

LEVELS
12-14

Engage Literacy

TEACHER'S RESOURCE Green Extended Edition

Lauren White



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Lauren White

Consultant: Lauren White





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Engage Literacy Teacher's Resource Levels 12–14 Green

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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 to 25 (book bands Pink to Lime) and includes both fiction and non-fiction texts. Texts are curriculum-linked and the Levels 2 to 25 fiction texts link thematically to corresponding non-fiction titles.

Engage Literacy brings enjoyment and humour to reading while providing teachers and children with carefully graded and levelled texts. Through engaging and high-interest fiction and non-fiction texts, rhymes, poems, songs and chants, children will become active participants in their own learning and in the reading process.

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 upon a comprehensive scope and sequence document that covers essential literacy skills and knowledge, i.e. oral language, phonological awareness, text conventions, vocabulary, fluency, comprehension and writing. This scope and sequence document underpins all the components of *Engage Literacy*, including literacy assessment through Running Records. 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 to 25*

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.

Reading stage	<i>Engage Literacy</i> reading level	Book band	Reading age (approx.)
Emergent	Levels 1–2	Pink	4½–6½ years
Emergent/Early	Levels 3–5	Red	
Early	Levels 6–8	Yellow	
Early	Levels 9–11	Blue	
Early/Fluent	Levels 12–14	Green	
Fluent	Levels 15–16	Orange	7 years
Fluent	Levels 17–18	Turquoise	7½ years
Fluent	Levels 19–20	Purple	8 years
Fluent	Levels 21–22	Gold	8½ years
Fluent	Levels 23–24	White	9 years
Fluent	Level 25	Lime	9½ years

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.

- **Teacher's Resource**

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

- **Digital Posters**

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

- **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.

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

We Like to Come to School

(Tune: Farmer in the Dell)

We like to come to school,
We like to come to school.
Our school is such a happy place,
We like to come to school!



Author unknown

Digital Poster 'Linking to Look at Me, Engage Literacy Fiction, Level 1'

Above: Digital Poster

The Beach



Above: Oral Language Book A spread

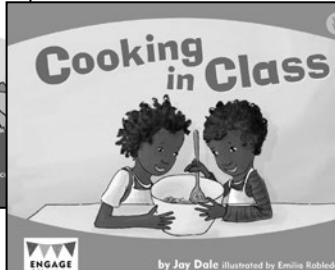
Here I go



by Joy Dale illustrated by Michelle Drayn

Above: Wonder Words Pack

Cooking in Class



by Joy Dale illustrated by Emilia Robledo

Fiction and non-fiction texts

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

Fiction

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

Non-fiction

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

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

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

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

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

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

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

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

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

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

Teacher's Resource

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

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

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

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

How to use *Engage Literacy* in the classroom

EXAMPLE READING LESSON

Whole class (10 minutes)

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

Discuss one or more of the following:

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

Whole class – strategy development (10 minutes)

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

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

Small-group activities (30 to 35 minutes)

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

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

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

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

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

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

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

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

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

Whole-class sharing (5 to 10 mins)

Get children to 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 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-corrections

Errors

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

Reading strategies

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

Interpreting the Running Record

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

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

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.

Where is Sid the Snake?



Level 12 Fiction Word count: 205 Text type: Narrative

HFW introduced: along, around, behind, can't, don't, moving, slowly, smiled, some

HFW consolidated: children, dear, opened, us

Linking texts: *The Nature Garden* (non-fiction); *Digital Poster 'A Silly Slippery Snake'*

Curriculum link: animals/pets, school, environment, science

Phonological awareness: suffixes 'ing', 's', 'ed'; final consonants 'll', 'ss'; digraphs 'th', 'ch', 'ou'; contractions

Story summary: Sid the snake goes missing from his glass box and is hiding somewhere in the classroom. When the new teacher sees the snake, he runs away and hides.

Tuning in

- Talk about snakes and what they look like. Discuss how snakes move. Get children to role-play slithering on the floor like a snake. Ask, *Why do you think people are scared of snakes? Are you scared of snakes?*

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?* Get children to predict words that might be in the text. Discuss the illustration on the front cover and link to children's personal experiences.
- 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 Maya and Sam are looking for in the big glass box? What is Sam looking behind in the glass box? Where do you think Sid the snake has gone?*

pages 4–5: Ask, *Do you think the children at school love the school pet Sid the snake? Where are Sam and Maya looking for Sid? Can you see where Sid is hiding?*

pages 6–7: Ask, *Who has opened the door and walked in now? Who is Mrs Hill introducing the new teacher to? What do Maya and Sam help to look after at school?*

pages 8–9: Ask, *What is Mrs Hill showing to the new teacher? What animals do they have at school? Does it look like the new teacher likes snakes?*

pages 10–11: Ask, *What noise would be made when the book falls off the shelf? Where do Sam and Maya look? What animal can they see moving very slowly along the bookshelf?*

pages 12–13: Ask, *What do you think the new teacher cried when he looked up at the shelf? Where is he running? Where do you think he is going to hide?*

pages 14–15: Ask, *Who is Mrs Hill looking at? Did Sam and Maya look on the shelves earlier?*

page 16: Ask, *Why didn't Sam and Maya find Sid? Where was he hiding?*

Reading the text

- Get children to 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 relate the story to their own experiences. Ask, *Have you ever lost something? Are you scared of anything?*
- Get children to retell the story in their own words.
- Talk about the characters and their role in the story.
- Ask inferential questions such as: *How do you think Sid got out of his glass box? Do you think the new teacher will come back inside? Why? What could they do to make sure Sid doesn't get out of his box again? How do you think Sam and Maya were feeling when Sid was missing?*

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

Choose from the following activities.

