey in?*

pages 4–5: Ask, *Can Grandpa Tut see Min Monkey? How many bananas is Min Monkey holding? How many bananas is he going to eat? What colour are the bananas? Do you think Min Monkey likes yellow bananas?*

pages 6–7: Ask, *Has Min Monkey stopped eating the bananas? Oh no! How do you think Min Monkey is feeling? Why do you think he is feeling sick? What would be going up and down in his tummy?*

pages 8–9: Ask, *Who is Grandpa Tut looking for? Where is Min Monkey? What is going up and down in his tummy?*

pages 10–11: Ask, *Why is Min Monkey a silly little monkey? What is he coming down from? Who should he sit with?*

pages 12–13: Ask, *What has Min Monkey come down from?*

pages 14–15: Ask, *Does Min Monkey still look ill? How many bananas do you think he wants to eat now?*

page 16: Ask, *Why wouldn't Grandpa Tut let Min Monkey eat more bananas? Where are they going?*

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 eaten too much food before? What happened when you felt sick?*
- Talk about the characters and their role in the story.
- Have children retell the story in their own words.
- Ask inferential questions such as: *Why was Min Monkey hiding? Why do you think Min Monkey wanted to eat so many bananas? Did Grandpa Tut know that Min Monkey was eating all the bananas? Why was it a silly idea for Min Monkey to eat more bananas?*

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 'tummy', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- *Cause and effect:* Discuss how when things happen in a story they can cause something else to happen. Draw a picture of Min Monkey eating all the bananas. Ask, *What was the effect of Min Monkey eating all the bananas?*

- Draw a picture of Min Monkey feeling sick. Draw an arrow from the first picture to the second and talk about how the first event caused the second event to happen. Discuss other causes and effects in the story. Have children complete **PW 28**, cutting out the 'cause' and 'effect' pictures and pasting them together. Encourage the children to refer to the text if necessary.
- *Recall*: Flip through the book and encourage children to role-play the events. Ask literal questions, such as, *How many bananas did Min Monkey eat? What was Min Monkey hiding in? What did Grandpa Tut say to Min Monkey when he found him? When did Min Monkey feel better?* Have children refer to the text if necessary.

Phonological awareness

- Discuss the initial digraph 'ch'. Talk about the sound made when these letters are next to each other. Have children identify words in the text that contain 'ch'. As a group, brainstorm and record other words that begin with 'ch'. Have children complete **PW 29**, colouring in the pictures that start with 'ch'.
- Identify 'shouted' in the text. Talk about the initial digraph 'sh' and how when these letters are next to each other we sound 'sh' and not 's-h'. As a group, think of and record other 'sh' words.
- Talk about how the suffix 'ing' changes the way we read the word. Have children find 'hiding' in the text. Cover the word so that only the 'ing' suffix is showing. Talk about the sound made by these letters together. Brainstorm other words that end with 'ing' and have children practise reading the 'ing' suffix.
- Talk about the adjacent consonants 'tr'. Ask children to find the word in the text that begins with these letters. Discuss the strategy of blending the 'tr' together when reading the word rather than sounding the letters separately. Have children think of other words that begin with 'tr'. Repeat for 'st' and 'gr'.
- Find 'banana' in the text. Say, *This word begins with the sound 'b'. What can you see in the picture that starts with 'b'?* Discuss the strategy of using the initial sound of the word and the illustration to help read words in the text.
- Find 'tree' in the text. Discuss the vowel digraph 'ee' and the long 'e' sound these letters make together. Brainstorm and record other 'ee' words.

Vocabulary

- *Visual recognition of high-frequency words*: 'did', 'sit', 'stop', 'with', 'yellow', 'came', 'hiding', 'like', 'will'. Write the words onto cards (one word per card) and show them to children as flash cards. Encourage them to recognise and read the words.
- Write the high-frequency words on the board and talk about the size of different letters, e.g. 'd' is a tall letter, 's' is a small letter and 'y' has a tail. Explain that the letter 'i' is a little taller than the other vowels because of the dot on top. Have children complete **PW 30**, writing words into shape boxes.

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

- *Book features*: Have children talk about what is on the front cover of the book. Discuss how it shows the title, author and illustrator. Ask children to design a new front cover, including the author, illustrator and title.
- *Exclamation marks*: Identify the exclamation marks in the text. 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.
- *Text emphasis/bold font*: Talk about the word 'not' on page 4 and how it is bold. Discuss how we emphasise words and use a louder voice when we read words that are bold. Have children find other bold words in the text. Encourage children to practise changing their tone for bold words when reading sentences from the text.

Writing

- Talk about the events of the story. Have children write sentences summarising what happened. Encourage them to use words from the text in their writing.

► ELL engagement

- Collect things that are yellow, e.g. material, books, pencils, toys and bags. Talk about how these things are the same and different. Encourage children to classify the items according to their appearance and their use. Promote and support language development during discussions.

► 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: _____

Cause and effect

You will need: scissors, glue, piece of paper

- Cut out the pictures and match the cause with the effect.

Cause

Effect



Main teaching focus

Comprehension: Cause and effect—recognising the relationship between events in the story.

Other teaching focus

Comprehension: Recalling events of the text.

Teacher's note

Children cut out the 'cause' pictures and match with the picture that shows the 'effect'. Paste the causes and effects next to each other on the piece of paper.

Name: _____

Date: _____

'ch' words

You will need: coloured pencils

- Colour in the pictures that begin with 'ch'.



Main teaching focus

Phonemic awareness: Initial digraph 'ch'.
Identifying words that begin with 'ch'.

Other teaching focus

Phonemic awareness: Recognising beginning sounds of words.

Teacher's note

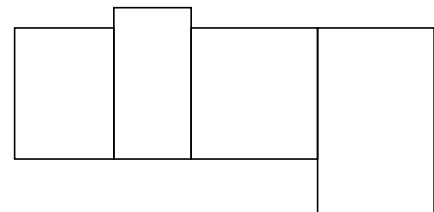
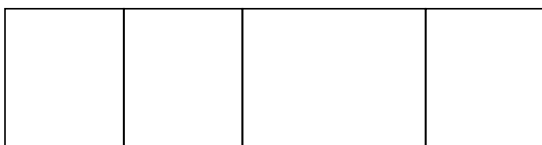
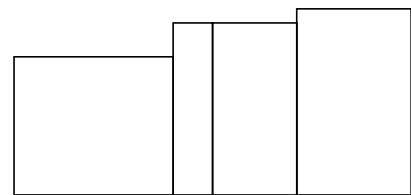
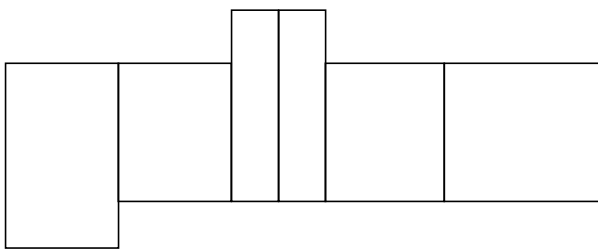
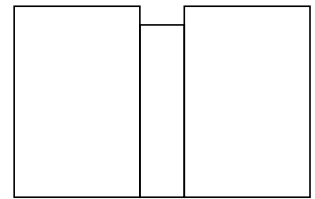
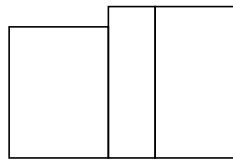
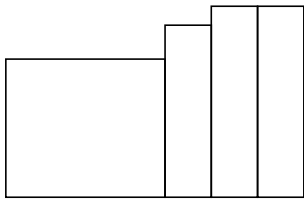
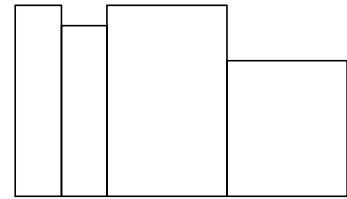
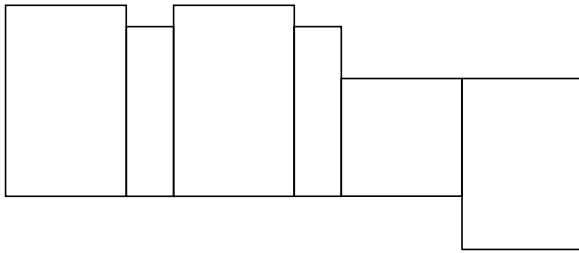
Children look at the picture, say the word and colour in the pictures that begin with 'ch'.

Name: _____ Date: _____

High-frequency words

- Write the words in the correct boxes by looking at the size of the letters.

did sit stop with yellow
came hiding like will



Main teaching focus

High-frequency words: Visual recognition of high-frequency words.

Other teaching focus

Phonemic awareness: Recognising beginning sounds of 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.

Lea and Dad Make a Garden

Level 7 Fiction Word count: 138 Text type: narrative



HFW introduced: fun, today, with

HFW consolidated: after, garden, inside, like

Programme links: *Lea and Dad Make a Garden* E-Book
Watch the Bean Grow (non-fiction)

Curriculum links: me/family, science, environment

Story summary: Lea and Dad make a garden with four little plants. Lea has fun putting the plants in the soil and taking care of the plants. Then the little plants grow into big plants!

Tuning in

- Talk about gardens. Have children think of the things they might see in the garden. Ask, *What type of plants grow in the garden? If you were looking after a garden what might you need to do?*

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 Lea holding? What other things can you see that might help her make a garden? What might they plant in the garden?*
- 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 do you think Lea wants to do with Dad today? Why do you think she wants to make a garden? Where can she see the four little pots and four little plants?*

pages 4–5 Ask, *Where can Dad and Lea make a garden? Is it fun to make a garden? What is Dad holding? How will they make the garden? Who is going to make the garden with Lea?*

pages 6–7 Ask, *Where are Dad and Lea? Why do you think they have gone inside the shed? What things can Dad and Lea see? How will they use them to make a garden?*

pages 8–9 Ask, *Where do the four little plants go? Why are they putting the four little plants in the soil? Is the soil good for the four little plants?*

pages 10–11 Ask, *Is Lea having fun? How is she looking after the four little plants? Do you think she likes looking after the four little plants?*

pages 12–13 Ask, *Why do you think Lea is waking up Dad? Why do you think she wants him to come and look at the four little plants?*

pages 14–15 Ask, *What has happened to the four little plants? Why are the four little plants big now?*

page 16 Ask, *Do you think Lea likes this garden? Do you think Dad likes this garden too?*

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 made a garden? How would you look after little plants in a garden?*
- 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?*
- Ask inferential questions, such as, *Why did they need to put the plants in the soil? What things would Lea need to do to look after her little plants? How long do you think it took for the 4 little plants to grow? How can you tell time has passed?*

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

Choose from the following activities.

Comprehension

- **Matching:** Write sentences from the text onto strips of paper. Have children take a sentence strip, read it and draw a picture to match. Have children complete **PW 31**.

- *Cloze*: Copy sentences from the text onto paper but leave out one word from each sentence, e.g. *Dad and Lea went inside the _____*. Read the sentence with children and talk about how it doesn't make sense with the word missing. Have children work out the missing word. Write 'shed' in the sentence. Have children reread the sentence to check for meaning. Repeat with other sentences from the text.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'ed' on the board and explain the strategy of saying 'ed' rather than 'e-d'. Record other vowel and consonant blends from the text such as 'en' and 'an'. Have children practise blending these sounds.
- 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'. Repeat with the consonant digraph 'th'.
- 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'. Have children practise blending the sounds at the beginning of the words.
- Talk about how the suffix 'ing' changes the way we read a word. Have children find 'looking' in the text. Cover the word so that only the 'ing' suffix is showing. Talk about the sound made by these letters together. Then cover up the 'ing' suffix so that children can see it was added to the end of the word 'look'. Brainstorm other 'ing' words.
- Have children find 'plants' in the text. Discuss how the 's' suffix changes the way we read the word. Talk about how the 's' on the end of the word means there is more than one plant. Repeat with 'pots'.
- 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*: 'after', 'fun', 'garden', 'inside', 'like', 'today', 'with'. 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?*
- *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?*
- *Quotation marks*: Discuss quotation marks and explain how they show us that a character is talking. Have children identify quotation marks in the text.
- *Text emphasis/bold font*: Discuss why 'are' is shown in bold letters on page 14. Discuss how when the font is different it influences the way we read the text.
- *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.
- *Punctuation*: Have children look at pages of the text and identify different types of punctuation. Have children complete **PW 32**.

Writing

- Have children talk about the things they would need to do to make a garden. Have them think of all the things they would need and the steps they would take. Ask, *What would you do first? Then what would you need to do?* Have children complete **PW 33**.

► ELL Engagement

- Collect gardening items/tools, such as shovels, trowels, rakes, packets of seeds, gloves and pots. Have children look at the items and name them. Encourage children to explain how they are used when making a garden. Have children draw a gardening picture and ask them to include each of the items in their picture.

► 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: _____

Match the picture

You will need: scissors, glue

- Cut out the pictures.
- Match and paste them with the sentences

<p>“Can we make a garden today? I can see 4 little pots. I can see 4 little plants, too.”</p>	
<p>“Look!” said Dad. “We can make a garden today.”</p>	
<p>“The 4 little plants go in the soil,” said Dad.</p>	
<p>“This is fun!” said Lea. “I like looking after 4 little plants.”</p>	
<p>“Dad!” shouted Lea. “Come and look at the 4 little plants.”</p>	
<p>“Look!” said Lea. “The 4 little plants are big.”</p>	



Main teaching focus

Comprehension: Gaining meaning from text; Matching sentences and pictures

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

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

Name: _____ Date: _____

Find the punctuation

You will need: coloured pencils or crayons

- Colour the full stops, uppercase letters, quotation marks, question marks, commas, and exclamation marks.
- Count how many you find.

“Dad,” said Lea.

“Can we make a garden today?

I can see 4 little pots.

I can see 4 little plants, too!”

“Look!” said Dad.

“We can make a garden today.”

“It is fun to make a garden!” said Lea.

“Come with me,” said Dad.

Dad and Lea went inside the shed.

How many...

. _____	ABC _____	“ ” _____
, _____	? _____	! _____

Main teaching focus

Text conventions: Recognising punctuation.

Other teaching focus

Text conventions: Understanding features of a sentence.

Teacher’s note

Children colour in the punctuation they see. Then they count the number of full stops, uppercase letters, question marks, exclamation marks, quotation marks and commas.

Name: _____ Date: _____

Make a garden

You will need: coloured pencils or crayons

- Draw or write the things you would need to make a garden.
- Write the steps.

You will need:

Steps:

1.

2.

3.

4.

5.

Main teaching focus

Writing: Writing a simple instructional text.

Other teaching focus

Writing: Composing a text with uppercase letters and full stops.

Teacher's note

Children write a simple instructional text about how to make a garden. They draw or write the things they would need. Then children write 5 steps to follow to make a garden.

Oh, Max!

Level 7 Fiction Word count: 132 Text type: narrative



HFW introduced: got, off, sat/sit, stop, with

HFW consolidated: garden, get, green, inside, your

Programme links: *Oh, Max!* E-Book
Opposites (non-fiction)

Curriculum links: me/family, school, physically active

Story summary: Kate takes Max outside to play. He always does the opposite of what Kate asks him to do. Then Max runs inside and finds his teddy bear on the chair. Kate and Max play with their teddy bears out in the garden.

Tuning in

- Ask, *What type of games can you play with a dog? What types of things do dogs like to do?* Have children role play playing fetch with a dog.

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 Kate holding? What is Max holding in his mouth? What ball do you think Max wants to play with? Where are they going to play?*
- 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 is Kate doing? Where is she taking Max? What might they play in the garden? What is Max looking at on the couch?*

pages 4–5 Ask, *What ball does Kate want Max to play with? Does he want to play with the little green ball? What ball is Max playing with? Why do you think he wants to play with his big ball?*

pages 6–7 Ask, *Where has Kate thrown the big ball for Max? Where is Max going? Why is the big ball going into the garden? Why is Kate calling for Max to stop? Is Max listening to Kate?*

pages 8–9 Ask, *Where is Max? Why is Kate calling Max to come to her? Is Max listening to Kate? Has he sat down? What has Max done now? Why do you think he has jumped up? Where might he be going?*

pages 10–11 Ask, *Oh, no! Where is Max running? Should Max be going inside with his muddy feet? Why is Kate running inside, too?*

pages 12–13 Ask, *What has Max jumped up on? Why is Kate telling Max to get off the chair? Why do you think Max has jumped up on the chair?*

pages 14–15 Ask, *What has Max found on the chair? Can Kate see Max getting the teddy? Why is he a funny*

little dog? What do you think Max wants to do with the teddy?

page 16 Ask, *What game can they play in the garden? Can Teddy play in the garden, too? What did Max want to play in the garden?*

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 a game with a dog? What type of things do you try and get your dog to do?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What did Kate want to do with Max? Was Max listening to Kate? What did Max want to play?*
- 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 Kate tell Max to stop when he was chasing the ball? Why did Max run back inside? Why did Kate tell Max to get off the couch?*

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

Choose from the following activities.

Comprehension

- Answering yes/no questions:** Flip through the text and encourage children to recall the events. Use the

illustrations to assist the discussion. Ask, *What happened at the start of the story? What happened next? What was Max doing in the story?* Write sentences about things that happened in the story and things that didn't. Have children decide whether the statement is true or false and write 'Yes' or 'No' after the sentences, e.g. 'Max got up on the chair. Yes'. Have children complete **PW 34**.

- *Recall:* As a group, list the sequence of events in the story. Introduce the sequencing vocabulary 'first', 'second', 'then', 'next', 'after' and 'finally'. Write these words at the top of a piece of paper. Have children recall and record events under the sequencing vocabulary. Then have children use the sequencing vocabulary to retell the story.

Phonological awareness

- Discuss the initial consonant digraph 'ch'. Talk about how these two letters next to each other make the sound 'ch' and aren't sounded separately as 'c-h'. Brainstorm and record other words that begin with 'ch'. Repeat with the consonant digraph 'th'.
- 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'. Have children practise blending the sounds at the beginning of the words. Repeat with other consonant blends in the text (i.e. 'cr', 'gr', 'st').
- Talk about how the suffix 'ing' changes the way we read a word. Have children find words ending in 'ing' in the text. Talk about the sound these letters make when sounded together. Brainstorm other 'ing' words.
- Have children find words with the suffix 'ed'. Talk about the sound these letters make at the end of a word. Talk about how 'ed' on the end of a word means it is in past tense (i.e. it has already happened).
- Say aloud the word 'teddy' and model how to clap the syllables. Explain how this word has two syllables. Say aloud the word 'Max' and discuss how it has one syllable. Have children read aloud other words in the text. Have them clap and count the syllables.

Vocabulary

- *Visual recognition of high frequency words:* 'garden', 'get', 'got', 'green', 'inside', 'off', 'sat', 'sit', 'stop', 'with', 'your'. Have children locate these words in the text. Have them count how many times each high frequency word appears in the text. Have children complete **PW 35**.
- Have children cut out letters from newspapers and magazines and have them 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

- *Sentence features:* Discuss how sentences begin with uppercase letters and end with full stops. Turn to different pages of the text and have children identify the uppercase letters and full stops. Ask, *How many sentences are on this page?*
- *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?*
- *Quotation marks:* Discuss quotation marks and explain how they show us that a character is talking. Have children identify quotation marks in the text.
- *Text emphasis/bold font:* Discuss why 'can' is shown in bold letters on page 16. Ask, *Why do you think this word is written in bold font?* Discuss how when the font is different it influences the way we read the text.
- *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 exclamation marks.

Writing

- Have children talk about their favourite part of the story. Ask, *Why did you like this book? Which part did you enjoy?* Have children write sentences explaining their favourite part and why they liked that part.

► ELL Engagement

- Discuss opposites. Talk about how Max was doing the opposite of what Kate was asking him to do in the story. Explain how Kate wanted Max to play with the little ball, but Max played with the big ball. Have children look through the text and find other examples of opposites. Children can record the opposites they find.
- Have children make puppets using **PW 36**. Have them use the puppets to retell the story. Encourage them to use language from the text.

► 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: _____

Yes or no

- Read the statements about the story.
- Circle 'yes' if it happened and circle 'no' if it didn't happen.

Max and Kate went in the garden.	Yes	No
Max had a little black ball.	Yes	No
The big ball went into the flowers.	Yes	No
Max ran inside and Kate ran inside.	Yes	No
Max jumped up on the bed.	Yes	No
Max and Kate and Teddy went in the garden.	Yes	No

Main teaching focus

Comprehension: Answering yes or no questions.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children read the sentences, decide if the event did or did not happen in the story and circle 'yes' if it happened in the story or 'no' if it did not happen in the story.

Name: _____

Date: _____

Find the words

You will need: coloured pencils or crayons

- Find the words and colour them in.

garden got get green inside
sat sit stop with your

g	o	t	a	f	i	g
d	h	l	g	e	t	a
w	c	r	s	k	q	r
i	n	s	i	d	e	d
t	x	a	t	u	y	e
h	p	t	v	b	o	n
w	y	o	u	r	e	j
g	r	e	e	n	t	m
s	g	n	s	t	o	p

Main teaching focus

Vocabulary: Visual recognition of high frequency words.

Other teaching focus

Vocabulary: Recognition of spelling patterns in high frequency words.

Teacher's note

Children find and colour the high frequency words hidden in the word find.