Comprehension

- **Sequencing:** Talk about the events in the text. Ask, *What happened in the beginning/middle/end of the story?* Get children to draw pictures of events on pieces of paper. As a group, sequence the pictures so they are in the correct order. Get children to complete **PW I** (page 3), pasting pictures in sequence on a piece of paper.
- **Characters:** As a group, recall the characters in the text and what they did. Talk about how the characters would have been feeling at different parts of the story. Get children to write words that describe the characters' feelings on paper.

Phonological awareness

- As a group, find 'looking' in the text. Cover up the 'ing' and ask children to identify the word 'look'. Discuss how words are read differently if they have an 'ing' on the end. Get children to find and record other 'ing' words in the text and practise reading these words.
- Discuss how 's' on the end of a word changes how we read it and also changes its meaning. Talk about how 'animal' means there is one animal. Discuss how 'animals' means there is more than one animal. Draw pictures to illustrate. Get children to find 'sticks' in the text and compare it with 'stick'.
- Talk about how the suffix 'ed' can be added to the end of words. Get children to find words in the text that end with 'ed' and practise reading these words. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).
- Find 'glass' in the text and talk about the final double consonants 'ss'. Get children to find 'Hill' and discuss 'll'. Talk about how, when words have double consonants, we only sound the letter once.
- Discuss the consonant digraph 'th'. Talk about how these letters are sounded together as 'th', rather than separately as 't-h'. Discuss how 'th' can be at the beginning, middle or end of a word. Get children to find 'th' words in the text and brainstorm other words that contain 'th'. Get children to complete **PW 2** (page 4), tracing over the 'th' word and colouring the beginning, middle and end sound.
- Find 'teacher' in the text. Talk about the consonant digraph 'ch' in the middle of the word. Model the sound made when these letters are together. Get children to brainstorm and record other 'ch' words.
- Talk about the contractions in the text: 'can't', 'don't' and 'it's'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'cannot' and 'can't' and show how the apostrophe is written instead of the 'n-o' when the words are joined. Repeat for 'don't' and 'it's'. Find the contractions in the text.
- Talk about the vowel digraph 'ou' in 'around'. Discuss the sound these letters make when they are together. Brainstorm other words that contain the 'ou' digraph.

Vocabulary

- *Visual recognition of high-frequency words:* 'along', 'around', 'behind', 'can't', 'don't', 'moving', 'slowly', 'smiled', 'some'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Pairs and Snap.
- Get children to write the high-frequency words as rainbow words. Have them write the words in one colour, then with a different colour, write on top of the words they have already written. Repeat with five colours.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features:* Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts? How do you know where the sentence ends?*
- *Text emphasis/bold font:* Discuss how some words in the text are shown in large, bold font, e.g. 'Bang' on page 10. Discuss how this influences the way we read the word – we often use a bigger voice. Get children to identify where this occurs in the text and practise reading these sentences.
- *Exclamation marks:* Talk about how exclamation marks influence the way the text is read. Get children to find exclamation marks in the text. Practise reading sentences with exclamation marks and compare with how they would be read if there were no exclamation marks.
- *Question marks:* Talk about how question marks are at the end of a question rather than a full stop. Encourage children to count the question marks in the text. Get children to ask each other questions and record them with a question mark at the end on paper.

Writing

- Get children to talk about a time when they have lost something. Ask, *What have you lost? Where did you look for it? How did you find it? How long was it missing for?* Ask children to write a recount of a time when they have lost something. Encourage them to use upper-case letters and full stops in their writing.

► ELL engagement

- Talk about the events of the text. Get children to make the puppets on **PW 3** (page 5) and use their puppets to role-play the story. Support and enhance children's language as they use their puppets to re-enact the story.
- Give children a toy snake or picture of a snake. Ask one child to hide it somewhere in the room. Have the other children try to find it by asking questions, e.g. *Is it behind the whiteboard?* The child who hid the snake can answer 'hot' or 'cold' depending on how close they are. Support children's use of positional language during the game.