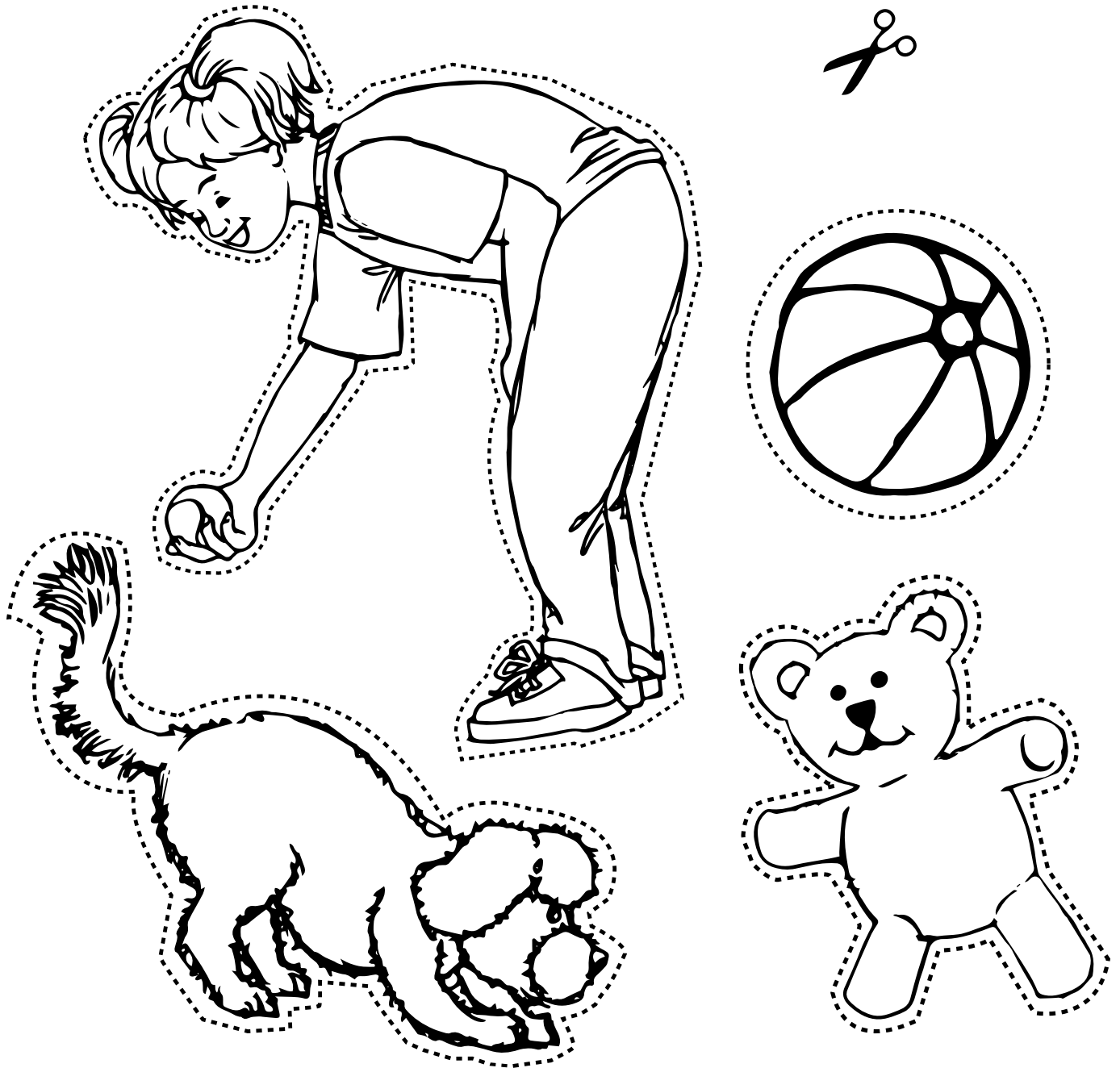
Name: _____

Date: _____

Puppets

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

- Colour the puppets.
- Cut out each puppet.
- Stick each puppet onto a craft stick with tape.



Main teaching focus

Oral language development:
Retelling

Other teaching focus

Comprehension: Recalling
events from the story.

Teacher's note

Children colour in and cut out the puppets, then stick them onto craft sticks. Then they use the puppets to retell the story.

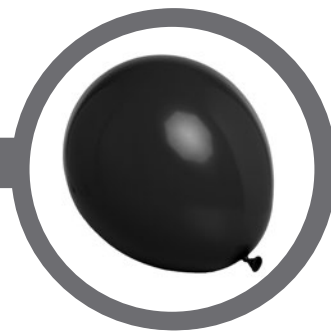
Big Balloon

Level 7

Non-fiction

Word count: 127

Text type: Procedural



HFW introduced:	fun, sit, with
HFW consolidated:	get, inside, like, will, your
Linking texts:	<i>Max and the Balloons</i> (fiction)
Curriculum link:	science, creative play
Phonological awareness:	adjacent consonants 'sp' and 'pl'; initial letter sounds; similar words 'big' and 'bigger'
Text summary:	Learn how to blow up a balloon without using your mouth!

Tuning in

- Talk about balloons. Have balloons for children to look at and talk about. Discuss what they look like and what they are made from. Have children blow up the balloons and talk about how they change. Ask, *What is inside the balloon that makes it get bigger and bigger?* Discuss how balloons pop and the noise this makes.
- Collect all the items that are used in the text: balloon, bottle, funnel, yeast, warm water, sugar and spoon. Write the name of each item on a sticky label and attach it to the item. Talk about each item. Ask, *What is this usually used for? Where have you seen this before?*

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 in the title? Can you find the word 'balloon'? How many letters are in that word?* Discuss the photograph 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, discussing events and pictures. Promote language that is used throughout the text. Discuss how pictures help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What can you see? What are these things used for? What would you need to get if you were going to have fun and play with a big balloon?*

pages 4–5: Ask, *What colour balloon is the girl blowing up? Can you see the balloon going down? Why did the balloon go down? What goes in the water?*

pages 6–7: Ask, *What else goes in the water? Why does the girl put the spoon in the water? What will happen when she stirs the water with the spoon?*

pages 8–9: Ask, *What goes inside the bottle? Where does the girl put the water and sugar and yeast?*

pages 10–11: Ask, *What goes on the top of the bottle? Why is she putting the balloon on the top of the bottle? What is the bottle sitting on? Is the bottle in the shade or in the sun?*

pages 12–13: Ask, *What is happening to the balloon? What is getting bigger and bigger? How is the balloon getting bigger?*

pages 14–15: Ask, *Do you think you could play with a balloon like this? Would your balloon get bigger?*

page 16: Ask, *Do you think the balloon would be fun to play with? Why?*

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 book might end.
- Have children relate the text to their own experiences. Ask, *Have you ever blown up balloons? How did you make your balloon get bigger and bigger?*
- Discuss how this text teaches us how to do something. Talk about what the reader can learn from the text. Ask, *Could we learn how to make our own big balloon by reading this book?*
- Have children retell the text in their own words.
- Ask inferential questions such as: *Why did the girl need a bottle to make the big balloon? Why do you think the bottle needed to stay in the sun? What do you think will happen if the balloon keeps getting bigger and bigger?*

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 'bottle', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- *Following directions:* Have children recall the steps in making the big balloon. Provide the things needed to make the big balloon in the text. Encourage children to read and follow the text to make their own big balloon. Emphasise the importance of reading and finding out what they need to do.
- *Sequencing:* Write sentences from the text onto strips of paper. Have children read the sentences and draw pictures to show what the sentence says. Ask children to sequence the sentences and pictures in the correct order. Have them re-read the sentences to make sure that they have ordered them correctly. Have children complete **PW 37**, cutting out the pictures and sentences, matching them and then sequencing them in the order they occurred in the text.

Phonological awareness

- Find 'spoon' in the text. Discuss how to blend the 'sp' together at the beginning of the word. Brainstorm and record other words that begin with 'sp' and have children circle the consonants at the beginning of the word. Repeat with 'pl'.
- Find 'bottle' in the text. Say, *This word begins with the sound 'b'. What can you see in the picture that starts with 'b'?* Discuss the strategy of using the initial sound of the word and the illustration to help read words in the text. Discuss how this strategy can be used for other words, e.g. 'balloon', 'funnel', 'yeast', 'sugar', 'water', 'spoon'. Have children complete **PW 38**, cutting out the words and pasting them under the pictures, using the initial sound of the word and the illustration to determine the match.
- Look at the words 'big' and 'bigger' in the text. Write the words on the board. Ask, *How are these words the same? How are they different?* Talk about how new words can be made from some words by adding letters and endings.

Vocabulary

- *Visual recognition of high-frequency words:* 'fun', 'sit', 'with', 'get', 'inside', 'like', 'will', 'your'. Write the words onto cards (two cards for each word) and play games such as Snap, Memory and Go Fish.
- Have children use magnetic letters to make the high-frequency words. Then have them copy the words by writing them in the same colours as the magnetic letters. For example, if they make the word 'fun' and 'f' is red, 'u' is blue and 'n' is yellow, then the 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

- *Book features:* Have children talk about what is on the front cover of the book. Discuss how it shows the title and the author. Ask children to design a new front cover, including the author and title.
- *Text emphasis/font size:* Talk about the size of the word 'bigger' on pages 12, 13 and 14. Ask, *Why do you think the word 'bigger' is getting bigger?* Discuss how we change our voice when we read words that are bigger than the others in the sentence. Model this to children and then have them practise by reading these pages with a partner.
- *Question marks:* Identify the question mark on page 14. Discuss how question marks are used at the end of a question instead of a full stop.

Writing

- Ask children to retell the steps in making the big balloon. Brainstorm the things that were needed to make the big balloon and write these words on the board. Have children use **PW 39** to write a recount/retell of how to make the big balloon. Children can use the words to help with their writing. Encourage them to use sound–letter correspondence to spell unknown words.

► ELL engagement

- Collect the items needed to make the big balloon: balloon, bottle, funnel, yeast, water, sugar, spoon. Have children describe the items. Ask, *What is it made from? What colour is it? What does it look like? What do we use it for?* Encourage them to compare and contrast the items and talk about how the items are the same or different. Ask children to sort and classify the items. Encourage and support children's language development during discussions.

► 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 21 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Sequencing

You will need: scissors, glue, piece of paper

- Cut out the boxes and match the pictures with the text. Put them in the right order.

The balloon and the bottle can sit on the table in the sun.



The spoon goes in the water like this.



The sugar goes in the water.



Look at the balloon. It is bigger and bigger!



The water and sugar and yeast go into the bottle.



Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Matching sentences and pictures.

Teacher's note

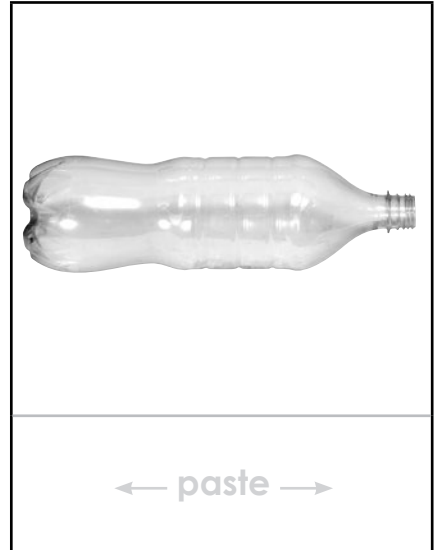
Children cut out the pictures and sentences, match them together and then paste them in sequence on the piece of paper.

Name: _____ Date: _____

Picture and word match

You will need: scissors, glue

- Cut out the words and match them to the pictures.



yeast

funnel

spoon

water

balloon

bottle

Main teaching focus

Phonemic awareness: Initial letter sound—working out unknown words using the beginning sound and the pictures.

Other teaching focus

Phonemic awareness: Recognition of beginning and ending sounds of words.

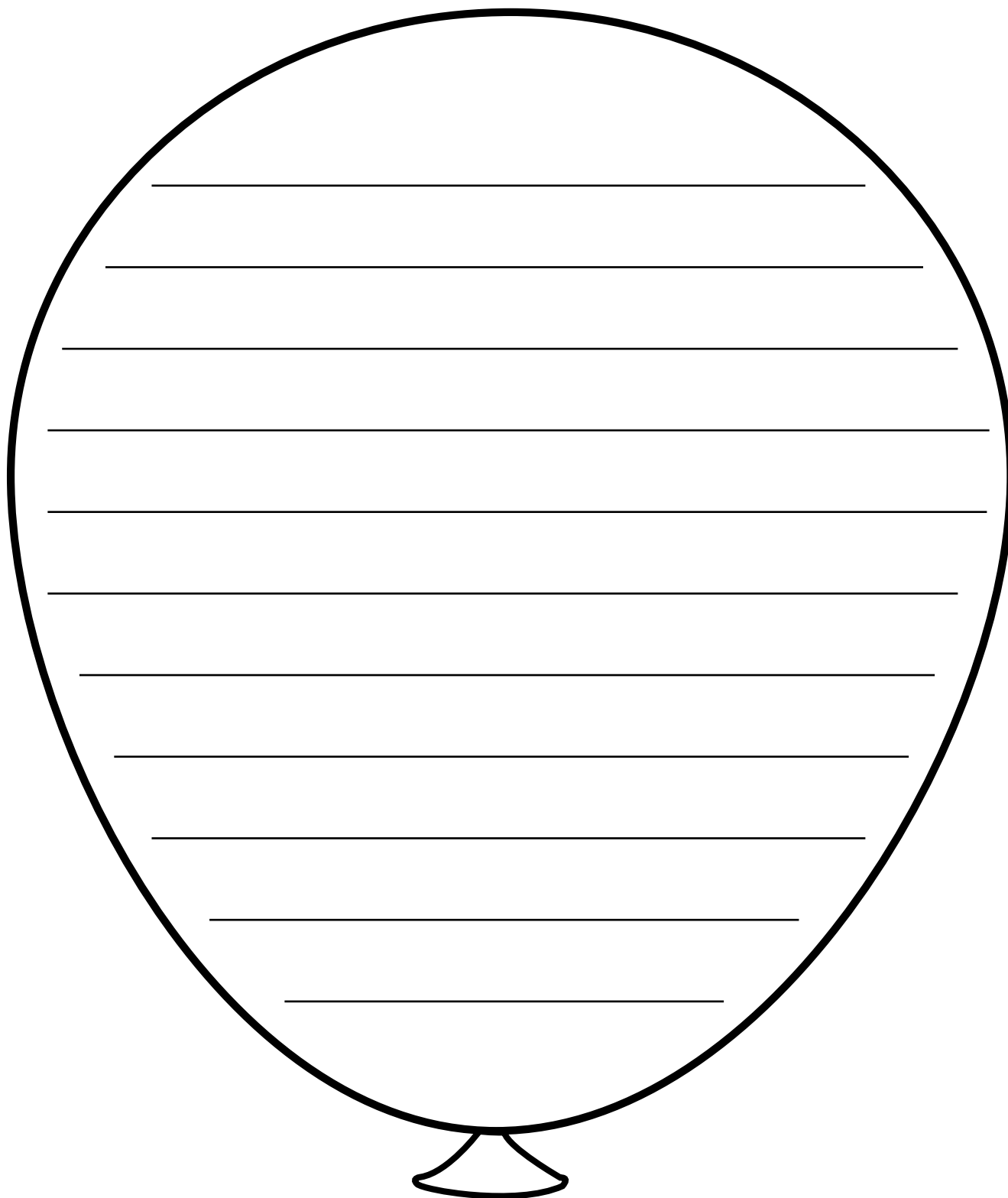
Teacher's note

Children cut out the words and paste them with the correct picture, using the initial sound of the word and the illustration to make the match.

Name: _____ Date: _____

Recount

- Write about how to make a big balloon.

**Main teaching focus**

Writing: Writing a simple recount of an experience.

Other teaching focus

Writing: Spelling unknown words using sound-letter correspondence.

Teacher's note

Children write several sentences recounting or retelling how to make a big balloon.

Chocolate Banana Pops

Level 7

Non-fiction

Word count: 131

Text type: Procedural



HFW introduced:	fun, onto, today, with; <i>make (academic)</i>
HFW consolidated:	get, inside, like, they
Linking texts:	<i>Bananas in My Tummy</i> (fiction)
Curriculum link:	me/family, science
Phonological awareness:	consonant digraphs 'ch' and 'th'; suffixes 'ing' and 's'; adjacent consonants 'st' and 'br'; initial letter sounds; compound words
Text summary:	Learn how to make chocolate banana pops by covering bananas with melted chocolate, dipping them in rice puffs and sprinkles and putting them in the freezer until they are ready. Yum!

Tuning in

- Talk about bananas. Ask, *Have you eaten bananas before? What do they taste like? Are they hard or soft to eat?* Talk about chocolate. Ask, *Have you eaten chocolate before? What chocolate things do you like to eat?* Discuss what chocolate tastes like and looks like.
- As a group, talk about cooking things in the kitchen. Ask, *What things have you cooked before? What did you have to do when you were cooking?* Talk about processes such as cutting, mixing and freezing.

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 'chocolate'? How many letters are in that word?* Talk about the sound made with the consonant digraph 'ch' at the beginning of 'chocolate'. 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, discussing events and pictures. Promote language that is used throughout the text. Discuss how pictures help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What things do you need to make a chocolate banana pop? What do you think you would use the chocolate for? Where would you put the sticks? What colour sprinkles can you see?*

pages 4–5: Ask, *How do you cut the banana? Where does the stick go? Why is she putting the stick inside the banana?*

pages 6–7: Ask, *Where are the bananas with the sticks going? What will happen to the bananas when they are in the freezer?*

pages 8–9: Ask, *Where does the chocolate go? Will the chocolate get hot or cold in the microwave? What will happen to the chocolate when it gets hot?*

pages 10–11: Ask, *What does the chocolate go onto now? What colour is the banana when the chocolate is on it?*

pages 12–13: Ask, *What do the rice puffs go onto?*

How do they go onto the banana? What goes onto the chocolate banana next? How do the sprinkles go onto the banana?

pages 14–15: Ask, *Where do the chocolate bananas go now? Will the chocolate bananas get hot or cold in the freezer? What will happen to the melted chocolate when it is in the freezer?*

page 16: Ask, *Do you think they like to eat chocolate banana pops? Do you think chocolate banana pops are fun to eat?*

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.
- Have children relate the text to their own experiences. Ask, *What have you eaten that has been in the freezer? What things have you eaten that have been on a stick?*
- Talk about how this text teaches us to do something. Ask, *What have we learnt to make from reading this book?*
- Have children retell the process of making chocolate banana pops in their own words.
- Ask inferential questions such as: *Why do they need to put the sticks in the bananas? Why do the bananas need to go in the freezer? Why would they need to melt the chocolate? How long do you think the bananas need to be in the freezer?*

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 'sticks', discuss strategies such as sounding out, re-reading or looking at the pictures.

Choose from the following activities.

Comprehension

- *Cloze*: Copy sentences from the text onto paper but leave out one word from each sentence, e.g. *We are going to _____ chocolate banana pops today.* Read the sentence with children and talk about how it doesn't make sense with the word missing. Have children work out the missing word. Write 'make' in the sentence. Have children re-read the sentence to check for meaning. Repeat with other sentences from the text. Have children complete **PW 40**, cutting out the words and pasting them into the sentences.
- *Following text directions*: Provide children with the items needed to make the chocolate banana pops. As a group, make the chocolate banana pops using the text as a guide. Encourage children to read and refer to the text to find out what they have to do.

Phonological awareness

- Discuss the initial digraph 'ch'. Talk about the sound made when these letters are next to each other. Have children identify words in the text that contain 'ch'. As a group, brainstorm and record other words that begin with 'ch'. Repeat for 'th'.
- Talk about how the suffix 'ing' changes the way we read a word. Have children find 'going' in the text. Cover the word so that only the 'ing' suffix is showing. Talk about the sound made by these letters together. Then cover up the 'ing' suffix so that children can see that it was added to the end of the word 'go'. Brainstorm other 'ing' words.
- Talk about the adjacent consonants 'st'. Ask children to find the word in the text that begins with these letters. Discuss the strategy of blending the 'st' together when reading the word rather than sounding the letters separately. Have children think of other words that begin with 'st'. Repeat for 'br'. Have children complete **PW 41**, writing 'st' or 'br' at the beginning of words.
- Identify 'banana' in the text. Say, *This word begins with the sound 'b'. What can you see in the picture that starts with 'b'?* Discuss the strategy of using the initial sound of the word and the picture to help read words in the text.
- Talk about how the 's' suffix can indicate there is more than one, e.g. 'rice puffs' means there are lots of rice puffs, not only one.
- Talk about how 'today' is made of two words that have been joined together. Write the word on the board and have children circle the two words: 'to' and 'day'. Find and discuss other compound words in the text ('inside', 'onto').

Vocabulary

- *Visual recognition of high-frequency words*: 'fun', 'onto', 'today', 'with', 'get', 'inside', 'like', 'they'. Write the words onto flash cards and encourage students to recognise and read the words.
- Have children spell the high-frequency words using letter blocks.

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

- *Sentence features*: Discuss how sentences begin with upper-case letters and end with full stops. Have children identify the upper-case letters and full stops in the text. Ask, *How many sentences are on this page?*
- *Book features*: Have children talk about what is on the front cover of the book. Discuss how it shows the title and author. Ask children to design a new front cover, including the author and title.

Writing

- Discuss the process of making the banana pops. Ask children to write a recount of or retell the process. Brainstorm words that children want to use in their writing and write them on cards for children to refer to while writing.

► ELL engagement

- Talk about how fruits and vegetables come from plants. Ask, *Is a banana a fruit or a vegetable?* Brainstorm other fruits and vegetables. Bring in fruit and vegetables for children to look at, describe and discuss. Have children sort and classify them into fruits and vegetables. Support children's language development. Have children complete **PW 42**, colouring and cutting out the pictures, then sorting them into fruit and vegetable groups.

► 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

- Cut out the words and paste them into the sentences.



The banana is
like this.



The sticks go here.
They go inside the .



The bananas with the sticks
 here.

The bananas are going to get
 !



The chocolate goes here.
It is going to get !



cold	hot	go
cut	bananas	

Main teaching focus

Comprehension: Cloze—complete verbatim cloze with words given.

Other teaching focus

Comprehension: Reading text to make sure it makes sense. *Phonemic awareness:* Using initial letters to help with reading words.

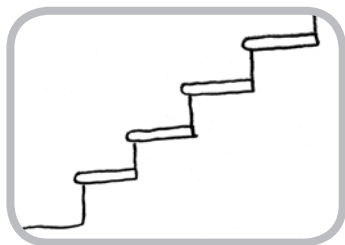
Teacher's note

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

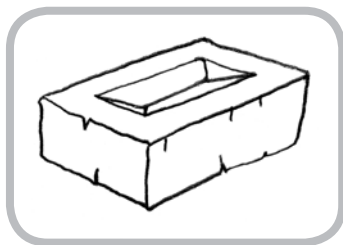
Name: _____ Date: _____

'st' and 'br' words

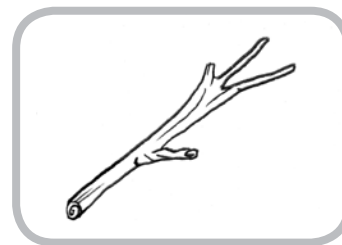
- Blend the consonants that match the picture.
- Write the 'st' words and the 'br' words in the table.



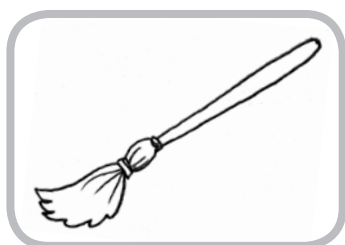
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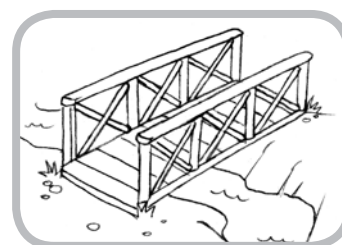
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___oom



___ars



___idge

st	br

Main teaching focus

Phonemic awareness: Initial consonants 'st' and 'br'.

Other teaching focus

Phonemic awareness: Comparing and contrasting the beginning sounds of words.

Teacher's note

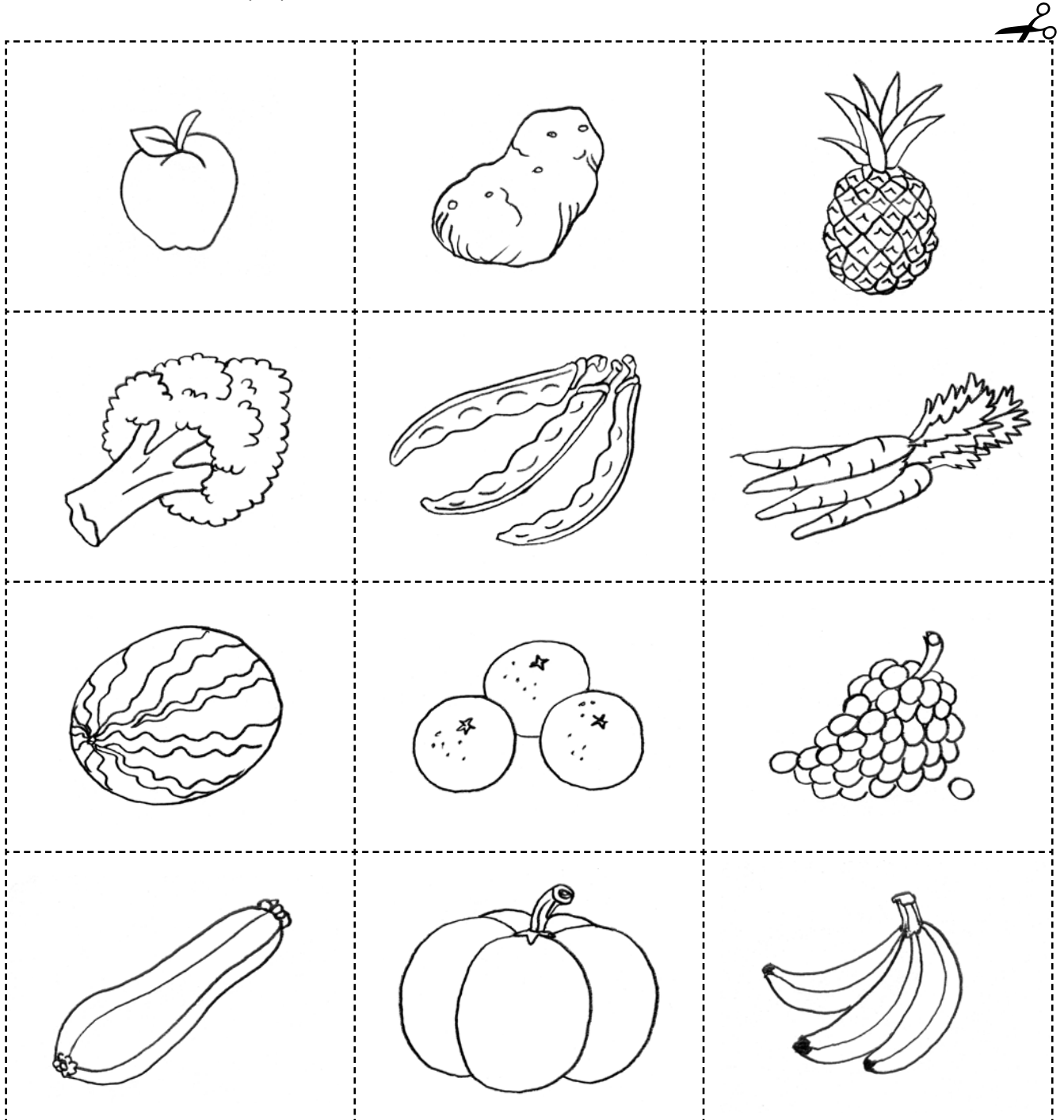
Children record 'st' or 'br' at the beginning of words. They then sort the words according to their beginning sound and write them in the table.

Name: _____ Date: _____

Fruit and vegetables

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

- Colour and cut out the pictures.
- Sort them into fruits and vegetables.
- Paste them on the paper.



Main teaching focus

Oral language development: Comparing and contrasting—finding similarities and differences.

Other teaching focus

Oral language development: Theme words—fruits and vegetables.

Teacher's note

Children colour and cut out the pictures. They sort the pictures into two groups—fruits and vegetables—then paste the pictures in the groups onto the paper.

Watch the Bean Grow

Level 7

Non-fiction

Word count: 122

Text type: Procedural



HFW introduced: onto, yellow

HFW consolidated: get, green, water, will

Programme links: Watch the Bean Grow E-Book
Lea and Dad Make a Garden (fiction)

Curriculum links: environment, science

Text summary: Find out how the little seed grows into a big bean. Learn about how the seed goes into the soil, you water it, the roots grow and the plant sprouts. Then it grows and grows and you can eat the bean.

Tuning in

- Show children a bean seed and a big bean plant (or pictures if necessary). Have children discuss how they think the seed grows and changes so that a bean will grow. Ask, *What might you need to do if you were looking after the bean plant?*

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 type of plant do you think they might be? How are the plants getting bigger and bigger? What might you see if you were watching a bean plant grow? When might you see a bean plant growing?*
- Flip through the book. Encourage discussions about the events and photographs. Discuss how photos 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 little seed? What will the little seed grow into? What colour is the little seed? What colour is the big bean?*

pages 4–5 Ask, *Where is the soil? What colour is the soil? Where are they putting the little yellow seed? Why does it go down into the soil?*

pages 6–7 Ask, *Where is the water? Where does the water go? Why does the water go on the soil? How does the water go down to the little seed?*

pages 8–9 Ask, *Where is the little root? Where is the root going? Why is it going down, down, down?*

pages 10–11 Ask, *What is the little sprout? Where is the sprout going? Why is the sprout going up, up, up?*

pages 12–13 Ask, *Where are the leaves growing? What colour are the leaves? Are the leaves big or small? Why is the plant getting bigger and bigger?*

pages 14–15 Ask, *Where will the bean grow? Why will it grow and grow? Will it get bigger? Why can it go into the*

garden when it gets bigger?

page 16 Ask, *Where is the big bean? What colour is the big bean? Can you eat the bean? Do you think it is yummy?*

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 photographs. 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 will the bean plant look like as it grows? When might a bean start to grow on the plant?*
- Have the children relate the text to their own experiences. Ask, *Have you ever watched a plant grow? Does it grow quickly or slowly? What other plants have you seen grow in the garden?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What did the plant look like as it was growing? What different stages did the plant go through?*
- Ask inferential questions, such as, *What might happen if you didn't water the seed? Why is the garden a good place for big beans? Where do you think the bean came from that the boy is eating?*

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 'water' discuss strategies such as sounding out, re-reading or looking at the photograph.

Choose from the following activities.

Comprehension

- **Sequencing:** Have children discuss what the bean looked

like as it was growing. Talk about what it looked like when it was a little seed and how it changed as it grew into a big plant in the garden. Show children pictures from the text and ask, *What will the plant look like next?* Have children complete **PW 43**.

- *Compare and contrast*: Show children different pictures of the bean throughout the text. For example, show them a picture of the seed in the soil and the plant sprouting. Have children compare and contrast the bean plant at these two stages. Ask, *How are they similar? How are they different?* Continue by encouraging them to compare and contrast different pictures.

Phonological awareness

- 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 'up', 'et', 'an' and 'um'.
- Discuss the initial consonant blend 'gr'. 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 'gr'. Have children circle the 'gr' blend in each word. Repeat with other initial consonant blends in the text, such as 'bl' and 'spr'. Have children complete **PW 44**.
- Talk about how the suffix 's' changes the way we read a word. Have children find words in the text that have an 's' ending and have them practise reading the words.
- 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 'go'. Brainstorm and record other 'ing' words.
- 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 photograph that starts with this sound?* Repeat with other words in the text, such as root, sprout and garden.

Vocabulary

- *Visual recognition of high frequency words*: 'get', 'green', 'onto', 'water', 'will', 'yellow'. 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 children buckets of water and paintbrushes. Go outside and have children 'paint' the words with the water onto concrete or the walls. Let the children look at the words on the cards to ensure the correct spelling.
- *Word meanings*: Write the words 'seed', 'soil', 'root', 'sprout' and 'leaf' on cards. Discuss their meaning. Draw pictures to match the words and then have children use the cards to label the drawings. Have children complete **PW 45**.

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

- *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.
- *Text emphasis/bold font*: As a group, look at the text on page 16. Identify the word 'yum' shown in bold font. Discuss why the author has shown this word in this way. Talk about how this influences the way we read the text.

Writing

- Have children share what they learned about beans growing. Ask, *What new information did you learn by reading this book? What did you find out about how bean plants grow? What did you find interesting?* Have them write a text explaining what they learned.

► ELL Engagement

- Provide children with things needed to plant and grow their own bean plants (i.e. pot, seeds, soil, watering can). As a group, plant the seeds. Discuss what children think will happen. Watch the plant grow over the next few weeks and encourage children to talk about changes they see.

► 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. PW 43 could be kept in the child's portfolio
- Complete Running Record

Name: _____

Date: _____

Seed to bean

You will need: scissors, glue, paper

- Cut out the pictures.
- Paste them in order on the paper.



Main teaching focus

Comprehension: Sequencing pictures from a text.

Other teaching focus

Comprehension: Recalling events from a text.

Teacher's note

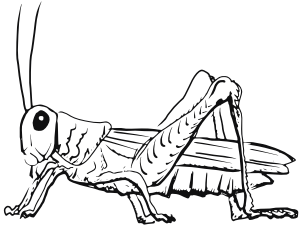
Children cut out the pictures, sequence and paste them on a strip of paper.

Name: _____

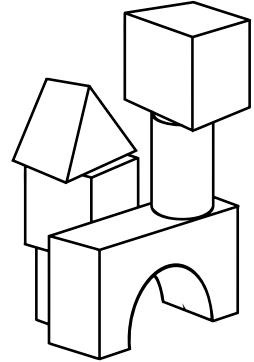
Date: _____

Beginning blends

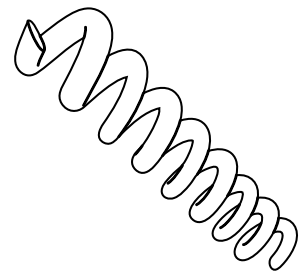
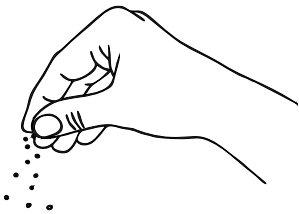
- Draw lines to match each picture to its beginning blend.



gr



bl



spr



Main teaching focus

Graphophonics: Initial consonant blends 'gr', 'bl' and 'spr'.

Other teaching focus

Phonemic awareness: Recognising beginning sounds in words.

Teacher's note

Children identify the pictures and draw a line to link them to their beginning blend.

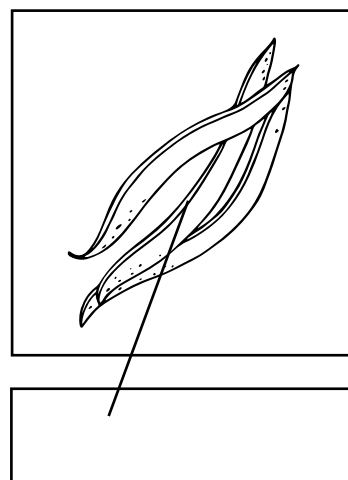
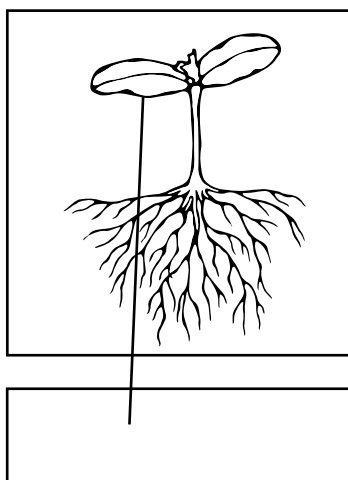
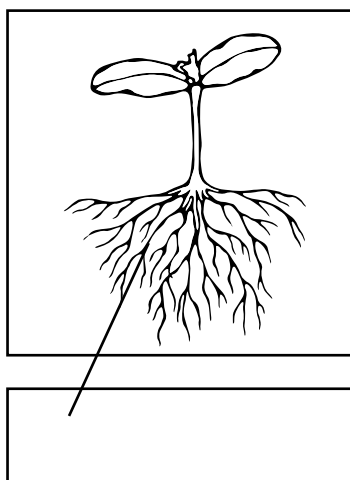
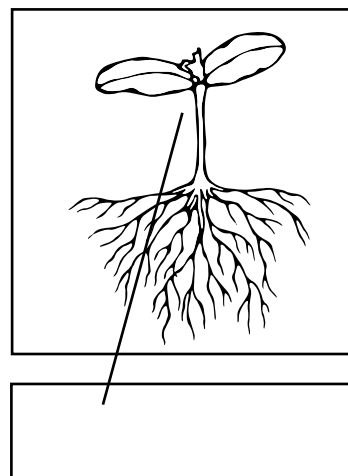
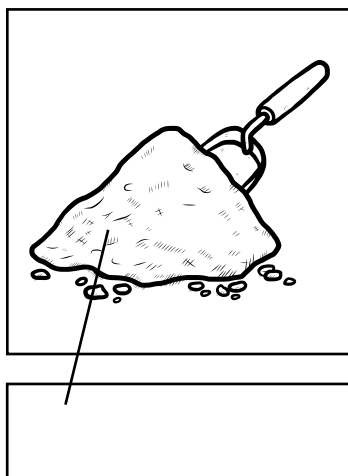
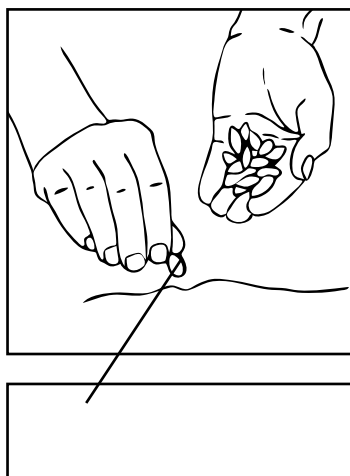
Name: _____

Date: _____

Label the pictures

You will need: scissors, glue

- Cut out the words.
- Paste them in the boxes to label the pictures.



sprout	root	soil
leaf	seed	bean

Main teaching focus
Vocabulary: Word meanings

Other teaching focus
Comprehension: Recalling events from a text.

Teacher's note
Children cut out the words and then paste them in the boxes to label the pictures.

Opposites

Level 7 Non-fiction Word count: 136 Text type: informative



HFW introduced: boy/s, girl/s, like

HFW consolidated: green, they

Programme links: Opposites E-Book
Oh, Max! (fiction)

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

Text summary: Learn about opposites and see different examples, such as big and little, old and new, slow and fast and top and bottom.

Tuning in

- Discuss the meaning of the word 'opposites'. Ask, *What does opposite mean? What opposites can you think of?* Play 'opposites' game with children. Give them an instruction and they need to do the opposite. For example, say, 'Put your hands up' and children will need to put their hands down.

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? Why is there a picture of a sun and a picture of a snowman? Would these be opposites? What other opposites can you think of?*
- Flip through the book. Encourage discussions about the events and photographs. Discuss how photos 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 are the dinosaurs? Can you see the big green dinosaur? Can you see the little red dinosaur? Are these dinosaurs opposites?*

pages 4–5 Ask, *How many doors are there? Where is the big red door? Where is the little red door? Why are these doors opposites?*

pages 6–7 Ask, *Where are her books? Can you see her old book? Can you see her new book? How are these books opposites?*

pages 8–9 Ask, *What colour are the shoes? Where is the old black shoe? Where is the new black shoe? Why are these shoes opposites?*

pages 10–11 Ask, *Where is the snail? Is the snail fast or slow? Where is the tiger? Is the tiger fast or slow?*

pages 12–13 Ask, *What animal is here? Is the turtle fast or slow? Where is the fox? Is the fox fast or slow? What makes these animals opposites?*

pages 14–15 Ask, *Where are the girls and boys? Do you*

think they like to play? Which girl is on the top? Which boy is on the bottom? What is the opposite of 'top'?
page 16 Ask, *Where are the birds? Which bird is on the top? Which bird is on the bottom? Are the birds in opposite places on the birdhouse?*

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 photographs. 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 is another example of fast and slow? What other opposites might be in the text?*
- Have the children relate the text to their own experiences. Ask, *What opposites are around you? Have you ever been at the top of the playground while your friend has been at the bottom?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What opposites did you read about? What did you see that was opposite of something fast?*
- Ask inferential questions, such as, *How is the old shoe an opposite of the new shoe? What makes the black shoe look new? Can you see another other examples of opposites at the playground?*

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 'bottom' discuss strategies such as sounding out, re-reading or looking at the picture.

Choose from the following activities.

Comprehension

- *Recall/sorting*: Have children recall the opposites that were shown in the text. Ask, *What was the opposite of the little door? What was the opposite of the old book?* Write the opposite words (e.g. 'big' and 'little') on the board and have children record things that were big and little in the text. Have children complete **PW 46**.
- *Comparing and contrasting*: Choose different pairs of opposites from the text, for example, the little door and the big door. Talk about how even though they are opposites, they still have some things in common. Have children compare and contrast the two objects. Ask, *How are they similar? How are they different?* Continue by comparing and contrasting other opposites in the text.

Phonological awareness

- 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 'ed', 'ol', 'ox', 'op'.
- Discuss the initial consonant blend 'gr'. 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 'gr'. Have children circle the 'gr' blend in each word. Repeat with other initial consonant blends in the text, such as 'bl', 'sn', 'sl' and 'pl'.
- Talk about how the suffix 's' changes the way we read a word. Have children find words in the text that have an 's' ending and have them practise reading the words. Find 'doors' and talk about how the 's' on the end of the word means there is more than one door. Have children complete **PW 47**.
- 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'. Repeat with the consonant digraph 'th'.

Vocabulary

- *Visual recognition of high frequency words*: 'boy', 'boys', 'girl', 'girls', 'green', 'like', 'they'. 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 whiteboards and markers or chalk and chalkboards. Have them write the high frequency words in different colours on the boards. Ask, *Can you notice any spelling patterns in these 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

- *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.
- *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 photographs on the front cover. Ask, *Why do you think these are good pictures to have on the front cover? Is the sun hot or cold? Is a snowman hot or cold? Are hot and cold opposites?*

Writing

- Discuss the ways the animals moved in the text. Have children recall the animals that moved fast and the animals that moved slowly. Ask, *What other ways can animals move? Why do you think animals move in different ways?* Have children write an information text about the ways that different animals move.

► ELL Engagement

- Extend children's understanding of opposites by encouraging them to think of other examples. Ask, *What opposites can you think of?* Have children role play different opposites, such as loud/soft, hot/cold, in/out. Have children complete **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: _____

Opposite sorting

You will need: scissors, glue

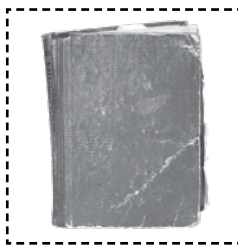
- Cut out the pictures.
- Sort and paste them into the boxes.

top	bottom
-----	--------

big	little
-----	--------

slow	fast
------	------

old	new
-----	-----



Main teaching focus

Comprehension: Recalling/sorting based on information in the text.

Other teaching focus

Comprehension: Comparing and contrasting.



Teacher's note

Children cut out the pictures and paste them into the boxes to show the opposites.

Name: _____ Date: _____

's' suffix

- Add the 's' ending to the words.
- Draw pictures to match

Word	Picture	Add the 's'	Picture
boy		boy _s	
girl		girl	
door		door	
book		book	
dinosaur		dinosaur	

Main teaching focus
Graphophonics: 's' suffix

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

Teacher's note
Children draw a picture to match the word. Then they add an 's' suffix and draw a picture to match the new word.

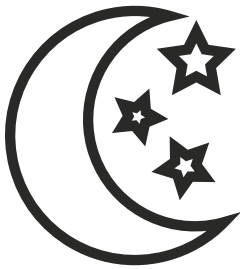
Name: _____ Date: _____

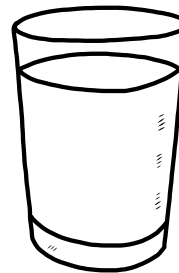
What is the opposite?

- Draw a picture to show the opposite.
- Write the words under the pictures.









Main teaching focus

Oral language development: Theme words/concept - opposites

Other teaching focus

Oral language development: Comparing and contrasting

Teacher's note

Children identify the pictures and draw a picture to show the opposite. They can label the pictures by sounding out.

Little Sea Horse and the Big Crab

Level 8 Fiction Word count: 156 Text type: Narrative



HFW introduced:	again, have, help, her, of, out, outside
HFW consolidated:	did, father, off, stop, with
Linking texts:	<i>The Aquarium</i> (non-fiction)
Curriculum link:	animals, environment, science
Phonological awareness:	blending vowels and consonants; digraphs 'ea' and 'sh'; adjacent consonants 'cr', 'st' and 'sw'; suffixes 'ing' and 'ed'
Story summary:	Little Sea Horse is hungry and goes off looking for food. But Big Crab is in the cave and wants to eat Little Sea Horse. Luckily Father Sea Horse is there to help.

Tuning in

- Talk about sea horses. Ask, *What are sea horses? Where would you find them? How do they move? Why do you think they are called sea horses?* Talk about crabs. Ask, *What do crabs look like? What colour are they? Where would you find them? What do crabs like to eat?* Have children role-play how crabs move.
- Make a cave by covering a table with a blanket. Have the children pretend to be animals hiding in a cave. Ask, *What animals like to hide in caves? Why do animals hide in caves?*

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 in the title? Can you find the words 'sea horse'? How many letters are in those words?* Discuss the illustration on the front cover. Ask, *What do you think is going to happen in the book?* Have children predict what Little Sea Horse might do in the text.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Who can you see? What is Little Sea Horse going in and out of?*

page 4: Ask, *If Little Sea Horse is hungry, what do you think she is going to look for?*

page 5: Ask, *Who is Father Sea Horse looking for? What is Little Sea Horse outside? Why is Father Sea Horse saying "Oh, no!" when he sees Little Sea Horse near the cave? What is inside the cave?*

pages 6–7: Ask, *What is Little Sea Horse looking inside? What would Little Sea Horse go into the cave to look for? Do you think it is safe for Little Sea Horse to go inside?*

pages 8–9: Ask, *What do you think Father Sea Horse would cry at Little Sea Horse? Can Little Sea Horse go inside the cave? What is in the cave? What would Big Crab do to Little Sea Horse in the cave?*

pages 10–11: Ask, *Why would Little Sea Horse cry "Help"? Who is coming to get Little Sea Horse? What will Big Crab do to Little Sea Horse?*

pages 12–13: Ask, *Who went after Little Sea Horse? What does Little Sea Horse need to get out of?*

pages 14–15: Ask, *Who does Little Sea Horse need to swim with so that she is safe? Will the crab eat them? Why/why not?*

page 16: Ask, *Who did Little Sea Horse go to? Do you think she will go back into the cave again? Why?*

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 wandered off before? Have you ever been in danger?*
- Have children retell the story in their own words.
- Ask inferential questions such as: *Is it a good idea for Little Sea Horse to look for food by herself? Why isn't it a good idea for Little Sea Horse to go into the cave? Why was the crab trying to get Little Sea Horse? What do you think would have happened if Father Sea Horse hadn't come?*

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 'coral', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- *Recall:* Flip through the book and talk about what the characters were doing at the beginning, middle and end of the story. Compare and contrast the actions of the characters. Have children role-play the events of the story. Have children complete an enlarged copy of **PW 49**, making a mobile of the characters.
- *Sequencing:* Copy sentences from the beginning, middle and end of the text onto strips of paper. Have children read the sentences and talk about 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

- Discuss the strategy of blending sounds. Write the letters 'i-n' on the board and explain the strategy of blending 'in' rather than 'i-n'. Talk about blending other vowels and consonants from the text such as 'u-n', 'e-n', 'a-n' and 'o-t'. Have children practise blending these sounds. Ask them to find words in the text with these sounds.
- Look at 'sea' and talk about the 'ea' long vowel sound. Discuss how these letters are not sounded separately as 'e-a' when they are together. Brainstorm and record other words that have the long 'ea' sound.
- Talk about 'crab' and the initial adjacent consonants 'cr'. Talk about how these letters are not sounded separately as 'c-r' but are blended together to make one sound. Brainstorm other words that begin with 'cr'. Have children find all the words in the text that begin with 'cr'. Repeat for 'st' and 'sw'. Have children practise blending the sounds at the beginning of the words. Have children complete **PW 50**, cutting out and pasting blends to match pictures and word endings.
- Discuss the initial digraph 'sh'. Talk about the sound made when these letters are next to each other. Find the words in the text that start with 'sh'. As a group, brainstorm and record other words that begin with 'sh'.
- Talk about how the suffix 'ing' changes the way we read a word. Have children find 'going' in the text. Cover the word so that only the 'ing' suffix is showing. Talk about the sound made by these letters together. Cover up the 'ing' suffix so that children can see that it was added to the end of 'go'.
- Talk about 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 count the words in the text that end with 'ed'.