► Assessment

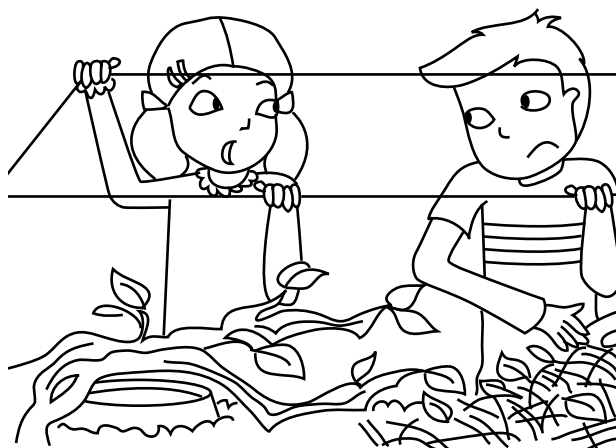
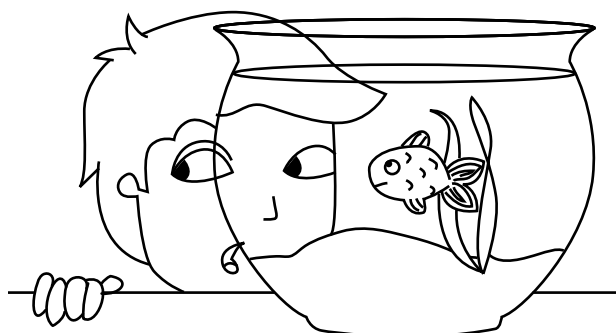
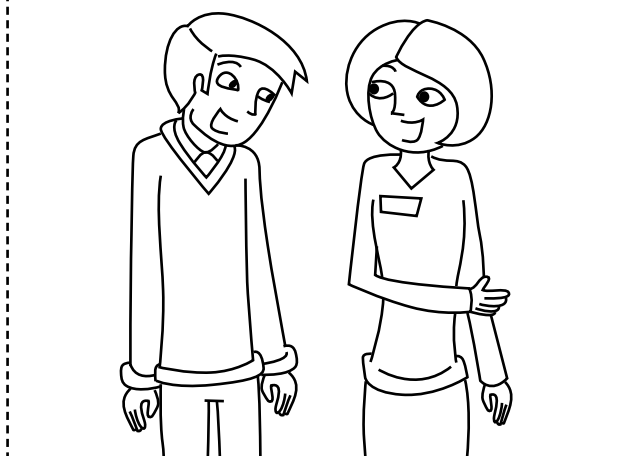
- PWs 1, 2 and 3 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 1 could be kept in the child's portfolio
- Complete Running Record (page 151)

Name: _____ Date: _____

Sequencing

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

- Colour and cut out the pictures.
- Sequence the pictures and paste them in the correct order on a strip of paper.



Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Recalling what happened in the text.

Teacher's note

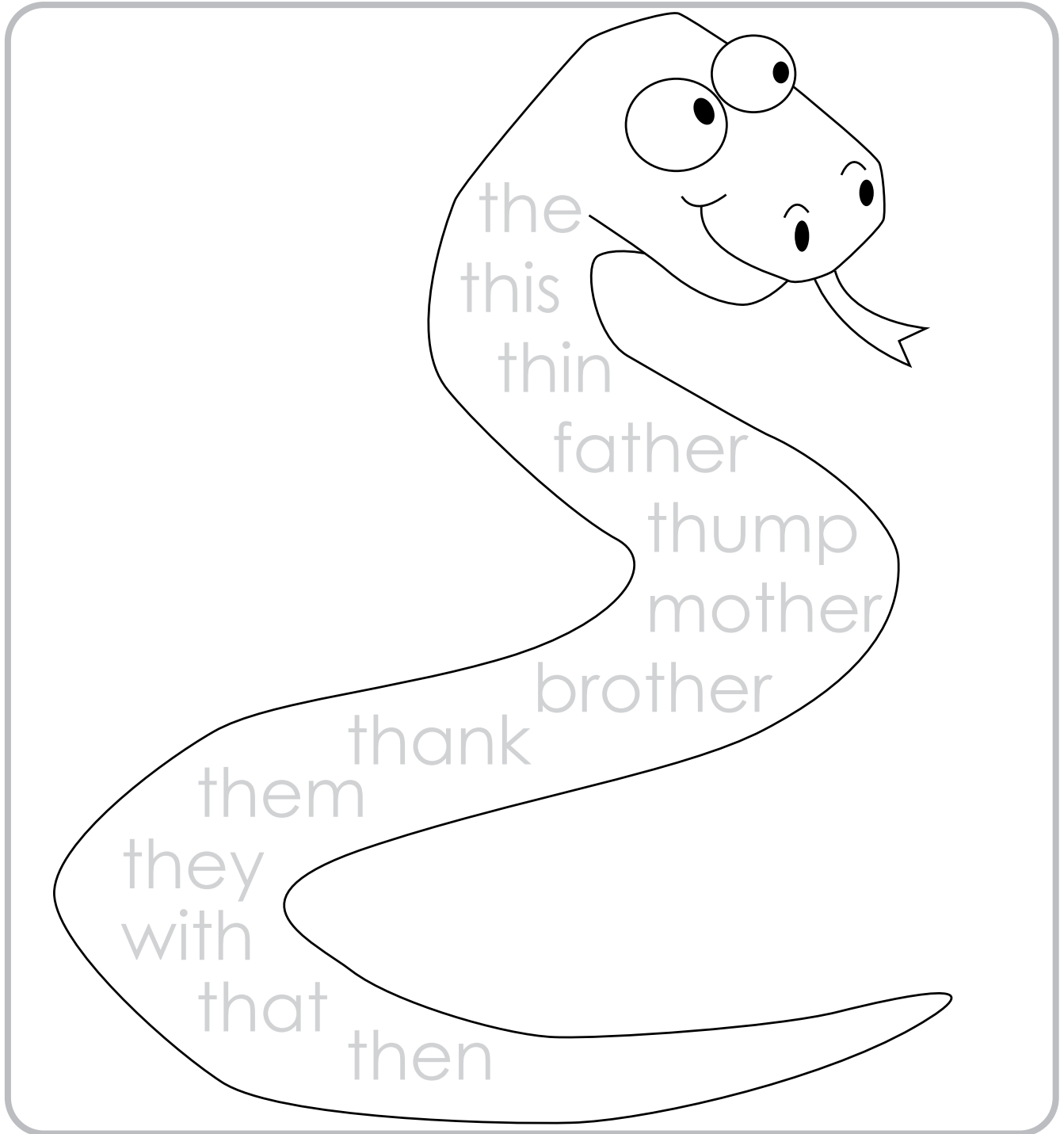
Children colour and cut out the pictures. They then sequence the pictures in the correct order and paste them on a strip of paper.