Vocabulary

- *Visual recognition of high-frequency words:* 'again', 'have', 'help', 'her', 'of', 'out', 'outside', 'did', 'father', 'off', 'stop', 'with'. Write the words onto cards (two cards for each word). Use the cards to play games such as Snap and Memory.

- Have children use magnetic letters or 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

- *Sentence features:* Discuss how sentences begin with upper-case letters and end with full stops. Turn to different pages of the text and have children identify the upper-case letters and full stops. Ask, *How many sentences are on this 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 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.
- *Question marks:* Identify the question mark on page 5. Discuss how question marks are used at the end of a question instead of a full stop. Talk about questions and how they require an answer. Have children identify the number of question marks in the text.

Writing

- Have children talk about their favourite part of the story. Ask them to draw a picture and then write about what is in their drawing. Encourage them to use words from the text. Have children use high-frequency words and sound-letter correspondence in their writing.

► ELL engagement

- Children use **PW 51** to make puppets of the characters from the text. They can use the puppets to depict the events of the story. Use this experience as an opportunity to support and enhance children's language skills.

► Assessment

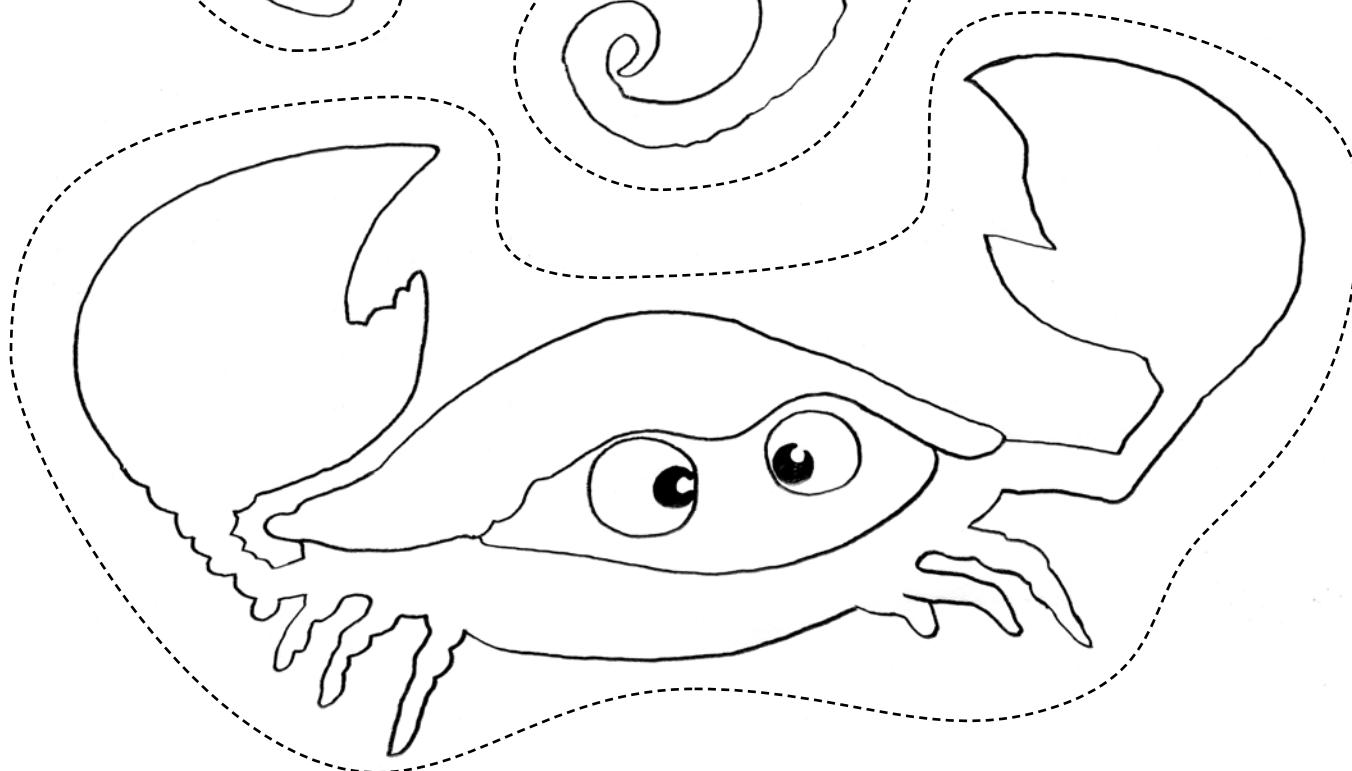
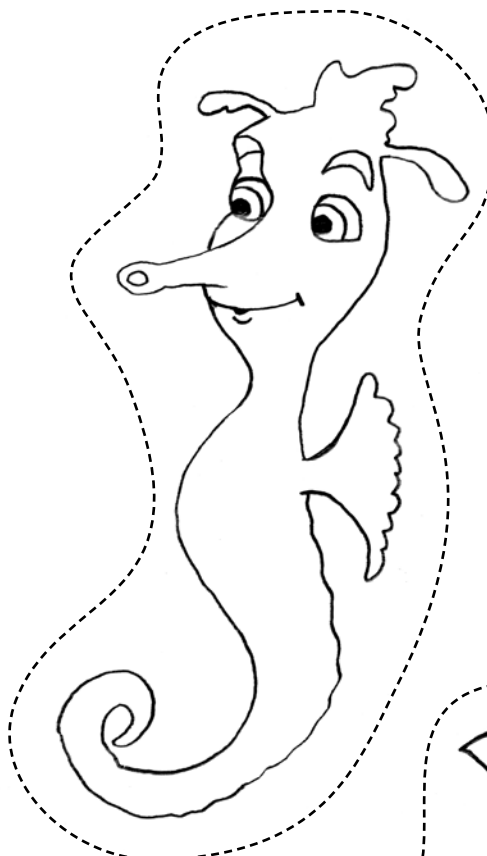
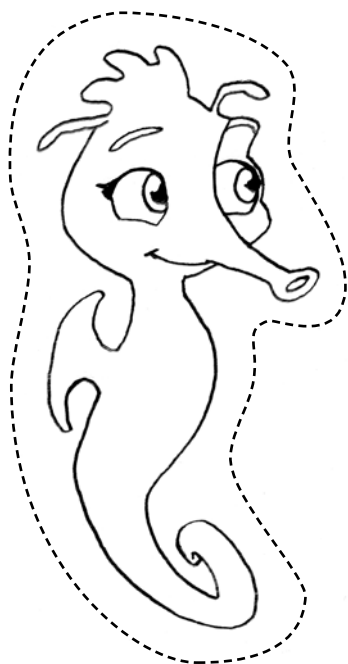
- PWs 49, 50 and 51 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 49 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Character mobile

You will need: scissors, coloured pencils, coathanger, string, sticky tape

- Colour and cut out the characters from the story.
- On the back of each picture, draw or write what the character did in the story.
- Make the mobile.



Main teaching focus

Recall: Recalling characters' actions from the story.

Other teaching focus

Comparing and contrasting: Identifying how characters were similar and different in the text.

Teacher's note

Enlarge and copy. Children colour and cut out the characters. On the back of each picture they draw or write what that character did in the story. Use tape to attach string to the top of each character. Attach the strings to the coathanger to make the mobile.

Name: _____

Date: _____

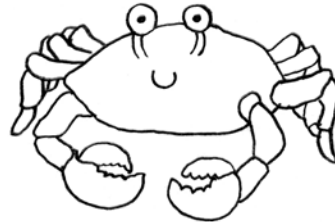
'sw', 'st', 'cr' words

You will need: scissors, glue

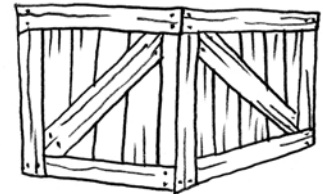
- Cut out the beginning letters. Match to make the word.



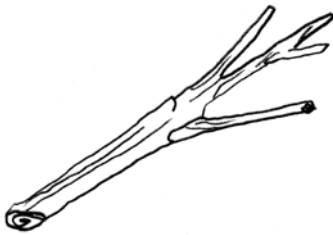
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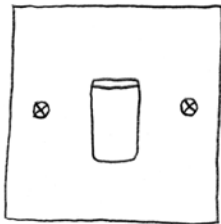
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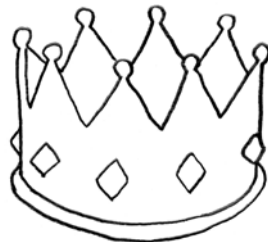
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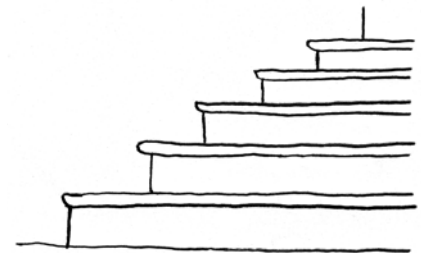
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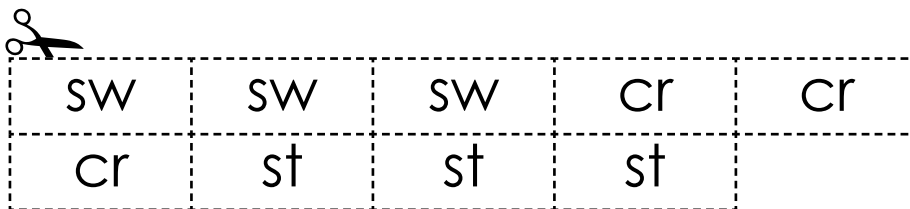
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own



eps



Main teaching focus

Phonemic awareness: Initial consonants 'cr', 'st' and 'sw'. Recognising words beginning with adjacent consonants.

Other teaching focus

Phonemic awareness: Using the initial letter sound strategy to read words. Phonemic awareness: Identifying the beginning sounds in words.

Teacher's note

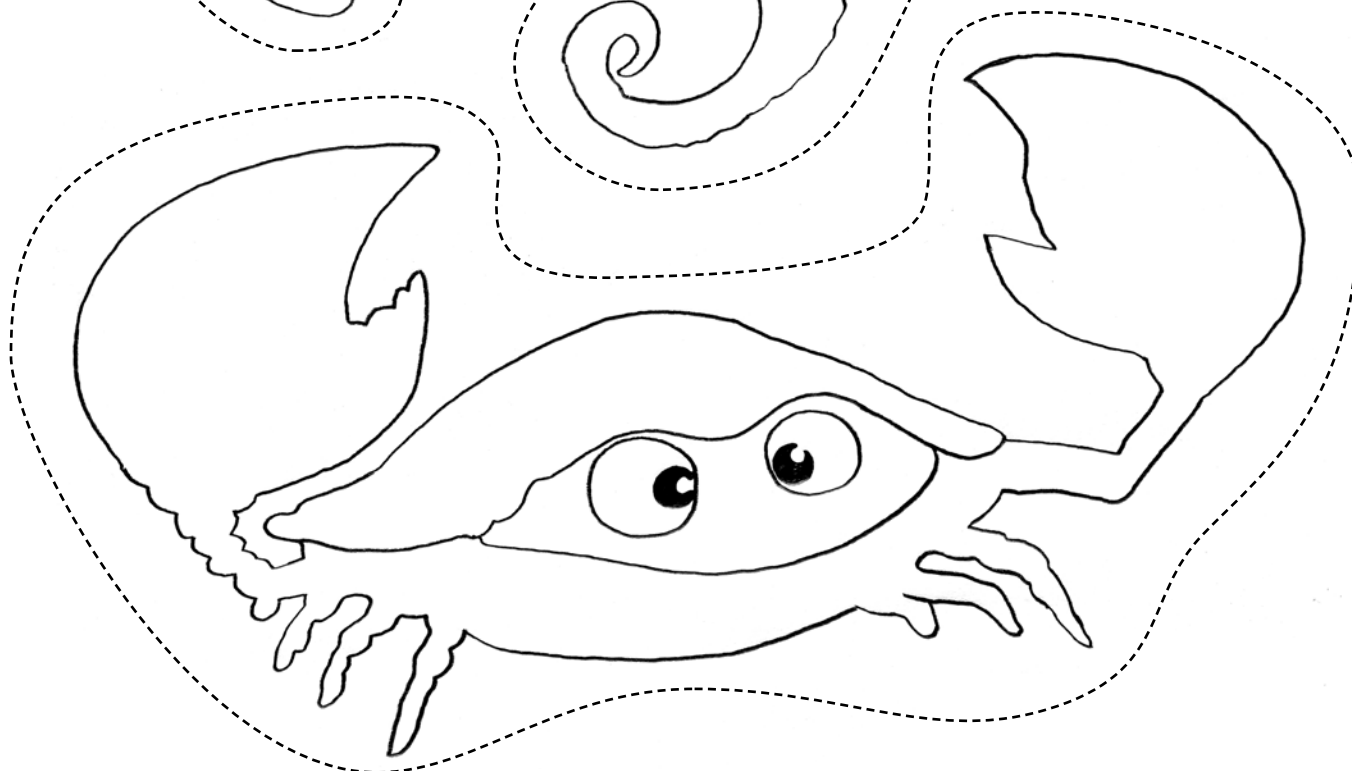
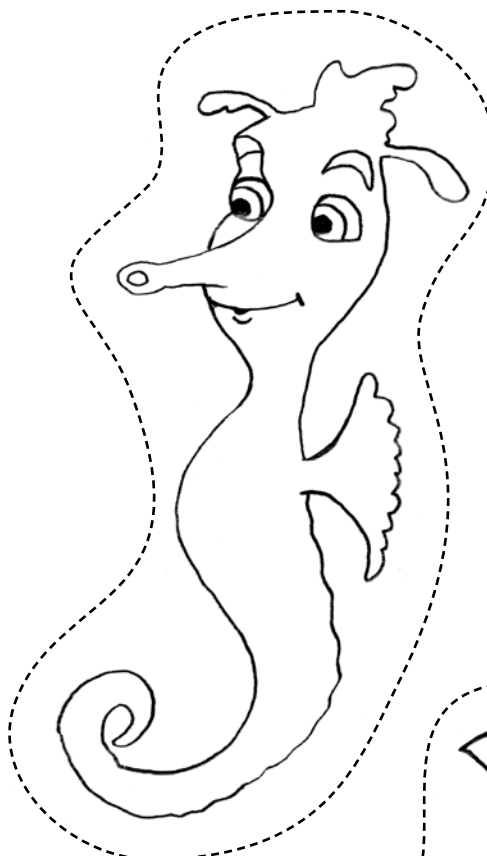
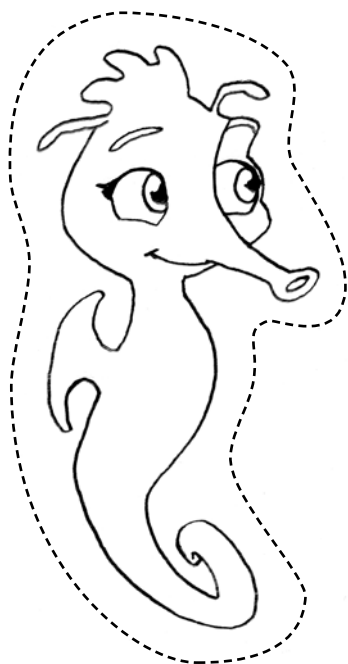
Children cut out the letters in the boxes at the bottom of the page, then paste them to match the pictures and word endings.

Name: _____ Date: _____

Character puppets

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

- Colour in the puppets.
- Cut them out and tape them onto the sticks.



Main teaching focus

Oral language development: Role-play events from the story.

Other teaching focus

Comprehension: Recalling events from the text. Modelling characters' actions from the story.

Teacher's note

Children colour and cut out the pictures of the characters. Use tape to attach the puppets to the sticks. Children use the puppets to role-play the events of the story.

Lea's Birthday

Level 8

Fiction

Word count: 144

Text type: Narrative



HFW introduced:	all, birthday, have, out, teacher, yes
HFW consolidated:	boys, girls, got, off, today, with
Linking texts:	<i>Birthdays Around the World</i> (non-fiction)
Curriculum link:	celebrations, me/family, school
Phonological awareness:	adjacent consonants 'pl'; digraphs 'th', 'sh' and 'ay'; suffixes 'ing', 'ed' and 's'; compound words
Story summary:	It is Lea's birthday and she wants to stay home and play with Dad. But luckily Dad takes her to school because there is a surprise waiting for her.

Tuning in

- Talk about birthdays. Ask, *What is a birthday? Why do we celebrate birthdays? What do we do that is special on our birthdays?* Have children share what they like to do on their birthday.
- Discuss surprise parties. Talk about how people organise a party and then surprise the birthday person. Have children role-play hiding and then jumping out and shouting 'Surprise!' or 'Happy birthday!' when the birthday person comes in the door.
- Talk about why it is important to go to school each day.

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 'birthday'? How many letters are 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 words that might be in the story.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Whose birthday do you think it is? What do you think Dad would say to Lea on her birthday?*

pages 4–5: Ask, *What do you think Lea wants to do on her birthday? Do you think Lea wants to stay home or go to school? Who would she play with if she stayed at home?*

pages 6–7: Ask, *Who has looked at Lea? Do you think Lea likes going to school?*

pages 8–9: Ask, *Who would be looking for Lea at school on her birthday? Do you think her teacher would want to see her? Would the boys and girls want to see Lea?*

pages 10–11: Ask, *Who did Lea go to school with? How did they get to school? Did Lea get out of the car? Who did she go inside with? Why is Dad taking Lea to school?*

pages 12–13: Ask, *What would all the girls and boys shout when Lea walks into the classroom? What would Lea look at in the room? What do you think Lea would say to everybody?*

pages 14–15: Ask, *What does the teacher have for Lea to wear? What else do the teacher and the boys and girls have for Lea?*

page 16: Ask, *What would everybody be saying to Lea?*

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, *What did you do on your last birthday? Did you go to school? What did everybody say to you on your birthday?*
- Talk about the characters in the story and their role. Discuss the setting and plot of the story.
- Have children retell the story in their own words.
- Ask inferential questions such as: *Why do you think Lea wants to stay home and play with Dad? Why is Dad saying that she needs to go to school? How would Lea be feeling when Dad says she has to go to school? Why does Dad go into school with Lea? Why was it good that Lea went to school?*

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 'balloons', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Recall:** As a group, talk about how Lea would have been feeling 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 the pages and

ask, *How was Lea feeling here? Why do you think she was feeling that way?* On paper, draw pictures that show events from the story and ask children to identify if Lea was happy or sad and why. Have children complete **PW 52**, drawing a face to show how Lea was feeling at different parts of the story and writing a sentence to explain why.

- *Compare and contrast:* 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 upper-case letter at the start, the full stop at the end and re-reading to make sure it makes sense. Have children complete **PW 53**, cutting out the words and pasting them in sequence to form a sentence.

Phonological awareness

- Discuss 'play' and the initial adjacent consonants 'pl'. Talk about how these letters are not sounded separately as 'p-l' but are blended together. Brainstorm other words that begin with 'pl'.
- Identify the words in the text that begin with the consonant digraph 'th'. Talk about how we sound the 'th' together rather than 't-h'. Model the sound made for the 'th' digraph. Repeat for 'sh'. Compare the sounds for 'th' and 'sh'. As a group make a list of words that begin with 'th' and 'sh'. Have children complete **PW 54**, writing 'th' and 'sh' words under pictures.
- Talk about how the suffix 'ing' changes the way we read a word. Have children find 'going' in the text. Cover the word so that only the 'ing' suffix is showing. Talk about the sound made by these letters together. Then cover the 'ing' so that children can see that it was added to the end of 'go'.
- Talk about how 'ed' on the end of a word means that something has already happened. Have children count how many words in the text end with 'ed'.
- Discuss how 's' at the end of a word can indicate there is more than one. For example, 'balloons' means there are lots of balloons, not only one.
- Talk about the vowel digraph 'ay'. Model the sound these letters make together. Look at the word 'play' and have children identify the 'ay' sound. Brainstorm and record other 'ay' words.
- Talk about how 'today' is made of two words that have been joined together. Write the word on the board and have children circle the two words: 'to' and 'day'. Find and discuss other compound words in the text ('inside', 'birthday').

Vocabulary

- *Visual recognition of high-frequency words:* 'all', 'birthday', 'have', 'out', 'teacher', 'yes', 'boys', 'girls', 'got', 'off', 'today', 'with'. Write the words onto flash cards and encourage children to recognise and read the words.
- Have children arrange the high-frequency word cards in alphabetical order.

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

- *Sentence features:* Discuss how sentences begin with upper-case letters and end with full stops. Turn to different pages of the text and have children identify the upper-case letters and full stops. Ask, *How many sentences are on this page?*
- *Exclamation marks:* Identify the exclamation mark on page 2. 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. Have children count the exclamation marks in the text.

Writing

- Discuss birthday cards and how to write a message in a card. Talk about the features of cards and transactional texts. Provide children with coloured paper and ask them to design and write a birthday card for Lea.

► ELL engagement

- Brainstorm the types of food that people eat at birthday parties. Have children draw pictures of party food on pieces of paper, then sort and classify them into groups, e.g. foods that are hot/sweet. Focus on children's language and vocabulary use during discussions.

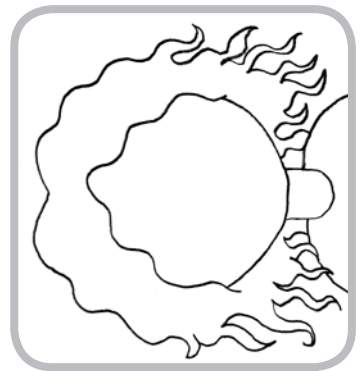
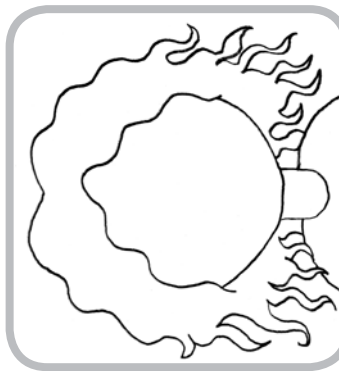
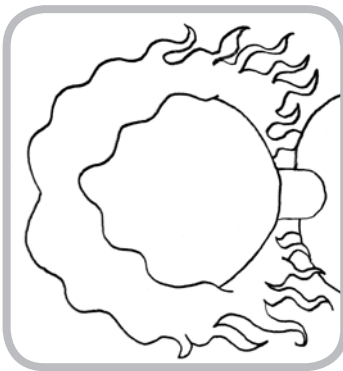
► Assessment

- 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 52 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Feelings

- Draw Lea's face to show how she was feeling at that part of the story.
- Write why she was feeling that way.



Three sets of vertical lines for writing:

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

Line 6: _____

Line 7: _____

Line 8: _____

Line 9: _____

Main teaching focus

Comprehension: Inferring a character's feelings throughout the text.

Other teaching focus

Recall: Recalling events from the story.

Teacher's note

Children draw facial features to represent how Lea was feeling at that part of the story. They then write a sentence to explain why she was feeling that way.

Name: _____ Date: _____

Sequencing



You will need: scissors, glue, piece of paper

- Cut out the words and order them to make a sentence.
- Draw a matching picture and paste it beside the sentence.

✂

Lea.	is	birthday	
my	today!"	"It	said

Main teaching focus

Sequencing: Sequence words to form a sentence.

Other teaching focus

Sentence features: Upper-case letters and full stops.

Teacher's note

Children cut out each word, sequence and paste them on a piece of paper to form a sentence. Encourage children to read the sentence, draw a picture to match and paste it beside the sentence.

Name: _____

Date: _____

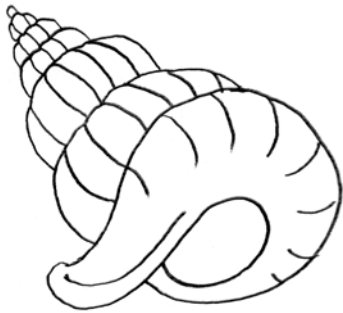
'th' and 'sh' words

- Look at the pictures and write the 'th' or 'sh' word.

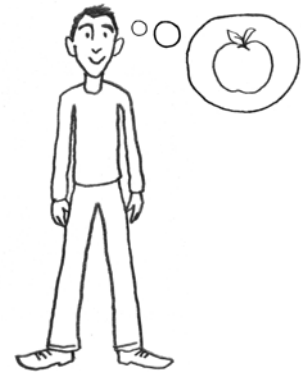




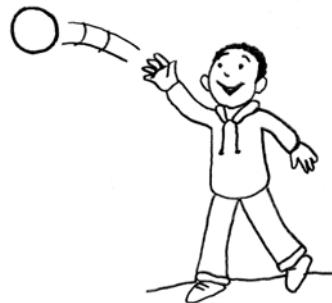












Main teaching focus

Phonemic awareness: Initial digraphs 'sh' and 'th'—identifying and recording words that begin with 'sh' and 'th'.

Other teaching focus

Writing: Spelling words using sound-letter correspondence.

Teacher's note

Children identify the pictures and write the words underneath. Emphasise that each word will begin with 'th' or 'sh' and they should focus on those sounds at the beginning of the words.

Dad's Old Photo Book

Level 8

Fiction

Word count: 149

Text type: narrative



HFW introduced: again, brown, have, help, very, yes

HFW consolidated: blue

Programme links: *Dad's Old Photo Book E-Book*
The Old Days and Now (non-fiction)

Curriculum links: me/family, community

Story summary: Etta helps Dad look for his old photo book. Etta finds it in a big brown box. Dad and Etta look inside the book. They see how things were different compared to how they are now.

Tuning in

- Discuss photo albums. If possible, bring a photo album to share with children. Ask, *Why do we keep photos in albums? What might you see when you look through photo albums? Why do you think people like looking at old photos?*

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 Dad and Etta looking at? Where are they? What might they see in the old photo book?*
- 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 is Dad looking for? Do you think Etta can help Dad look for his old photo book? Where are they going to look for the old photo book?*

pages 4–5 Ask, *What colour box is Etta looking in? Do you think Dad has already looked in the blue box? Is the old photo book in the blue box?*

pages 6–7 Ask, *What colour box is Etta looking in now? Do you think Dad has already looked in the green box? Is the old photo book in the green box?*

pages 8–9 Ask, *What colour box is Etta looking in now? What can they see? Do you think the very old book is Dad's book? How do you think Dad feels when Etta finds his old photo book?*

pages 10–11 Ask, *Who is looking inside the book? What can they see? Why would the man be on a horse? Would Etta and Dad go on a horse or use a car?*

pages 12–13 Ask, *What can they see? Why would the lady be using a candle? Would Etta and Dad use a candle or a light to see at night time?*

pages 14–15 Ask, *What is Etta holding now? Why do you think there is a letter in the old photo book? Do you think Etta and Dad send letters or use a computer?*

page 16 Ask, *Do you think Etta wants to look at the*

book again? Do you think Dad wants to look at it again, too?

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 had to look for something? What type of photos do you have in an album?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What were Etta and Dad looking for? What did they do once they found the old photo book?*
- 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 Dad was looking for his old photo book? Who do you think the people are in Dad's old photo book? Why do you think the photos in the old photo book are black and white? Why did the people in the old photo book have a horse and a candle? Why do you think there was a letter in the old photo book?*

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

- **Sequencing:** Have children discuss the events of the story. Encourage children to role play Etta and Dad's actions. Provide children with pieces of paper. Have them each draw a picture of an event from the story. Then have

children sequence the pictures by placing them in the correct order. Have children complete **PW 55**.

- **Cloze:** Flip through the book and ask children to recall what happened at that part in the story. Copy sentences from the text onto paper but leave a word out in each sentence, e.g. 'Dad and Etta _____ inside the book'. 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. Have children complete **PW 56**.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'ol' on the board and explain the strategy of saying 'ol' rather than 'o-l'. Record other vowel and consonant blends from the text such as 'et', 'or', 'an' and 'el'. Have children practise blending 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'. Repeat with the consonant digraphs 'ph' and 'sh'.
- Discuss the initial consonant blend 'bl'. 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 'bl'. Have children practise blending the sounds at the beginning of the words. Repeat with other consonant blends in the text (i.e. 'gr', 'br').
- Have children find words with the suffix 'ed'. Talk about the sound these letters make at the end of a word. Talk about how 'ed' on the end of a word means it is in past tense (i.e. it has already happened).
- 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 'look'. Brainstorm and record other 'ing' words.
- Discuss syllables. Select words from the text and say them aloud, such as 'photo'. Have children clap and count the syllables. Have children find words that have one, two or three syllables.
- Find the words 'book' and 'look'. Say these words aloud and discuss how they are rhyming words. Help children recognise how the endings sound the same. Have children think of other words that rhyme with 'book' and 'look'.

Vocabulary

- **Visual recognition of high frequency words:** 'again', 'blue', 'brown', 'have', 'help', 'very', 'yes'. Have children locate these words in the text. Have them count how many times each high frequency word appears in the text. Write the words on cards (two cards for each word) and play games such as Concentration and Snap.
- Have children spell the high frequency words with letter blocks. 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

- **Sentence features:** Discuss how sentences begin with uppercase letters and end with full stops. Turn to different pages of the text and have children identify the uppercase letters and full stops. Ask, *How many sentences are on this page?*
- **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?*
- **Quotation marks:** Discuss quotation marks and explain how they show us that a character is talking. Have children identify quotation marks in the text.
- **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.
- **Question mark:** Talk about how a question mark is at the end of a question, rather than a full stop. Encourage children to count the question marks in the text. Have children ask each other questions and record them with a question mark at the end.

Writing

- Have children talk about what they saw in Dad's old photo book. Have them write sentences explaining why they think the lady had a candle and why the man was a riding a horse.

► ELL Engagement

- Talk about photos and photo books. Discuss how looking at photos can help us remember what things were like. As a group, use a camera to take photos of things around the school. Print out the photos and have children make their own photo book. Encourage them to label the photos.

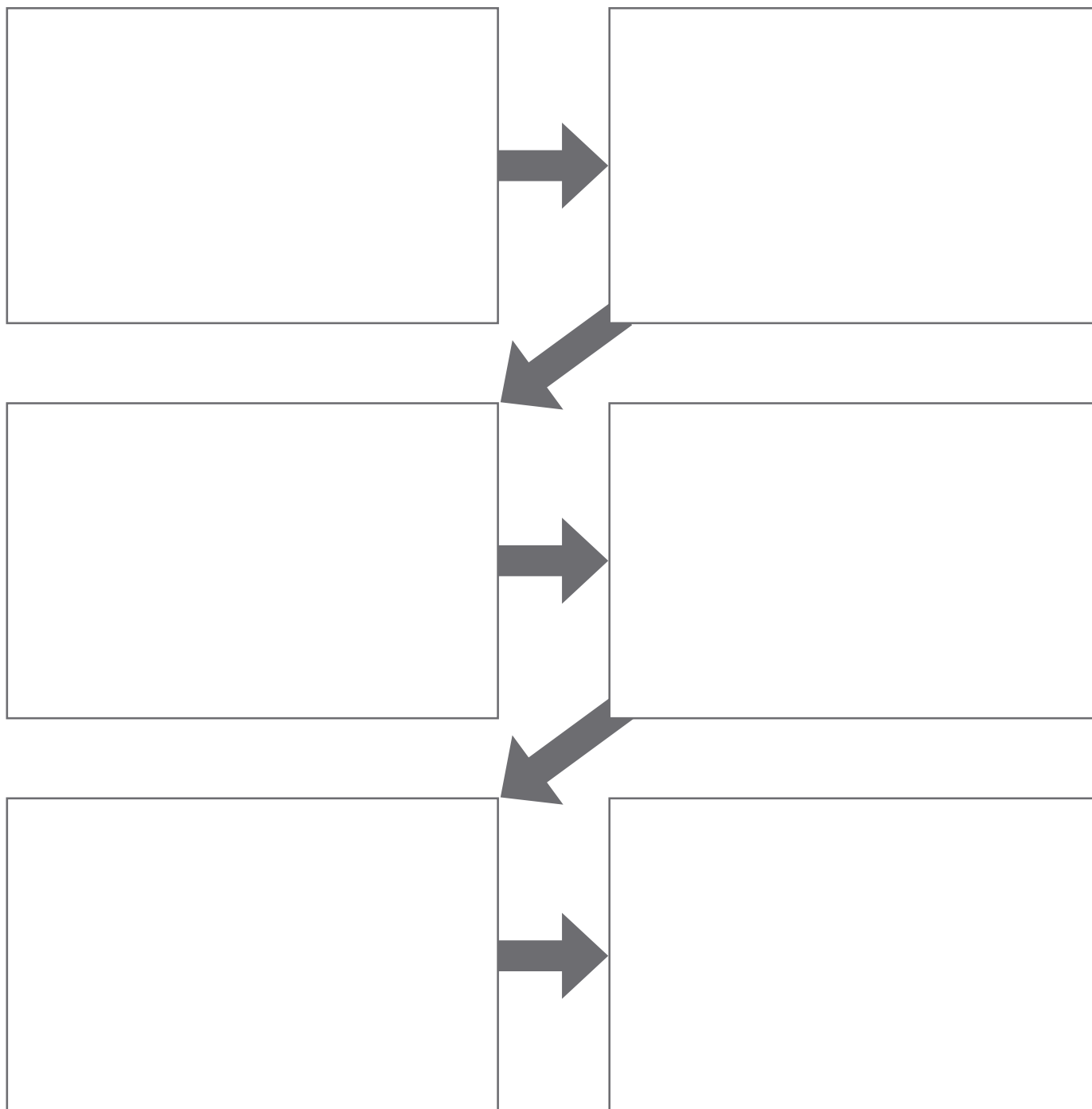
► Assessment

- 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: _____

Story map

- Draw an event from the story in each box.
- Use the arrows to put the events in the correct order.



Main teaching focus

Comprehension: Sequencing events;
Retelling the story

Other teaching focus

Comprehension: Recalling
events from the text.

Teacher's note

Children retell the story by drawing pictures or writing events from the story in each of the boxes. Then they use the arrows to sequence the events.

Name: _____ Date: _____

Cloze

- Read the sentences and fill in the missing words.

“Can you help me?” said Dad.

“I am looking for my old ___ book.”

“Yes,” said Etta. “I ___!”

“Is your book in ___?” said Etta.

“No,” said Dad.

“I have looked ___ that blue box.”

“Is your ___ in here?” said Etta.

“No,” said ___.

“I have looked in that green ____, too.”

photo

Dad

here

in

box

can

book

Main teaching focus

Comprehension: Cloze with words given.

Other teaching focus

Comprehension: Reading for meaning – ensuring sentences make sense.

Teacher's note

Children use the words in the box to complete the sentences.

Name: _____ Date: _____

Unscramble the words

- Write the letters in order to spell the high frequency words in the box.

again	blue	brown	have	help	very	yes
-------	------	-------	------	------	------	-----

owbrn _____

evah _____

lbue _____

sye _____

niaag _____

hpel _____

rye _____

Write the words below in a sentence

brown _____

help _____

again _____

very _____

Main teaching focus*Vocabulary:* Visual recognition of high frequency words.**Other teaching focus***Writing:* Spelling high frequency words; Composing sentences.**Teacher's note**

Children unscramble the letters to spell the high frequency words. Then they write high frequency words in sentences.

Mo's Broken Arm

Level 8 Fiction Word count: 147 Text type: narrative



HFW introduced: all, have, help/helped, outside, top, yes

HFW consolidated: sat, way

Programme links: *Mo's Broken Arm E-Book*
My Body (non-fiction)

Curriculum links: me/family, physical activity, community

Story summary: Mo climbs to the top of the playground, but he falls down and breaks his arm. Doctor Lin helps fix his arm. When Mo and Mum are home they see a little bird fall down. Mo helps the bird get back to the top.

Tuning in

- Discuss broken bones. Ask, *What does it mean if you have a broken arm? How can you break the bone in your arm?* Talk about how to fix the bone that breaks. Discuss how you might need to have an x-ray and cast put on if you have a broken arm. Ask, *Have you ever broken a bone?*

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 does Mo have on his arm? Why do you think he has a cast and a sling on his arm? Where is Mo? How do you think he broke his arm? How might Mo help the little bird?*
- 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, *Where is Mo? What is he doing? Can he go all the way to the top? Who is watching Mo climb?*

pages 4–5 Ask, *Do you think Mum thinks Mo can get all the way to the top? Is Mo going up, up, up? Is Mo good at climbing?*

pages 6–7 Ask, *Oh, no! Why has Mo come down, down, down? Is Mo's arm okay or do you think he has broken it? Does Mum think that Mo has a broken arm? Why might they need to go and see Doctor Lin?*

pages 8–9 Ask, *Will Doctor Lin look after Mo? Will she help fix his arm? What might she need to do to fix his arm? Why do you think Mo is upset? Can he go to the top?*

pages 10–11 Ask, *Where are Mum and Mo? Where do they sit when they get home? What can they see? Where is the little bird?*

pages 12–13 Ask, *Oh, no! What can they see? What is happening to the little bird? Where is it falling down, down, down?*

pages 14–15 Ask, *Who is looking after the little bird?*

Why do you think Mo wants to look after the little bird? How might Mo help the little bird get to the top? page 16 Ask, Where is the little bird now? Who helped Mo when he fell down? Who is helping the bird after it fell 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 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 broken a bone? Do you know someone who has had a broken arm? What happened when they broke their arm? How did it get better?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What happened to Mo? What happened after he fell and hurt his arm? What happened when Mo got home?*
- 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 can Mo not get to the top? How did Doctor Lin look after Mo? Why do you think Mo decided to help the little bird? When might Mo be able to climb to the top?*

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

Choose from the following activities.

Comprehension

- **Sequencing:** Select children to read and act out the story. Talk about what comes first, next and last in the story. Turn to different pages in the book. Ask, *What happened next? What happened before? How do you know?* Write sentences from the text onto strips of paper. Have children read the sentences and sequence them in the correct order. Have children complete **PW 58**.
- **Recall and inferring:** Have children draw a picture of the characters in the story. Encourage them to recall what they did and said in the story. Ask, *What did Mo do and say in the beginning, middle and end of the story? What did Mum do and say in the beginning, middle and end of the story?* Have children infer how Mo and Mum felt at different parts of the story. Ask, *How do you think Mo felt when he was at the doctors? How do you think Mum felt when Mo fell off the playground? How do you think Mo felt after he helped the bird?* Have children complete **PW 59**.

Phonological awareness

- 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 'op', 'om', 'et', 'es', 'up', 'ot', 'in', 'ix' and 'at'. Have children practise blending these sounds.
- 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'.
- Discuss the initial consonant blend 'cr'. 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 'cr'. Have children practise blending the sounds at the beginning of the words. Repeat with other consonant blends in the text (i.e. 'br').
- Have children find words with the suffix 'ed'. Talk about sound these letters make at the end of a word. Talk about how 'ed' on the end of a word means it is in past tense (i.e. it has already happened). Have children complete **PW 60**.

Vocabulary

- **Visual recognition of high frequency words:** 'all', 'have', 'help', 'helped', 'outside', 'sat', 'top', 'way', 'yes'. Have children locate these words in the text. Have them count how many times each high frequency word appears in the text. Write the words on cards (two cards for each word) and play games such as Concentration and Snap.
- Have children write the high frequency words in alphabetical order.

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

- **Sentence features:** Discuss how sentences begin with uppercase letters and end with full stops. Turn to different pages of the text and have children identify the

uppercase letters and full stops. Ask, *How many sentences are on this page?*

- **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?*
- **Quotation marks:** Discuss quotation marks and explain how they show us that a character is talking. Have children identify quotation marks in the text.
- **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 exclamation marks.
- **Question mark:** Talk about how a question mark is at the end of a question, rather than a full stop. Encourage children to count the question marks in the text. Have children ask each other questions and record them with a question mark at the end.

Writing

- Have children talk about helping others. Discuss how Doctor Lin helped Mo when he hurt his arm and how Mo helped the little bird when it fell out of the tree. Ask, *Why is it important to help others? How do you help other people?* Have children write a text explaining how they help people and how other people help them.

► ELL Engagement

- Discuss doctors. Talk about what doctors do and how they help people. Ask, *Why might people need to go to the doctor? What might a doctor do to help you feel better?* Have children draw a picture of a doctor and brainstorm 'doctor' vocabulary.

► Assessment

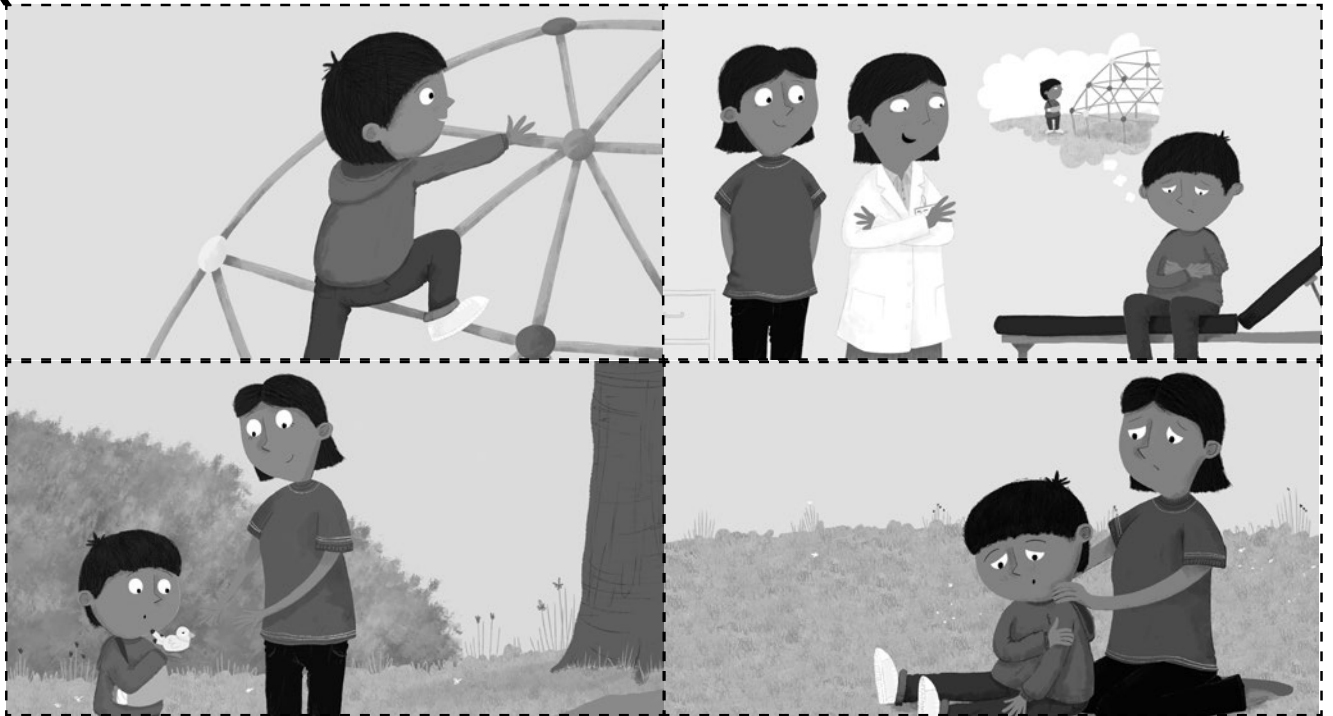
- PWs 58, 59 and 60 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 58 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Sequence and match

You will need: scissors, glue, paper

- Cut out the pictures and paste them in the order on a long strip of paper.



- Read the sentences.
- Cut out the sentence strips and paste them below the matching pictures.



“Oh, little bird!” said Mo.
“I will look after you.
I will help you get to the top.”

“Oh, no!” cried Mo.
“My arm is not good!”
“It looks like you have broken your
arm,” said Mum.

“I will look after you,” said Doctor Lin.
“I will help to fix your arm.”

“Mum!” said Mo.
“Look at me.
I can go all the way to the top!”

Main teaching focus
Comprehension: Sequencing.