Name: _____ Date: _____

'th' sound

You will need: coloured pencils

- Trace over the 'th' words.
- Colour the beginning 'th' sound *red*.
- Colour the middle 'th' sound *blue*.
- Colour the end 'th' sound *green*.



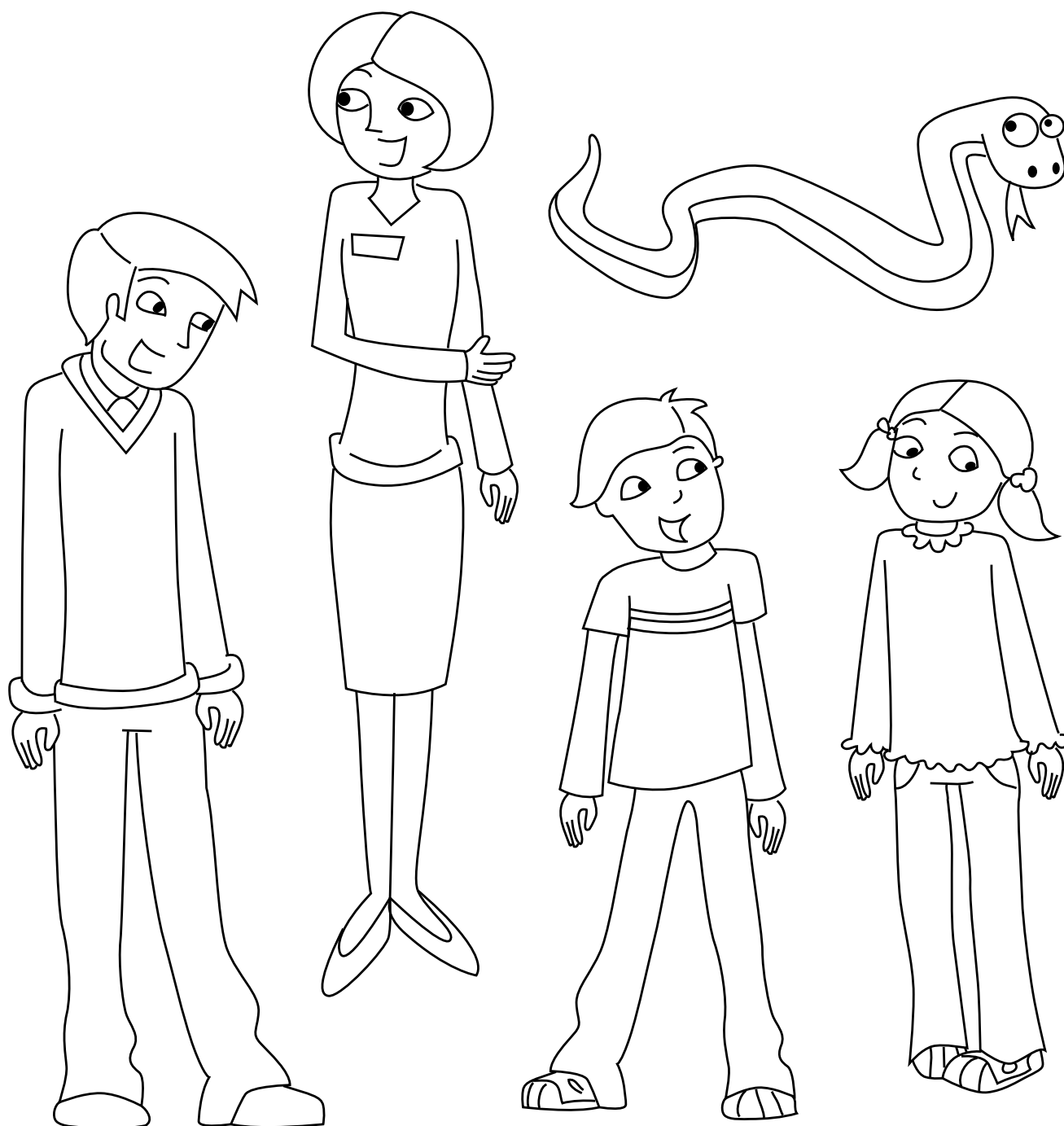
<p>Main teaching focus Phonological awareness: digraph 'th'.</p>	<p>Other teaching focus Phonological awareness: Recognising and identifying beginning, middle and end sounds of words.</p>	<p>Teacher's note Children trace over the 'th' words. They then colour the beginning, middle and end 'th' sounds.</p>
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Name: _____ Date: _____

Puppets

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

- Colour in and cut out the pictures.
- Use sticky tape to attach a craft stick to the back of each puppet.
- Use the puppets to role-play the events of the story.