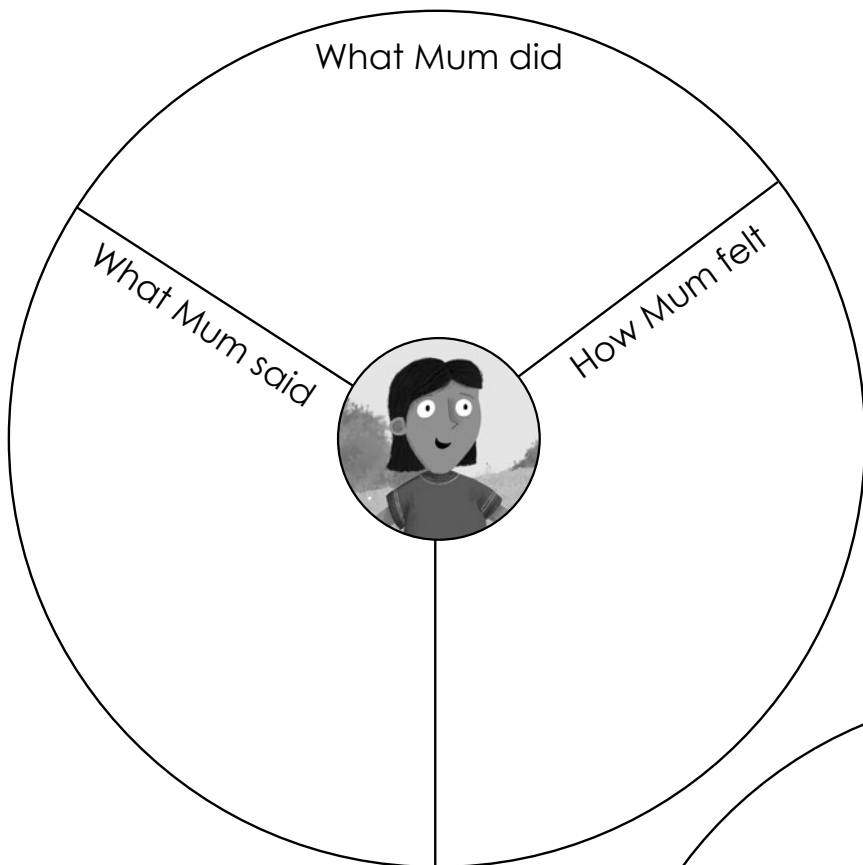
Other teaching focus
Comprehension: Matching sentences with
pictures; Recalling events from text.

Teacher’s note
Children cut out the pictures and paste them in order
on a strip of paper. Then they read the sentences and
cut out and paste them under the matching pictures.

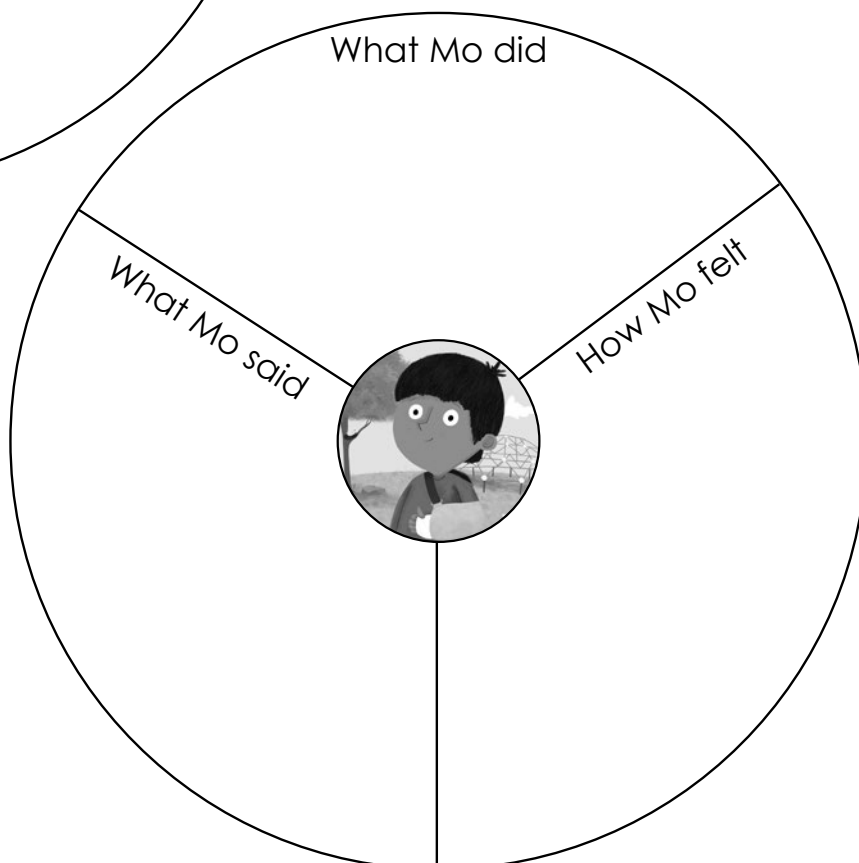
Name: _____ Date: _____

Characters

- Write about what the characters did, what they said and how they felt.



A large circle divided into three sections by lines radiating from a central point. In the center is a small circular portrait of a woman with dark hair, wearing a dark top. The top section is labeled "What Mum did". The bottom-left section is labeled "What Mum said". The bottom-right section is labeled "How Mum felt".



A large circle divided into three sections by lines radiating from a central point. In the center is a small circular portrait of a boy with dark hair, wearing a dark shirt. The top section is labeled "What Mo did". The bottom-left section is labeled "What Mo said". The bottom-right section is labeled "How Mo felt".

Main teaching focus

Comprehension: Recalling events; Inferring characters' feelings.

Other teaching focus

Comprehension: Comparing and contrasting.

Teacher's note

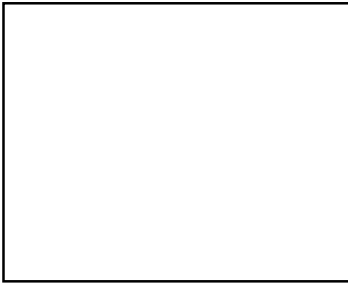
Children write about what Mo and Mum did in the story, what they said and how they felt.

Name: _____ Date: _____

'ed' words

- Write 'ed' on the end of the words.
- Cut out the pictures and match with the words.

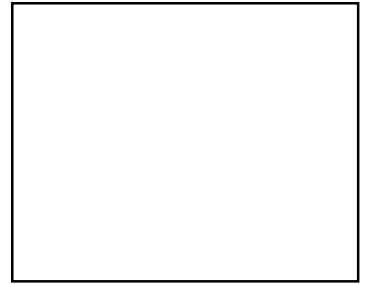
shout _____



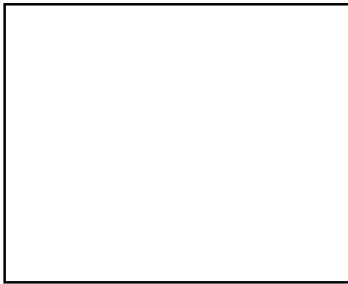
help _____



look _____



play _____



jump _____



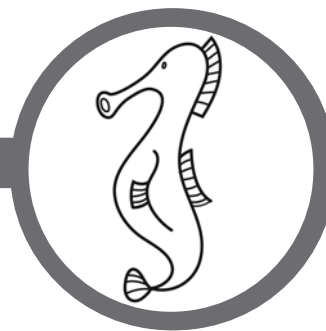
Main teaching focus
Graphophonics: 'ed' suffix

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

Teacher's note
Children write the 'ed' ending for each word. Then they cut out and paste the matching pictures.

The Aquarium

Level 8 Non-fiction Word count: 147 Text type: Recount



HFW introduced:	grey, have, helps, love, one, very, white
HFW consolidated:	day, fun, liked, today, with
Linking texts:	<i>Little Sea Horse and the Big Crab</i> (fiction)
Curriculum link:	me/family, environment, animals, science
Phonological awareness:	initial digraph 'sh'; blending CVC words; adjacent consonants 'gr', 'sc', 'cr', 'st' and 'sw'; initial letter sounds; rhyming words
Text summary:	Ben writes a letter to his nana telling her about his visit to the aquarium.

Tuning in

- Talk about the animals you would see at an aquarium. Have children role-play being different sea creatures such as fish, sharks, crabs and sea horses.
- Look at pictures of an under-sea environment. Ask, *What can you see under the sea? What do the plants look like?* Talk about what an aquarium is. Ask, *How is an aquarium like the sea?*

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 'aquarium'? How many letters are in that word?* Discuss the picture on the front cover. Ask, *What do you think is going to happen in the book? What is an aquarium?* Have children predict what words might be in the text.
- Flip through the book, discussing events and photographs. Promote language that is used throughout the text. Discuss how pictures help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Where do you think Ben went with Jill today? What do you think they saw at the aquarium?*

pages 4–5: Ask, *What size fish tank did they look at? Did they look at little fish tanks? What can you see in the fish tanks?*

pages 6–7: Ask, *What did they look at in the big fish tank? What colour is the shark? What colour are the shark's big teeth? Do sharks look scary? What makes them look scary?*

pages 8–9: Ask, *What does this little fish tank look like? What can the children see in this rock pool? Where is the turtle? Where is the sea urchin? Where is the starfish?*

pages 10–11: Ask, *What is in this little fish tank? Do you think the sea horses swim up and down? What does the head of the sea horse look like? Why do you think it is called a sea horse?*

pages 12–13: Ask, *What is the sea horse doing with its tail? How is the tail helping it in the coral? Are there any crabs in the tank with the sea horse? What would a crab do to the sea horse if they were in the same tank?*

pages 14–15: Ask, *Do you think the children liked seeing this tank at the aquarium? Do you think Ben would want his nana to go to the aquarium one day? Why?*

page 16: Ask, *What can you see on this page? Who is Ben writing the letter to? What is the letter about? Where have we seen this writing before?*

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 book might end.
- Have children relate the text to their own experiences. Ask, *Have you ever been to an aquarium? What animals did you see? Where have you seen fish? Where else could you see these animals?*
- Talk about how this is a recount text where the character is telling us about something that he did. Ask, *What is Ben telling us about in this book?*
- Have children retell the text in their own words.
- Talk about the 'letter' text type. Discuss the features and purpose of a letter. Ask, *When have you written a letter?*
- Ask inferential questions such as: *Why are the animals in tanks at the aquarium? Why are there big tanks and little tanks? Why would the shark be in the big tank? Why do you think the crab likes to live near rocks? What would happen if there were crabs in the tank with the sea horses?*

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 'tank', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- *Recall:* Give children a small piece of paper. Ask children to recall and draw pictures of all the animals that Ben saw. Talk about which tank they were in. On paper, draw a big tank, little tanks and a rock pool. Have the children cut out and place their drawings in the right tank. Discuss why the animals were in the different tanks. Have children complete **PW 61**, recalling and drawing the creatures that were found in the different tanks.
- *Compare and contrast:* Look at the pictures of the different tanks. Have children draw pictures of the three types of tanks—big, little and rock pool. Ask, *How are these tanks similar? What do they have that is the same? How are these tanks different?* Record children's ideas.

Phonological awareness

- Discuss the initial digraph 'sh'. Talk about the sound made when these letters are next to each other. Find the words in the text that start with 'sh'. As a group, brainstorm and record other words that begin with 'sh'. Repeat for 'th'.
- Talk about blending CVC words. Find 'big' in the text and discuss how to read it by sounding 'b-i-g'. Have children read the word. Select other CVC words from the text to segment and blend (e.g. 'had', 'not', 'fun').
- Talk about the adjacent consonants 'gr'. Ask children to find the word in the text that begins with these letters. Discuss the strategy of blending the 'gr' together rather than sounding the letters separately. Have children think of other words that begin with 'gr'. Repeat for 'sc', 'cr', 'st' and 'sw'.
- Identify 'teeth' in the text. Say, *This word begins with the sound 't'*. Discuss the strategy of using the initial sound of the word and the illustration to help read words in the text.
- Explain how rhyming words sound the same because they have the same ending. Find 'fish' in the text and talk about the sounds in the word. Brainstorm words that rhyme with 'fish' (e.g. 'wish', 'dish'). Record these words and show children how they have the same ending. Think of rhyming words for other words from the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'grey', 'have', 'helps', 'love', 'one', 'very', 'white', 'day', 'fun', 'liked', 'today', 'with'. Write the words onto flash cards and encourage children to recognise and read the words.
- *Theme words:* Brainstorm and record words related to sea creatures. Ask, *What sea creatures can we think of?* Encourage children to think of other words associated with under the sea and aquariums.

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

- *Book features:* Have children talk about what is on the front cover of the book. Discuss how it shows the title and author. Ask children to design a new front cover, including the author and title.
- *Text type:* Talk about the features of a letter. Discuss how this text is a letter from Ben to his nana.

Writing

- Look at the pictures on pages 4–5 and discuss what is in the tanks. As a group, write sentences to explain what animals or plants are in the pictures, e.g. *The fish are in the tank. The seaweed is in the tank.* Have children focus on using upper-case letters and full stops in the sentences. Have children complete **PW 62** (page 54), writing a sentence about what is in each tank.

► ELL engagement

- Recall what can be seen in an aquarium. Have children make their own aquarium by covering a piece of cardboard with blue cellophane or crepe paper to represent the water. Give children **PW 63** (page 55), so that they can colour, cut out and make things to go into their aquarium. Support children's language use during the activity and encourage use of new vocabulary.

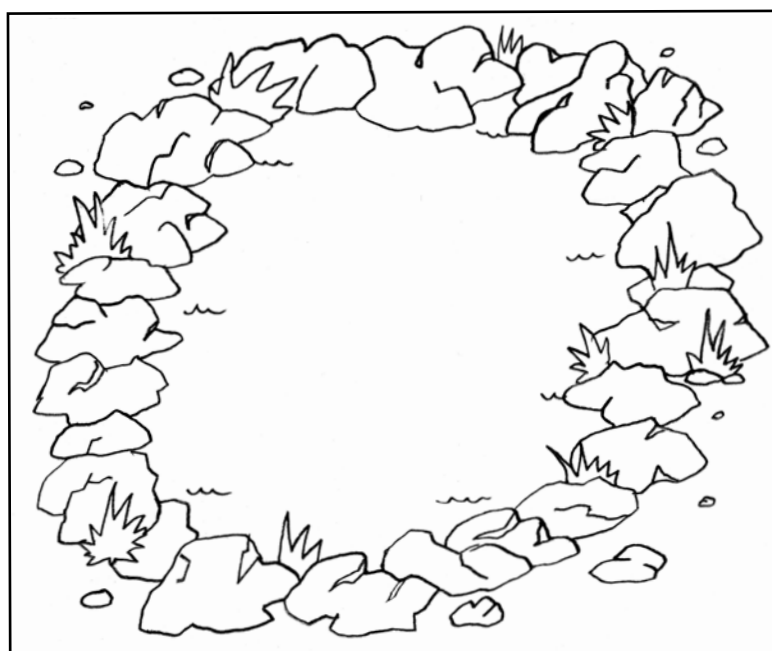
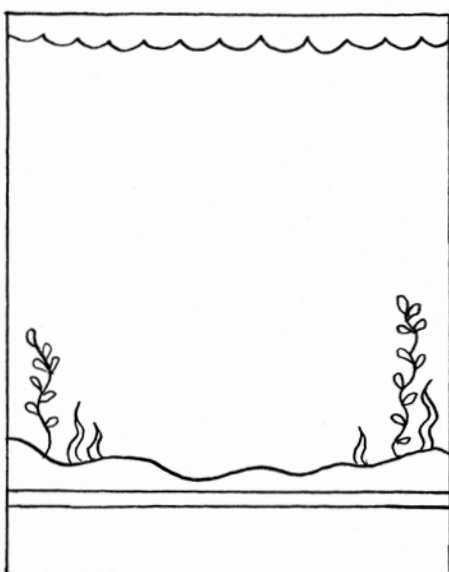
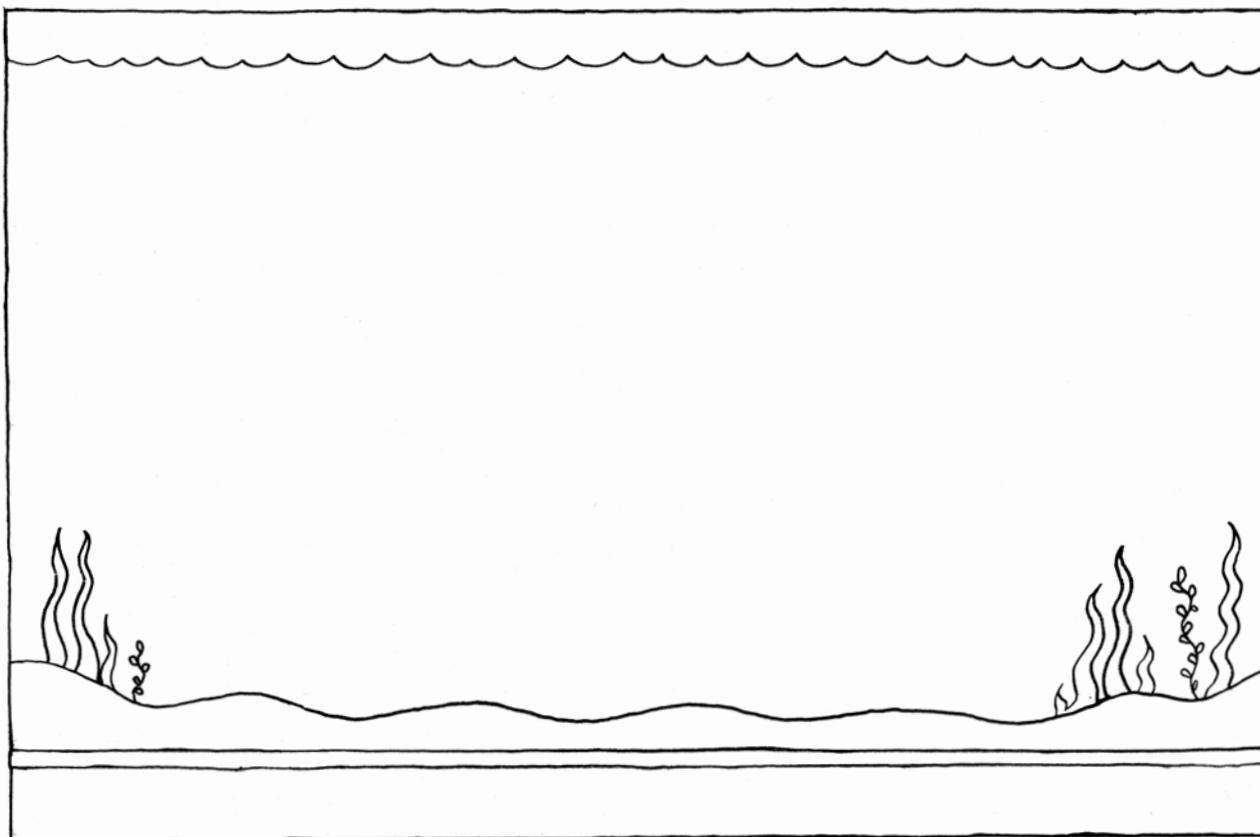
► Assessment

- PWs 61, 62 and 63 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 61 could be kept in the child's portfolio
- Complete Running Record.

Name: _____ Date: _____

Recall

- Draw what was seen in the different tanks at the aquarium.



Main teaching focus
Comprehension: Recall events from the story.

Other teaching focus
Comprehension: Comparing and contrasting elements of the story. *Oral language development:* Theme words—sea creatures.

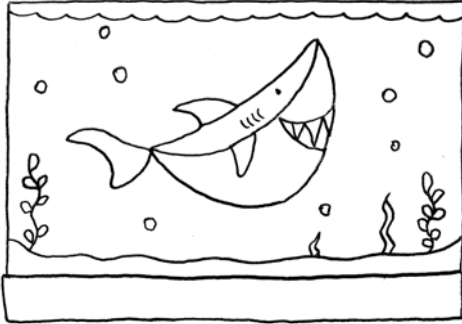
Teacher's note
Children recall and draw the sea creatures that were found in the different tanks at the aquarium.

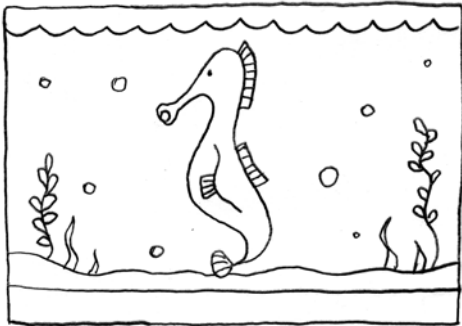
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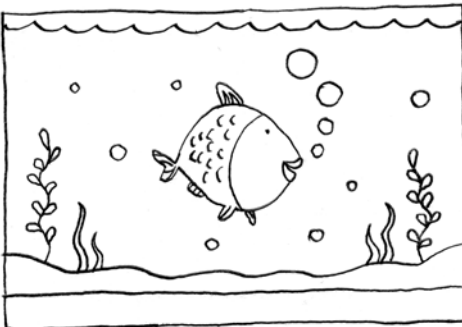
Aquarium writing

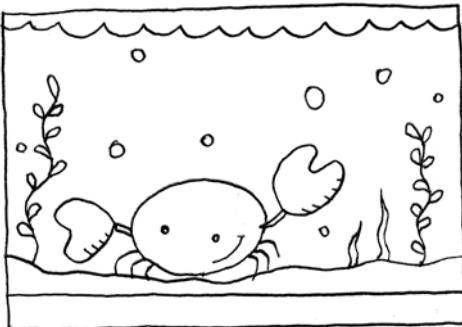
You will need: coloured pencils

- Colour the pictures and then write a sentence.









Main teaching focus

Writing: Write simple sentences about familiar topics using high-frequency words and sound-letter correspondence.

Other teaching focus

Oral language development: Theme words—sea creatures.

Teacher's note

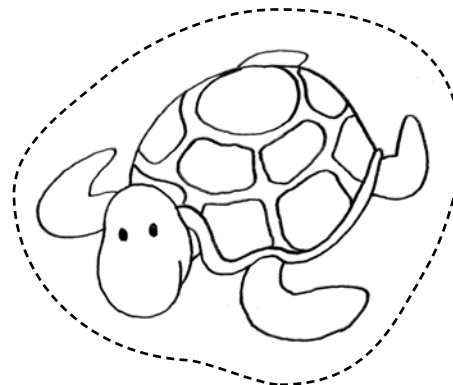
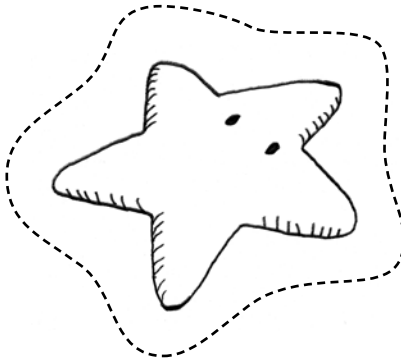
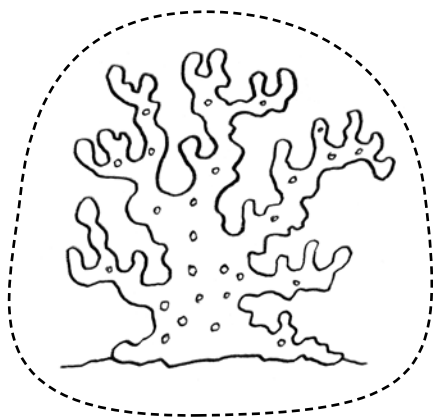
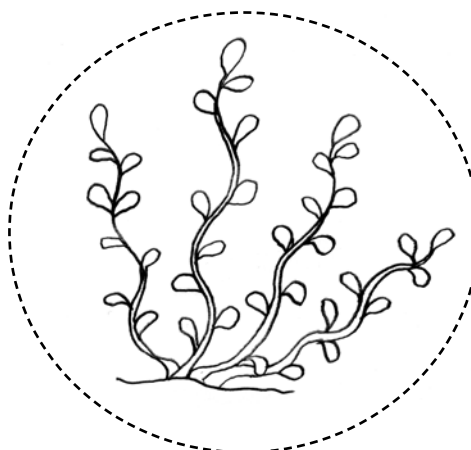
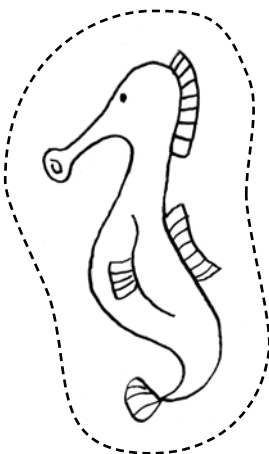
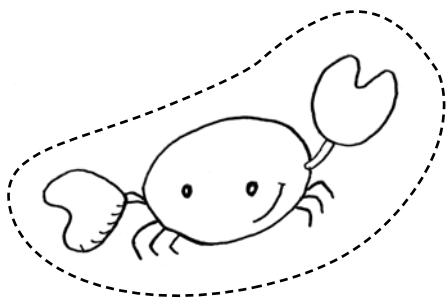
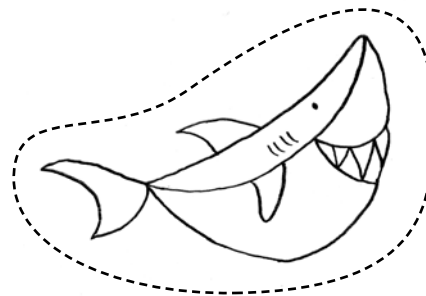
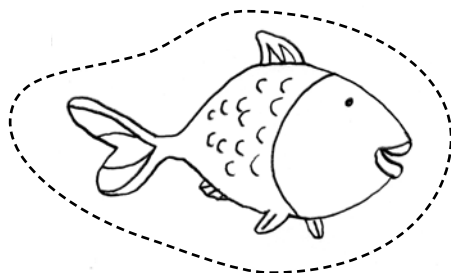
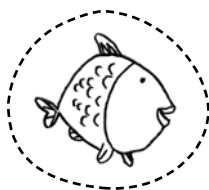
Children colour the pictures and then write a sentence describing what can be seen in each tank.

Name: _____ Date: _____

Make an aquarium

You will need: cardboard, blue crepe paper or cellophane, coloured pencils, scissors, glue, coloured paper

- Cover the cardboard with the blue crepe paper or cellophane.
- Colour and cut out the pictures. Paste them onto your aquarium.
- Draw or cut out other sea creatures from the coloured paper and add them to your aquarium.



Main teaching focus

Oral language development:
Theme words—sea creatures.

Other teaching focus

Oral language development:
Comparing and contrasting sea creatures.

Teacher's note

Children cover the cardboard with blue cellophane or crepe paper. They colour and cut out the pictures and paste them onto their aquarium. They can use coloured paper to make other sea creatures for the aquarium.

Birthdays Around the World

Level 8

Non-fiction

Word count: 148

Text type: Report



HFW introduced:	all, birthday, have, out, very
HFW consolidated:	with
Linking texts:	<i>Lea's Birthday</i> (fiction)
Curriculum link:	me/family, celebrations, community
Phonological awareness:	blending vowels and consonants; digraphs 'ee' and 'th'; adjacent consonants 'cl', 'st' and 'sw'; long 'i' sound as in 'my'
Text summary:	Everybody has a birthday. Find out how people around the world celebrate.

Tuning in

- Have children share what they do on their birthday. Talk about presents, food and parties. Discuss how old they are and why they like their birthday.
- Have a globe or a map of the world for children to look at. Talk about how there are lots of different countries around the world. Show photos of animals, people and places from around the world. Discuss how things around the world can be different from how they are here.

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 in the title? Can you find the word 'birthday'? How many letters are in that word?* Discuss the picture on the front cover. Ask, *What do you think is going to happen in the book? What can you tell me about the children on the front cover?* Have children predict words that might be in the text.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Whose birthday do you think it is? What is the boy doing? Would everybody else have a birthday on a different day?*

pages 4–5: Ask, *Who is at the Australian party? Why is the family there? What do they have at the party? What food will they eat at the party?*

pages 6–7: Ask, *Who is at the Indian party? Why is the family there? What are they going to eat? Are they at home or have they gone to the temple for the birthday party?*

pages 8–9: Ask, *Who is at the Japanese party? Why is the family there? Where are they for the birthday party? What is the girl wearing for her birthday party?*

pages 10–11: Ask, *Who is at the Mexican party? Why is the family there? Does it look like the boy is having a big party or a small party? What is he hitting the piñata with? What will come out of the piñata?*

pages 12–13: Ask, *Who is at the Ghanaian party? Why is the family there? What will they eat at the party?*

What do you think is inside the sweet? What are they doing at the birthday party?

pages 14–15: Ask, *Who has a birthday? Does everybody have a birthday? Do you have a birthday too?*

page 16: Ask, *What can you see in the glossary? Can you remember which party they were from? Where were all the parties on the map?*

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 book might end.
- Have children relate the text to their own experiences. Ask, *What did you do on your last birthday? Who came to your birthday party? What did you eat at your party?*
- Talk about who was in the book. Discuss the different places in the text.
- Discuss how this is an information text and it teaches the reader something. Ask, *What do we learn by reading this book?*
- Talk about how information texts have a glossary to teach us what words mean.
- Have children retell the text in their own words.
- Ask inferential questions such as: *Why do people come to see you on your birthday? How are the parties the same? Do the people around the world like birthdays the same way we do? How can you tell?*

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 'family', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- *Recall:* Talk about the different ways birthdays are celebrated around the world. Flip through the pages and ask: *Who was at this party? Where was this party held? What did they do at this party? What did they eat?* Have children complete **PW 64**, recalling the details of the different parties and recording them in the table. Demonstrate how to complete the first birthday party, talking about how to differentiate between ‘who’, ‘where’ and ‘what’.
- *Compare and contrast:* Look at the pictures of the Australian party and the Indian party. Have children discuss what happened at these birthday parties. Encourage them to compare and contrast the two parties. Ask, *How are the parties the same? How are the parties different?* Record and discuss children’s responses. Repeat for two other parties from the text. Have children complete **PW 65**, comparing and contrasting parties. Encourage them to refer to the text.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters ‘a-m’ on the board and explain the strategy of blending ‘am’ rather than ‘a-m’. Talk about blending other vowels and consonants from the text such as ‘e-m’ and ‘a-t’. Have children practise blending these sounds. Ask them to find words in the text with these sounds.
- Look at ‘see’ and talk about the ‘ee’ vowel digraph. Discuss the sound made when these two letters are together. Have children find other ‘ee’ words in the text. Record these and have children practise saying them.
- Talk about the adjacent consonants ‘cl’ in ‘clothes’. Talk about how these letters are not sounded separately as ‘c-l’ but are blended together. Brainstorm other ‘cl’ words. Repeat for ‘st’ and ‘sw’.
- Identify the words in the text that begin with the consonant digraph ‘th’. Talk about how we sound the ‘th’ together rather than ‘t-h’. Model the sound. Ask, *Can you think of any other words that begin with ‘th’?*
- 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’, ‘try’, ‘sty’, ‘cry’, ‘fly’, ‘dry’, ‘spy’, ‘fry’. Have children circle the long ‘i’ sound in each word and practise sounding the words. Have children complete **PW 66**, finding and tracing over the long ‘i’ words in the word search.

Vocabulary

- *Visual recognition of high-frequency words:* ‘all’, ‘birthday’, ‘have’, ‘out’, ‘very’, ‘with’. Write the words onto cards (two cards for each word) and use them to play games such as Snap and Memory.

- Give children buckets of water and paintbrushes. Go outside and have children ‘paint’ the words with the water onto the concrete or the walls. Let the 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

- *Sentence features:* Discuss how sentences begin with upper-case letters and end with full stops. Turn to different pages of the text and have children identify the upper-case letters and full stops. Ask, *How many sentences are on this page?*
- *Text emphasis/italic font:* Talk about how some words in the text are shown in italics. Discuss that this is because they are words that the children might not recognise. Show children how they can find the meaning of the words by looking at the glossary on page 16.

Writing

- Have children talk about what they did on their last birthday. Ask, *Did you have a party? Who was at your party? What did you eat at your party? What did you do at your party? Where was your birthday party?* Have children draw a picture of their birthday. Ask them to copy the sentences: *This is my family. They are all here for my birthday.* Then have children write sentences explaining what happens on their birthday.

► ELL engagement

- Talk about other occasions that we celebrate. Look at a calendar and identify when there are holidays/celebrations throughout the year. Have children decorate the dates when there are celebrations. Discuss how there are different celebrations and holidays in different countries.






► Assessment

- PWs 64, 65 and 66 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 64 could be kept in the child’s portfolio
- Complete Running Record.

Name: _____ Date: _____

Recall

- Draw or write what was at each party.

	Who was at the party?	Where was the party?	What did they do at the party?
An Australian party 			
An Indian party 			
A Japanese party 			
A Mexican party 			
A Ghanaian party 			

Main teaching focus

Recall: Recall events from the text.

Other teaching focus

Comparing and contrasting: Identifying how events were the same and different.

Teacher's note

Children recall events of the different parties, then record the details in the table by writing or drawing.

Name: _____ Date: _____

Same and different



- Look at the parties on pages 4 and 6.
- Write how they are the same and how they are different.

Same	Different

- Look at the parties on pages 8 and 10.
- Write how they are the same and how they are different.

Same	Different

Main teaching focus

Comprehension: Comparing and contrasting—finding similarities and differences from the text.

Other teaching focus

Recall: Recalling events from the text.

Teacher's note

Children look at the different pictures of the parties and consider how they are the same or different. Children record the similarities and differences in the tables.

Name: _____

Date: _____

Long 'i' sound

- Trace over the long 'i' words in the word search.



r	w	f	m	y	o
c	r	y	k	w	b
n	f	l	y	e	a
y	i	e	s	t	y
s	k	y	r	a	v
o	y	d	r	y	u
c	s	p	y	o	p

my cry fly sty
 sky dry spy

Main teaching focus

Phonemic awareness: Long 'i' as in 'my'.

Other teaching focus

Word awareness: Recognising similarities in words.

Teacher's note

Children find and trace over the long 'i' words in the word search.

The Old Days and Now

Level 8

Non-fiction

Word count: 146

Text type: discussion



HFW introduced: have, her, sitting teacher, very, read (*academic*), write (*academic*)

HFW consolidated: boy/s, girl/s, ride

Programme links: *The Old Days and Now E-Book*

Dad's Old Photo Book (fiction)

Curriculum links: me/family, community, school

Text summary: Learn about how things were in the old days and how they are. Find out how children travelled to school, what school was like, what houses were like, how children had light to read and how they wrote letters. Compare the old days with how things are now.

Tuning in

- Discuss the meaning of the phrase 'the old days'. Talk about how it refers to things that happened in the past or a long time ago. Have children talk about what they think it was like in the old days.
- Have children describe their life. Ask, *How do you get to school? What is your school like? What type of home do you live in?*

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 boy doing? How do you think that compares to the old days?*
- Flip through the book. Encourage discussions about the events and photographs. Discuss how photos 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, *Does this look like the old days or now? Where is the horse and cart? Where is the girl? How do you think the girl gets to school?*

pages 4–5 Ask, *Does this look like the old days or now? Where is the car? Who goes to school in a car? Where is the bus? How is the boy going to school?*

pages 6–7 Ask, *Does this look like the old days or now? Where is the teacher? Where are the boys and girls? What can you see at their school?*

pages 8–9 Ask, *Does this look like the old days or now? Where is the teacher? Where are the boys and girls? What can you see at their school?*

pages 10–11 Ask, *Which house is from the old days? Does the house look very old? Where is the old stove inside the house? Which house would you see now? What can you see inside? Does it look old or new?*

pages 12–13 Ask, *Is this girl from the old days or now? Where is the candle? What is she using the candle for? Do you think this girl is from the old days or now? Where is her light? Why is she using the light? How is she*

reading her book?

pages 14–15 Ask, *Is this girl from the old days or now? What is the girl using to write a letter? Where is her pen? Where is her paper? How can you tell this girl is not from the old days? How do you think she is writing a letter? What is she using the computer for?*

page 16 Ask, *Which boy is from the old days? Which boy is from now? What type of clothes are they wearing?*

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 photographs. 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, *In what other ways might the old days be different from now?*
- Have the children relate the text to their own experiences. Ask, *How do you get to school? What type of home do you live in? How do you think your life is different than the past?*
- Have children summarise the text in their own words. Ask, *What happened in the story? How were things in the past different from how they are now?*
- Ask inferential questions, such as, *Why did the girl have to go to school in a horse and cart? How else might children have gone to school in the old days? How are the clothes the children wore in the old days different than the clothes you wear now? Why did the girl need to use a candle to read her book at night?*

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 'teacher' discuss strategies such as sounding out, re-reading or looking at the photograph.

Choose from the following activities.

Comprehension

- *Compare and contrast:* Turn to pages 10-11 and look at the pictures of the houses and the stoves. Have children compare and contrast the pictures by identifying how they are similar and how they are different. Ask, *What other things in the house might be similar/different?* Repeat by having children compare and contrast the way children get to school on pages 2-5. Have children complete **PW 67**.
- *Recall/sorting:* Discuss what children learned about the old days and now. Ask children questions that encourage them to recall information from the text, such as, *How did children in the old days get to school? How do children get to school now?* Write sentences from the text onto strips of paper. Have children read the sentences and sort them into two piles – ‘the old days’ and ‘now’.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters ‘ol’ on the board and explain the strategy of saying ‘ol’ rather than ‘o-l’. Record other vowel and consonant blends from the text such as ‘ug’, ‘us’ and ‘en’.
- Discuss the initial consonant blend ‘st’. 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 ‘st’. Have children circle the ‘st’ blend in each word.
- Discuss the reading strategy of segmenting words into onset and rime. Find ‘bus’ in the text and discuss how to read the word by sounding ‘b-us’. Have children read the word using the strategy. Identify and discuss other words in the text that can be read using the onset and rime strategy (e.g. ‘can’ and ‘pen’).
- Talk about how the suffix ‘s’ changes the way we read a word. Have children find words in the text that have an ‘s’ ending and have them practise reading the words. Find ‘boys’ and talk about how the ‘s’ on the end of the word means there is more than one boy.
- Talk about how the suffix ‘ing’ changes the way we read a word. Have children find words ending in ‘ing’ in the text. Talk about the sound these letters make when sounded together. Brainstorm other ‘ing’ words.
- Find the word ‘cart’ 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 stove, candle and table.
- 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’.

Vocabulary

- *Visual recognition of high frequency words:* ‘boy’, ‘boys’, ‘girl’, ‘girls’, ‘have’, ‘her’, ‘ride’, ‘sitting’, ‘teacher’, ‘very’, ‘read’, ‘write’. 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 whiteboards and markers or chalk and chalkboards. Have them write the high frequency words in different colours on the boards. Ask, *Can you notice any spelling patterns in these 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

- *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. Ask, *How do you know where the sentence starts? How do you know where the sentence ends?* Also talk about how sentences need to make sense when we read them. Have children complete **PW 68**.
- *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 exclamation marks.
- *Book features:* Have children talk about what is on the front cover of the book. Discuss how it shows the title and author. Ask children to design a new front cover.

Writing

- Have children imagine they were living in the old days. Have them think about how they go to school, what it is like at school and how they would do their homework. Ask, *Do you think things were easier or more difficult in the old days?* Have children write sentences explaining whether they think life was easier or more difficult in the old days.

► ELL Engagement

- As a group, think of other things that would be different between life in the old days and now. Ask, *How might food have been different in the old days compared to now? What toys do you play with now? What do you think toys were like in the old days?* Have children complete **PW 69**.

► Assessment

- PWs 67, 68 and 69 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 67 could be kept in the child’s portfolio
- Complete Running Record

Name: _____ Date: _____

Compare and contrast

- Look at the two pictures.
- Write how they are the same and different.



Same

Different

--	--



Same

Different

--	--

Main teaching focus

Comprehension: Comparing and contrasting.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children look at the pictures of the old days and now. They write how they are similar and how they are different.

Name: _____ Date: _____

Sentence beginnings and endings

You will need: scissors, glue, paper

- Cut out the sentence beginnings and endings.
- Match the sentence beginnings with the endings and paste them together on the paper.



The girl can ride

Look at the old stove

This boy is going to school

The girl can



write a letter.

on a bus.

inside the old house.

in the buggy to school.

Main teaching focus
Text conventions: Features of a sentence.

Other teaching focus
Comprehension: Reading for meaning (creating sentences that make sense).

Teacher's note
Children cut out the boxes with the sentence beginnings and the boxes with the sentence endings. They match the beginnings and endings and paste them together.

Name: _____ Date: _____

How would it be different?

- Write about how these things are now and how you think they might have been in the old days.

Food

Now	In the past

Toys

Now	In the past

Main teaching focus

Oral language development: Expanding on ideas in the text (old days and now)

Other teaching focus

Oral language development: Comparing and contrasting.

Teacher's note

Children record what food and toys are like now and what they think they were like in the past.

My Body

Level 8

Non-fiction

Word count: 129

Text type: explanation



HFW introduced: brown, have, help, outside

HFW consolidated: with, yellow

Programme links: My Body E-Book

Mo's Broken Arm (fiction)

Curriculum links: me/family, science

Text summary: Learn about different parts of your body – your skin, bones, hands, legs, feet, eyes, ears and mouth. Find out what your body helps you to do.

Tuning in

- Play a game of Simon Says. Have children put their hands on different body parts, such as their head, feet, arms and ears.
- As a group, make a list of different body parts. Ask, *How many body parts can you think of?* Have children explain what they can do with different body parts.

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 photo and encourage children to make predictions about the text. Ask, *What can you see? What are the children doing? What body parts can you see? How are they using their bodies?*
- Flip through the book. Encourage discussions about the events and photographs. Discuss how photos 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 boy? Where is his body? What parts of his body can you see?*

pages 4–5 Ask, *Where is her skin? Is skin on the outside or inside of your body?*

pages 6–7 Ask, *Do you have bones? Where are your bones? Can you see the bones on the inside of your body? What do your bones look like?*

pages 8–9 Ask, *Where are your hands? How many hands do you have? How do your hands help you? Could you play with the yellow ball with your hands? Can you see her fingers? How many fingers do you have?*

pages 10–11 Ask, *How many legs do you have? How many feet do you have? How do your legs and feet help you run and play? Where are your toes? How many toes do you have?*

pages 12–13 Ask, *Where is your face? What colour are the boy's eyes? How do your eyes help you to see?*

pages 14–15 Ask, *Can you see his ears? How many ears do you have? What do your ears help you do? Where is*

her nose? How does her nose help her to smell?

page 16 Ask, Do you have a mouth, too? What do you do with your mouth? How does it help you 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.

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 photographs. 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 other body parts can you think of? What else might we learn about how our body helps us do things?*
- Have the children relate the text to their own experiences. Ask, *What different parts of your body do you use every day?*
- Have children summarise the text in their own words. Ask, *What happened in the story? What body parts did you learn about? How do these body parts help you move and do things?*
- Ask inferential questions, such as, *How do your hands help you play? What might it be like if we didn't have bones in our body? How do your fingers help you do things? Can you think of any other body parts that help you do things?*

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 'bones' discuss strategies such as sounding out, re-reading or looking at the photograph.

Choose from the following activities.

Comprehension

- **Recall/matching:** Have children recall the body parts they learned about in the text. Say aloud different body parts from the text and have children explain how those body parts help them do things. Have children complete **PW 70**.

- *Answering questions:* Ask children literal questions about the text (i.e. questions where the answer can be found in the text). For example: 'How many legs and feet do you have?'; 'What can you smell with?'. Have children look in the book to find the answers for the questions.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'in' on the board and explain the strategy of saying 'in' rather than 'i-n'. Record other vowel and consonant blends from the text such as 'an', 'is', 'od', 'eg' and 'el'.
- Discuss the initial consonant blend 'sk'. 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 'sk'. Have children circle the 'sk' blend in each word. Repeat with other initial consonant blends in the text, such as 'pl', 'br' and 'sm'.
- Talk about how the suffix 's' changes the way we read a word. Have children find words in the text that have an 's' ending and have them practise reading the words. Find 'bones' and talk about how the 's' on the end of the word means there is more than one bone.
- 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'.
- As a group, discuss the 'ee' long vowel sound. Have children find 'ee' words in the text. Brainstorm, draw and write other words with the 'ee' long vowel sound. Have children complete **PW 71**.

Vocabulary

- *Visual recognition of high frequency words:* 'brown', 'have', 'help', 'outside', 'with', 'yellow'. 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 whiteboards and markers or chalk and chalkboards. Have them write the high frequency words in different colours on the boards. Ask, *Can you notice any spelling patterns in these high frequency words?*
- *Word meanings:* Write the words 'body', 'arm', 'leg', 'hand', 'finger', 'toe', 'foot', 'eye', 'face', 'ear', 'nose' and 'mouth' on flash cards. Have children take a card and identify that part of their body. Have children complete **PW 72**.

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

- *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.

- *Text emphasis/italic font:* As a group, look at the text on page 16. Identify the word 'yum' shown in italics. Discuss why the author has shown this word in this way. Talk about how this influences the way we read the text.
- *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 exclamation marks.
- *Question mark:* Discuss how question marks are used at the end of a question. Have children find sentences with question marks in the text.

Writing

- Present children with the question 'What do you like to do with your body?' Have children write sentences about how they use their body do things every day. Encourage them to write about which part of their body they use when they do their favourite activities.

► ELL Engagement

- Have children work in pairs. Have one child lay down on a large sheet of butcher's paper while their partner draws around them to create an outline of their body. Children can then swap roles. Then they can draw body parts, such as fingers, nose and mouth onto their body outline. Encourage them to label body parts on their drawing as well.
- Discuss the five senses – see, hear, smell, taste and touch. Talk about which body part we use for each of the five senses.

► Assessment

- PWs 70, 71 and 72 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 70 could be kept in the child's portfolio
- Complete Running Record.