**Main teaching focus**

Comprehension: Role-playing the events of the text using puppets.

Other teaching focus

Comprehension: Recalling events from the text.
Oral language: Language and vocabulary development.

Teacher's note

Children colour and cut out the pictures. They use sticky tape to attach craft sticks to the back of each puppet. Children then recall and role-play the events of the text using the puppets.

The Secret Tree House



Level 12 Fiction Word count: 227 Text type: Narrative

HFW introduced:	along, behind, can't, do, now, slowly, smiled
HFW consolidated:	called, first, us
Linking texts:	<i>Make a Secret Playhouse</i> (non-fiction); <i>Digital Poster 'My Little Tree'</i>
Curriculum link:	me/family, creative play, physically active
Phonological awareness:	digraphs 'ee', 'ou', 'ch'; contractions; initial consonants 'br', 'tr', 'sm', 'pl'; rhyming words
Story summary:	Matt wants to play with Alex in his tree house. Even though he is scared, Matt eventually makes it to the top of the tree.

Tuning in

- Talk about tree houses. Ask, *What is a tree house? What do people do in tree houses?* Talk about how people would get in and out of a tree house.
- Ask children to talk about a time when they have been scared. Ask, *What have you been scared of or felt nervous about?* Talk about why they felt scared. Ask, *Were you brave? How did you feel afterwards?*

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? Get children to predict words that might be in the text.* Discuss the illustration on the front cover and link to children's personal experiences. Ask children to predict what they think will happen 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 do you think Alex wants to play? Where is Matt looking? Do you think he can see the tree house? Would the tree house be at the top of the tree or the bottom of the tree?*

pages 4–5: Ask, *Who goes up to the top of the tree first? Where is Alex? What do you think he is in at the top of the tree?*

pages 6–7: Ask, *What does Alex have to go up first? Then what does he need to go along? Do you think Matt wants to go up the ladder? Why do you think the ladder would look scary to Matt?*

pages 8–9: Ask, *What do you think Alex is calling to Matt? What does Matt go up and along? Do you think he will go quickly or slowly? How will Matt get past the branch? Then what does he go into? Where will the tunnel take him? Do you think Matt is still scared?*

pages 10–11: Ask, *What might Alex be calling to Matt? What did Matt go behind? What has he gone into? How does he get to the top of the tree?*

pages 12–13: Ask, *Where is Matt now? How did he get up into the tree house? Was it scary for him after all?*

pages 14–15: Ask, *Who made it to the top? Who is this tree house for?*

page 16: Ask, *What path did Matt take to get to the top of the tree and into the tree house?*

Reading the text

- Get children to 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 relate the story to their own experiences. Ask, *Have you ever gone into a tree house? Have you ever climbed up a ladder or gone through a tunnel? Do you like climbing to the top of trees? Have you ever been scared of something?*
- Get children to retell the story in their own words.
- Talk about how this is a narrative text and discuss the orientation, complication and resolution.
- Ask inferential questions such as: *Why do you think Matt is scared? Why do you think there is a ladder at the bottom of the tree? Why is Matt going slowly along the rope? How is Alex helping Matt? What do you think they will do now that they are at the top of the tree?*

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

Choose from the following activities.

Comprehension

- **Recall:** Get children to recall how Alex and Matt got to the top of the tree. Flip through the text and ask, *What were they doing here?* Get children to role-play the different actions, e.g. climbing up the ladder, going along the rope. Get children to complete **PW 4** (page 8), drawing the path the boys took to get to the top of the tree and then writing instructions to get to the top.

- **Sequencing:** Copy phrases from the text onto separate strips of paper (e.g. 'up the ladder', 'into the tunnel'). On paper, draw a large picture of the tree with the tree house, ladder, rope, branch and tunnel. Encourage children to match the phrases to the picture. Get children to complete **PW 5** (page 9), sequencing the pictures in order.

Phonological awareness

- As a group, find and talk about the word 'tree'. Discuss the vowel digraph 'ee' and model to children the sound that these letters make when they are together. Brainstorm and record other 'ee' words and get children to circle the 'ee' digraph in each word.
- Talk about the 'ou' digraph in 'house'. Talk about how these two letters make one sound rather than being sounded separately as 'o-u'. Find the 'ou' words in the text and encourage children to sound out the 'ou' digraph.
- Talk about the contractions in the text: 'I'm', 'can't' and 'let's'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'I am' and 'I'm' and show how the apostrophe is written instead of the 'a' when the words are joined. Repeat for 'can't' and 'let's'. Find the contractions in the text.
- Discuss the initial consonants 'br'. Talk about how these letters are blended together as 'br' rather than sounded separately as 'b-r'. Find words in the text that start with 'br'. Repeat with 'tr', 'sm' and 'pl'.
- Find 'branch' in the text. Talk about the final consonant digraph 'ch'. Discuss how these letters are sounded together as 'ch' rather than separately as 'c-h'. Talk about how 'ch' can be found at the beginning, middle and end of words.
- Say 'tree' and ask, *Can you think of a word that rhymes with 'tree'?* Talk about how rhyming words have the same sound at the end. Record words that rhyme with tree, e.g. 'bee', 'see', 'three'. Get children to circle the ending of these words. Choose other words from the text, e.g. 'top' or 'all' and get children to brainstorm rhyming words.

Vocabulary

- **Visual recognition of high-frequency words:** 'along', 'behind', 'can't', 'do', 'now', 'slowly', 'smiled'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Pairs and Snap.
- **Positional language:** Talk about the positional language used in the text, e.g. 'up', 'along', 'behind', 'into'. Discuss how these are words that let us know where things are. Brainstorm other positional words, e.g. 'around', 'out', 'under', 'through', 'down'. Write the words on cards. Show the word cards to children and have them role-play the action, e.g. they might crawl 'under' the table or go 'up' the stairs. Get children to complete **PW 6** (page 10), matching pictures to the positional words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- **Sentence features:** Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts? How do you know where the sentence ends?* Ask children to count how many sentences there are.
- **Text emphasis/bold font:** Talk about 'not' on page 7 and how it is bold. Discuss how we emphasise words and use a louder voice when we read bold words. Get children to find other bold words in the text and practise changing their tone when they read them.
- **Commas:** As a group, discuss commas and get children to identify the commas in the text. Talk about how we pause at a comma when we are reading. Model this to children and then have them practise, using sentences from the text.

Writing

- Get children to talk about their favourite part of the story. Ask, *What part of the story did you like most? Why?* Get children to draw a picture of their favourite part and then write sentences describing their picture. Ensure their writing includes who was in the story, where it was and what was happening.

► ELL engagement

- Discuss trees and bushes by looking at pictures and photos. Take children outside and look at different trees. Use language such as 'trunk', 'bark', 'leaves' and 'branches'. Compare and contrast the size, shape and colour of different trees. Ask, *How are these trees the same? How are they different?* Talk about which trees would be good to build a tree house in. Get children to draw a picture of one of the trees and label the different parts. Support and enhance children's language development during discussions.

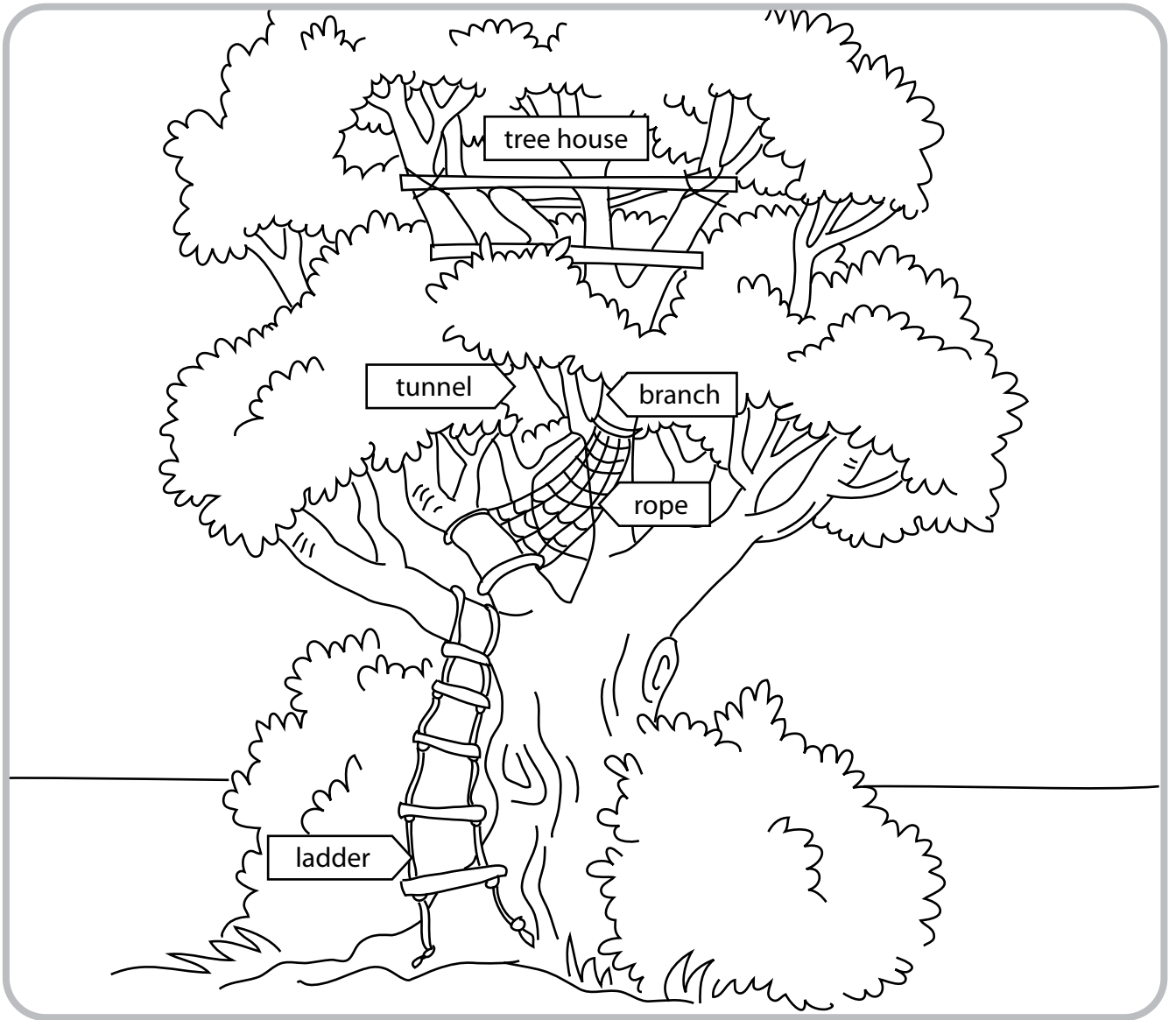
► Assessment

- 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 (page 152)