Name: _____

Date: _____

Sentence sorting

You will need: scissors, glue

- Cut out the sentences. Sort and paste them with the correct body part.

bones	hands	feet	eyes

ears	nose	mouth

They help me to play with my yellow ball.	They help me to see.	It helps me to smell.	They help me to run and play.
They help me to hear.	It helps me to eat.	They are on the inside of my body.	



Main teaching focus

Comprehension: Matching sentences; Gaining meaning from text.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children cut out the sentences, match and paste them under the correct word.

Name: _____

Date: _____

'ee' words

- Write the 'ee' in each word.
- Draw a line to match the words to the pictures.

sh _ _ p

tr _ _

s _ _

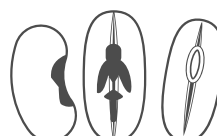
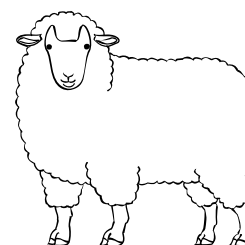
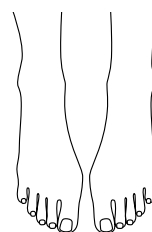
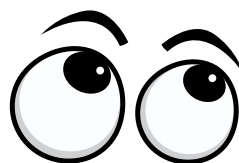
s _ _ d

b _ _

sl _ _ p

f _ _ t

m _ _ t



Main teaching focus
Graphophonics: 'ee' words
(long vowel sound)

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

Teacher's note
Children write 'ee' to complete each word. Then they
draw a line to match each word with its picture.

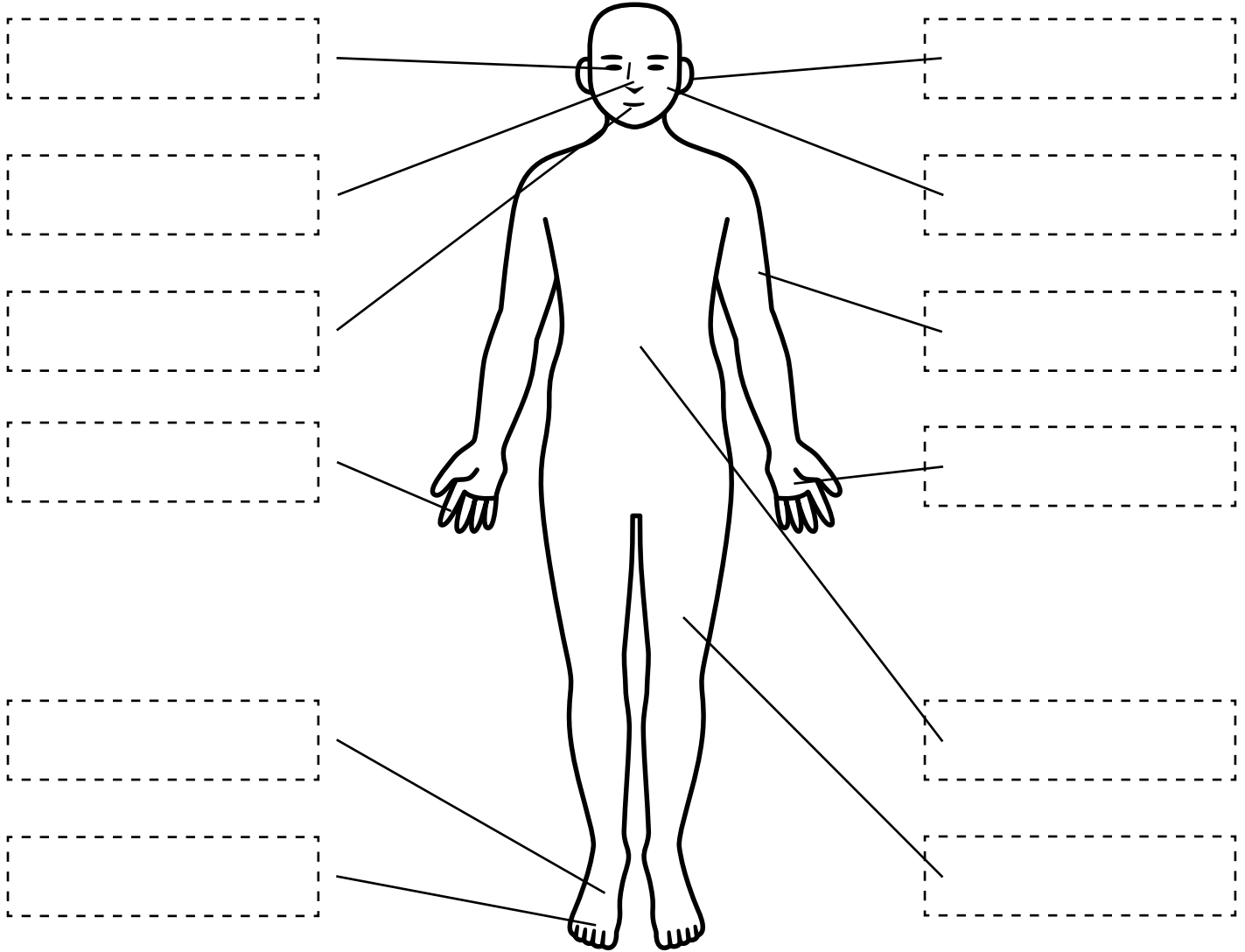
Name: _____

Date: _____

Body labelling

You will need: scissors, glue

- Cut out the words.
- Paste them in the boxes to label the picture.



hand	toe	leg	foot
face	arm	ear	mouth
nose	eye	finger	body



Main teaching focus
Vocabulary: Word meanings – body parts.

Other teaching focus
Comprehension: Recalling information from the text.

Teacher's note
Children cut out the words at the bottom of the page. They paste them in the boxes to label the body parts.

Running Record

Name: _____ Age: _____ Date: _____

Text: *The Big Mud Puddle*

Level: 6

Running words: 115

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"Come on, Dad," said Lea.			
	"We can play in the garden."			
3	"I will get my boots," said Dad.			
4	Dad and Lea went into the garden.			
	"Look, Dad!" cried Lea.			
	"I can see a big mud puddle.			
	The big mud puddle looks good!"			
6	"Look, Dad!" said Lea.			
	"I can go in the big mud puddle."			
8	"Look, Dad!" said Lea.			
	"I can run in the big mud puddle."			
10	"Look, Dad!" said Lea.			
	"I can jump in the big mud puddle.			
	You can jump, too."			
12	Lea and Dad jumped in the big mud puddle.			
13	They jumped and jumped!			
14	"I am jumping in the big mud puddle,"			
	said Lea.			
	"Look at me!"			
16	"Oh, no!" said Lea.			
	"Look at me!"			
	Totals			

Running Record

Name: _____ Age: _____ Date: _____

Text: *Baby Dinosaur is Hiding*

Level: 6

Running words: 111

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"Baby Dinosaur!" shouted Father Dinosaur. "Where are you?"			
3	"I am hiding," said Baby Dinosaur.			
4	"I am coming to look for you," said Father Dinosaur. "I will look inside this log."			
5	Father Dinosaur looked inside the log.			
6	"I can not see you," said Father Dinosaur. "Where are you?"			
7	"I am hiding," said Baby Dinosaur. "You can not see me."			
8	"I am coming to look for you," said Father Dinosaur. "I will look in the little trees."			
9	Father Dinosaur looked in the little trees. He looked and looked.			
10	"I can see you!" shouted Father Dinosaur.			
12	Baby Dinosaur ran away. She went inside a big cave.			
14	"Baby Dinosaur!" shouted Father Dinosaur. "Where are you?"			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *I Want That Hat!*

Level: 6

Running words: 108

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"I like that black hat," said Bob. "It looks good!"			
4	"Mum!" said Bob. "I want that black hat!" "That is not the hat for you," said Mum.			
6	"I like that red top," said Bob. "Mum! I want that red top, too!" "That is not the top for you," said Mum.			
8	"Oh, no," cried Bob. "I want that black hat. I want that red top, too!"			
10	"No, Bob," said Mum. "This green hat is for you. This green top is for you, too!"			
11	"Look!" said Mum. "Come and see."			
12	Bob looked down into the yard. " Oh! " said Bob. "I like the green hat. I like the green top, too!"			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Story-time Surprise*

Level: 6

Running words: 96

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	“Jon!” shouted Bill. “Where are you?”			
4	“Here I am!” said Jon. “I am playing on the big slide.” “Come inside,” said Bill. “It is story time.”			
6	“Oh, good!” said Jon. “I like story time.” “I like story time too,” said Bill. “Come on!”			
8	Jon and Bill went inside the school. They went to look at the books.			
10	“Look at the books,” said Jon. “I like books!” “Look at this book!” said Bill. “It is on dragons.”			
12	“I like dragons, too,” said Jon. “Can I see the book?” “You will like this book,” said Bill. “It is a good book.”			
Totals				

Running Record



Name: _____ Age: _____ Date: _____

Text: *The School Garden*

Level: 6

Running words: 110

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	This is the water tank at my school.			
3	The rain comes down. It goes into the tank.			
4	This is the school garden.			
5	The water in the tank goes on the garden.			
6	Carrots are in the garden. We can not see the carrots. They are hiding!			
7	Peas are in the garden. We can not see the peas. They are hiding!			
8	Tomatoes are in the garden. We can not see the tomatoes. They are hiding, too!			
10	The water in the tank goes on the garden.			
11	Look in the garden! A little carrot is coming.			
12	Look in the garden! A little pea is coming.			
13	Look in the garden! A little tomato is coming.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Can You See It?*

Level: 6

Running words: 110

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Where is the green frog? Can you see it? It is hiding in the tree. It looks like a leaf.			
4	The snake will not see the green frog.			
6	Where is the red fish? Can you see it? It is hiding in the coral. It looks like the coral.			
8	The shark will not see the red fish.			
10	Where is the <i>brown</i> lizard? Can you see it? It is hiding in the sticks. It looks like a stick.			
12	The snake will not see the <i>brown</i> lizard.			
14	Where is the fox? Can you see it? It is hiding in the snow. It looks like the snow.			
16	The bear will not see the fox.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Things I Want and Things I Need* Level: 6 Running words: 102

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	I like my green shoes. The green shoes look good. I want the green shoes.			
4	It is raining. Look at the water. It is too wet for the green shoes. I need my boots.			
6	Look at the sun. It is fun to play. I want to play in the sun.			
8	Here comes Dad. I will not play in the sun. I need to help my dad.			
10	Look! I see a little red cake. It looks good to eat. I want to eat the little red cake.			
12	Here comes Mum. I cannot eat the little red cake. I need to eat my dinner.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *At the Library*

Level: 6

Running words: 96

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Look at Mum and me. We are looking for books.			
4	We are inside. We can see books. We can see computers too.			
6	Here is a book on dinosaurs. I can look inside this book.			
8	Here is a book on flowers. We can look inside this book.			
10	Here is Mum. Mum is looking for books too.			
12	Here is a computer. We can look for dinosaurs on the computer. We can look for flowers too.			
14	Here is a big book. I like this book. I can look inside. This is a good book for me.			
16	We like books!			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Max and the Balloons*

Level: 7

Running words: 103

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Kate looked and looked. "Where are my balloons?" said Kate. "Are they with you, Mum?"			
4	"No," said Mum. "They are not with me."			
5	"Are the balloons on your bed?" said Mum.			
6	"Oh, no!" said Kate. "The balloons are not on my bed. Max is on my bed!"			
7	"Max!" said Kate. "Get off my bed. Go to your bed!"			
8	Max got off Kate's bed. He ran to Mum's bed.			
10	"Max!" said Mum. "Get off my bed!"			
11	"You are a naughty little dog," said Kate. "You sat on my bed and you sat on Mum's bed. Go to your bed!"			
12	Max went to his bed.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Bananas in My Tummy*

Level: 7

Running words: 110

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Min Monkey is hiding in the banana tree.			
4	“Grandpa Tut can not see me,” he said. “I will eat 5 yellow bananas. I like yellow bananas.”			
6	Min Monkey did not stop eating the bananas. “Oh, no!” said Min Monkey. “The yellow bananas are going up and down in my tummy.”			
8	“Min Monkey!” shouted Grandpa Tut. “Where are you?” “I am in the banana tree,” said Min Monkey. “The yellow bananas are going up and down in my tummy. Oh! Oh! Oh!”			
10	“You silly little monkey,” said Grandpa Tut. “Come down here and sit with me.”			
12	Min Monkey came down.			
14	“My tummy is good,” said Min Monkey. “I will eat 10 yellow bananas!”			
Totals				

Running Record



Name: _____ Age: _____ Date: _____

Text: *Lea and Dad Make a Garden*

Level: 7

Running words: 126

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"Dad," said Lea.</p> <p>"Can we make a garden today?</p> <p>I can see 4 little pots.</p> <p>I can see 4 little plants, too!"</p>			
4	<p>"Look!" said Dad.</p> <p>"We can make a garden today."</p> <p>"It is fun to make a garden!" said Lea.</p>			
6	<p>"Come with me," said Dad.</p> <p>Dad and Lea went inside the shed.</p> <p>"Look!" said Dad.</p> <p>"Oh," said Lea.</p> <p>"I can make the garden with you."</p>			
8	<p>"The 4 little plants go in the soil," said Dad.</p> <p>"The soil is good for the 4 little plants."</p>			
10	<p>"This is fun!" said Lea.</p> <p>"I like looking after the 4 little plants."</p>			
12	<p>"Dad!" shouted Lea.</p> <p>"Come and look at the 4 little plants."</p>			
14	<p>"Look!" said Lea.</p> <p>"The 4 little plants are big."</p> <p>"Oh!" said Dad.</p> <p>"The 4 little plants are big!"</p>			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Oh, Max!*

Level: 7

Running words: 95

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"Come with me, Max," said Kate.			
	"We can play in the garden."			
4	"Look!" said Kate.			
	"We can play with the little green ball."			
5	"Oh, Max!" cried Kate.			
	"That is your big ball."			
6	Kate got the big ball.			
	"Go, Max! Go!" said Kate.			
	The big ball went into the flowers.			
	"Stop, Max! Stop!" cried Kate.			
8	"Oh, Max!" said Kate.			
	"Come to me."			
	Max ran to Kate.			
	"Sit down," said Kate.			
9	Max jumped up!			
10	"Oh, no!" said Kate.			
	"Where is Max running?"			
	Max ran inside.			
11	Kate ran inside, too.			
12	Max jumped up.			
	He sat on the chair.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Big Balloon*

Level: 7

Running words: 124

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	It is fun to play with a balloon.			
4	My red balloon can go up like this. My red balloon can go down like this.			
5	The sugar goes in the water.			
6	The yeast goes in the water, too.			
7	The spoon goes in the water like this.			
8	The funnel goes inside the bottle.			
9	Look! The water and sugar and yeast go into the bottle.			
10	The balloon goes on the bottle.			
11	The balloon and the bottle can sit on the table in the sun.			
12	Look at the balloon. It is bigger.			
13	Look at the balloon. It is bigger and bigger!			
14	You can play with a balloon, too! Will your balloon get bigger and bigger?			
16	Balloons are fun to play with. You can play with a balloon, too!			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Chocolate Banana Pops*

Level: 7

Running words: 113

Summary: _____

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Page no.		Errors	Self-corrections	Reading Strategies
2	We are going to make chocolate banana pops today. Here is the banana. Here is the chocolate.			
3	Here are the rice puffs. Here are the sprinkles. They are red, green, blue and yellow! Here are the sticks.			
4	The banana is cut like this.			
5	The sticks go here. They go inside the banana.			
6	The bananas with the sticks go here. The bananas are going to get cold!			
8	The chocolate goes here. It is going to get hot!			
10	The chocolate goes onto the banana like this. The banana looks <i>brown</i> !			
12	The rice puffs go onto the chocolate banana. They go on like this.			
13	The sprinkles go onto the chocolate banana. They go on like this.			
Totals				

Running Record



Name: _____ Age: _____ Date: _____

Text: *Watch the Bean Grow*

Level: 7

Running words: 108

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Here is a little bean. It is a seed. It will grow into a bean plant. The little bean is yellow.			
4	Here is the soil. The soil is black. The little yellow bean goes down into the soil.			
6	Here is the water. The water goes onto the soil. The water goes down to the little bean.			
8	Look! Here is a little root. The root is going down, down, down.			
10	Look! Here is a little sprout. The sprout is going up, up, up.			
12	Look! Here are the leaves. The leaves are big and green.			
14	The bean will grow. It will grow and grow. It will get big. It can go into the garden.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Opposites*

Level: 7

Running words: 108

Summary: _____

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Page no.		Errors	Self-corrections	Reading Strategies
2	Look at the dinosaurs. Can you see the big green dinosaur? Can you see the little red dinosaur, too?			
4	Here are 2 red doors. This red door is big.			
5	This red door is little.			
6	Look at my books. Can you see my old book?			
7	Can you see my new book?			
8	Here are my black shoes. This black shoe is old.			
9	And this black shoe is new.			
10	Look at the snail. The snail is slow.			
11	Look at the tiger. The tiger is fast!			
12	Here is a turtle. The turtle is slow.			
13	Here is a fox. The fox is fast!			
14	Look at the boys and girls. They like to play.			
Totals				

Running Record



Name: _____ Age: _____ Date: _____

Text: *Little Sea Horse and the Big Crab* Level: 8 Running words: 125

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Look at Little Sea Horse. She is going in and out of the coral.			
4	"I am hungry," said Little Sea Horse, and off she went to look for food.			
5	"Where is Little Sea Horse?" cried Father Sea Horse. "Oh, no! She is outside the cave."			
6	Little Sea Horse looked inside the cave. "I will get food in here!" said Little Sea Horse.			
8	" Stop! " cried Father Sea Horse. "You can not go inside the cave. Big Crab is in the cave. She will eat you!"			
10	" Help! " cried Little Sea Horse. "Big Crab is coming. She will eat me!"			
12	Father Sea Horse went after Little Sea Horse. "Get out of the cave!" he said.			
14	"Little Sea Horse," said Father Sea Horse. "You have to swim with me."			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Lea's Birthday*

Level: 8

Running words: 112

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"It is my birthday today!" said Lea.			
3	"Yes," said Dad. "Happy birthday!"			
4	"I am not going to school," said Lea. "I will play at home with you today."			
6	Dad looked at Lea. "You like going to school," he said.			
7	"No," said Lea. "I will play at home with you today."			
8	"The boys and girls at school will look for you," said Dad. "Your teacher will look for you, too."			
10	"Come on," said Dad. "You can go to school with me." Lea went to school with Dad. She got out of the car and went inside.			
12	"Happy birthday!" shouted all the boys and girls.			
13	Lea looked at the balloons. "Thank you!" she said.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Dad's Old Photo Book*

Level: 8

Running words: 120

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"Can you help me?" said Dad.</p> <p>"I am looking for my old photo book."</p> <p>"Yes," said Etta.</p> <p>"I can!"</p>			
4	<p>"Is your book in here?" said Etta.</p> <p>"No," said Dad.</p> <p>"I have looked in that blue box."</p>			
6	<p>"Is your book in here?" said Etta.</p> <p>"No," said Dad.</p> <p>"I have looked in that green box, too."</p>			
8	<p>Etta looked inside a big brown box.</p> <p>"Dad!" shouted Etta.</p> <p>"Is this your book? It looks very old."</p>			
9	<p>"Yes!" said Dad.</p> <p>"That is my old photo book."</p>			
10	<p>Dad and Etta looked inside the book.</p> <p>"I can see a man on a horse," said Etta.</p> <p>"Yes," said Dad.</p> <p>"Now we have cars."</p>			
12	<p>"I can see a candle," said Etta.</p> <p>"Yes," said Dad.</p> <p>"Now we have bulbs."</p>			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Mo's Broken Arm*

Level: 8

Running words: 104

Summary: _____

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Page no.		Errors	Self-corrections	Reading Strategies
2	"Mum!" said Mo. "Look at me. I can go all the way to the top!"			
4	"Oh, yes!" said Mum. "Can you get to the top?" Up, up, up went Mo.			
6	"Oh, no!" cried Mo. Down, down, down went Mo! "Oh, no!" cried Mo. "My arm is not good!"			
7	"It looks like you have broken your arm," said Mum. "We will go and see Doctor Lin."			
8	"I will look after you," said Doctor Lin. "I will help to fix your arm."			
9	"Oh, no!" said Mo. "I cannot go to the top."			
10	Mum and Mo went home. They sat outside. "Look!" said Mo. "A little bird!"			
Totals				

Running Record



Name: _____ Age: _____ Date: _____

Text: *The Aquarium*

Level: 8

Running words: 123

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	To Nana, I went with Jill to the aquarium today.			
4	We looked at one big fish tank. We looked at little fish tanks, too.			
6	In the big fish tank, we looked at a big grey shark. Sharks have big white teeth. They look very scary.			
8	One of the little fish tanks looked like a rock pool. We looked at crabs, turtles, starfish and sea urchins.			
10	In one of the little fish tanks, we looked at the sea horses. I liked the sea horses. They swim up and down. The head of a sea horse looks like a horse's head.			
12	The sea horse's tail helps it in the coral. Sea horses are not in a tank with crabs. Crabs like to eat sea horses!			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *Birthdays Around the World*

Level: 8

Running words: 121

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	We all have a birthday.			
4	This is my family. They are all here for my birthday. We will have a party with hats and balloons. We will have a cake, too!			
6	This is my family. They are all here for my birthday. We are going to eat sweet cakes and go to the <i>temple</i> .			
8	This is my family. They are all here for my birthday. We are at the temple. I am in my good clothes.			
10	This is my family. They are all here for my birthday. We are going to have a very big party. I will hit the <i>piñata</i> with a stick. We will see sweets come out!			
12	This is my family. They are all here for my birthday.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *The Old Days and Now* Level: 8 Running words: 114

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Look at the horse and cart. This girl can ride in the cart to school.			
4	Here is a car. I go to school in a car.			
5	This boy is going to school on a bus.			
6	Look at the teacher. Look at the girls and boys. They are at school.			
8	Here is my teacher.			
9	Here are the girls and boys. We are at school.			
10	This house looks very old. Look at the old stove inside the house.			
11	This is my house. Look inside!			
12	Look at the candle. The girl is sitting at the table. She can read her book.			
13	Here is my light. I am sitting at the table. I can read my book too.			
Totals				

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Running Record

Name: _____ Age: _____ Date: _____

Text: *My Body*

Level: 8

Running words: 110

Summary: _____

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Page no.		Errors	Self-corrections	Reading Strategies
2	Look at me.			
	This is my body.			
4	This is my skin.			
	My skin is on the outside of my body.			
6	I have bones.			
	My bones are on the inside of my body.			
7	My bones look like this!			
8	I have 2 hands.			
	They help me to play with my yellow ball.			
9	Can you see my fingers?			
	I have 10 fingers.			
10	I have 2 legs and 2 feet.			
	They help me to run and play.			
11	Can you see my toes?			
	I have 10 toes.			
12	This is my face.			
	I have 2 brown eyes.			
	They help me to see.			
14	Can you see my ears?			
	I have 2 ears.			
	They help me to hear.			
Totals				