Name: _____ Date: _____

The Secret Tree House

- Draw a path showing how Alex and Matt got up to the secret tree house.
- Write sentences that explain how to get up to the tree house.



Main teaching focus

Comprehension: Recall sequence of events from the text.

Other teaching focus

Writing: Writing a simple instructional text.
Vocabulary: Positional language.

Teacher's note

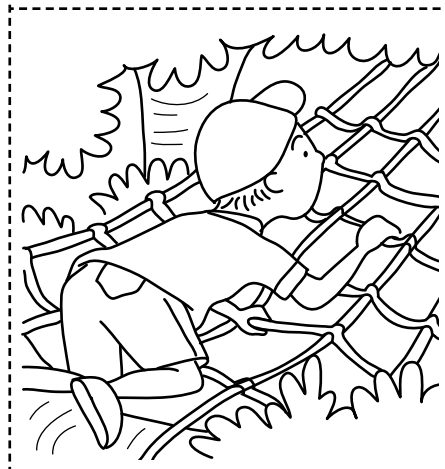
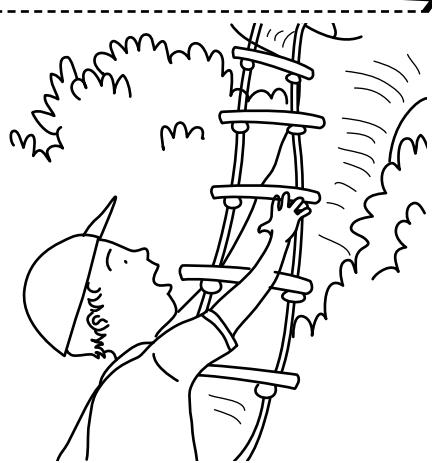
Children recall how Alex and Matt got up to the secret tree house and draw the path through the maze. Children then write instructions on how to get from the ground up to the tree house.

Name: _____ Date: _____

Sequencing

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

- Colour and cut out the pictures.
- Cut out the sentences.
- Match the pictures with the sentences.
- Sequence and paste them together on a strip of paper.



Matt went along the rope.

Matt went into the tunnel.

Matt made it to the top.

Matt went up the ladder.

Matt went behind the branch.

Main teaching focus

Comprehension: Sequencing pictures in order from the text.

Other teaching focus

Comprehension: Matching sentences to pictures.

Teacher's note

Children colour and cut out the pictures and sentences and match the sentences to the pictures. They sequence the pictures and sentences in the correct order and paste them on the strip of paper.

Name: _____ Date: _____

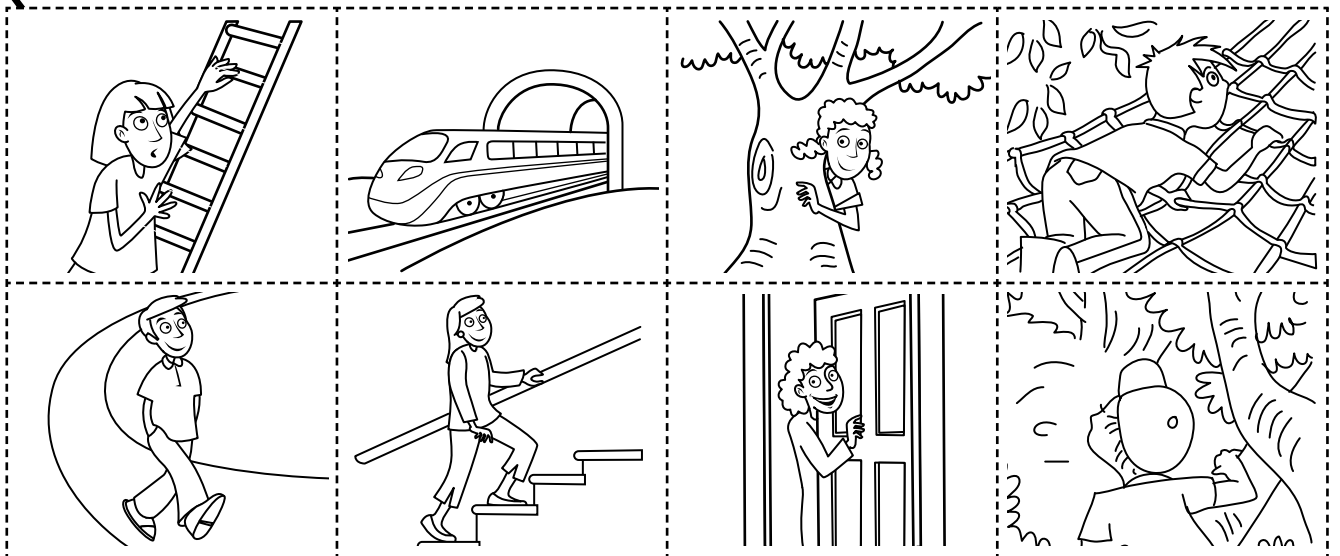
Positional language

You will need: coloured pencils, scissors, glue

- Colour and cut out the pictures.
- Match the pictures with the words and paste them in the boxes.

up		along	

behind		through	



Main teaching focus
Vocabulary: Positional language.

Other teaching focus
Comprehension: Matching pictures with words; comparing and contrasting word meanings.

Teacher's note
Children colour and cut out the pictures, then paste them in the table under the appropriate word.

Clean Up Shelly Beach

EIL: 12 Fiction Word count: 221 Text type: Narrative



High-frequency words introduced: along, always, around, do, don't, family, put, smile, time

High-frequency words consolidated: ask, next, take, took, want, work

Program links: *Clean Up Shelly Beach* E-Book, *Recycling* (non-fiction),

Curriculum link: citizenship, me/family, community

Story summary: Nick and his family decide to clean up all the rubbish at Shelly Beach on Sunday. Nick makes a poster to ask children at school to help, but nobody stops to look at the poster. When Nick's family arrives at Shelly Beach on Sunday, all Nick's friends are there cleaning up the beach.

Tuning in

- Talk about the beach. Ask, *What things might you see at the beach? What can you do at the beach?* Encourage children to role-play different things they can do, such as swimming, searching for shells and building sandcastles.
- Talk about cleaning up and taking care of the environment. Discuss ways kids can help keep the environment clean. Ask, *Why is it important to keep the environment clean?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *Why might they need to clean up Shelly Beach? Do you think it will be a fiction or non-fiction text?* Discuss how the title and illustrations help us make predictions.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how the illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Where do you think Dad wants to go on Sunday? Why do you think Nick doesn't want to go to Shelly Beach? Would Shelly Beach be very nice when it has lots of rubbish on the sand? Would Shelly Beach be the best beach?*

pages 4–5: Ask, *How do you think they could make Shelly Beach the best beach again? What should they do with the rubbish? Who do you think Nick could ask to help clean up the beach? Why do you think Nick has made a poster? What information is on the poster?*

pages 6–7: Ask, *Where has Nick put up his poster? Are children at school stopping to look at Nick's poster? Do you think the other children will help clean up Shelly Beach?*

pages 8–9: Ask, *Do Nick and his family have lots of work to do at Shelly Beach? Is it a lot of work for one family? What do you think they will they do at the beach?*

pages 10–11: Ask, *What things are they taking with*

them to clean up Shelly Beach? Where do you think they will put the paper, cans and bottles? Do you think Nick is excited about cleaning up Shelly Beach?

pages 12–13: Ask, *What did they see when they got out of the car at Shelly Beach? What are Nick's friends doing? Where are children putting the paper, cans and bottles? What are they putting in the boxes?*

pages 14–15: Ask, *What did Nick and his friends do all day? Why do you think it took a long time to clean up?*

page 16: Ask, *Why do you think Nick is saying thank you to all his friends? Is Shelly Beach the best beach again?*

Reading the text

- Get children to 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?* Discuss how looking at the illustrations can help with reading.
- Ask children to relate the story to their own experiences. Ask, *Have you ever picked up rubbish from a beach or park?*
- Ask children to predict what will happen on the next page or how the story might end.
- Talk about the characters and their role in the story.
- Discuss how this is a narrative text and get children to identify the complication and resolution.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why do you think there was a lot of rubbish at Shelly Beach? How do you think children knew to go to Shelly Beach to clean up? Why was it important for them to clean up the beach? What could they do to make sure that Shelly Beach doesn't get so dirty again?*

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

Choose from the following activities.

Comprehension

- *Sequencing*: Discuss the events in the story. Turn through the book and encourage children to role-play events. Give each child a piece of paper and have them draw an event from the story. Collect children's drawings and have them sequence the pictures in the correct order. Get children to complete **PW 7** (page 13), sequencing and writing about pictures.
- *Questioning*: Ask children questions that require them to recall information from the text. For example, ask, *Why did Nick want to clean up Shelly Beach? Who helped Nick clean up Shelly Beach?* Give children strips of paper and ask them to write their own questions about the text. Then get children to swap their questions with a partner and answer each other's questions. Encourage children to re-read the text, if necessary, to find the answers.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ou' as in 'around'. Discuss how these letters are sounded together as 'ou', rather than separately as 'o-u'. Identify 'around' and get children to sound the 'ou'. Brainstorm and record other 'ou' words.
- Find 'away' in the text and talk about the sound the 'ay' digraph makes. Get children to find and record other 'ay' words in the text, circling the 'ay' in each one.
- Discuss the consonant digraph 'ch'. Talk about how these letters are sounded together as 'ch', rather than separately as 'c-h'. Get children to identify 'ch' words in the text. Discuss how 'ch' can be at the beginning, middle or end of words. Brainstorm and record other 'ch' words. Repeat for 'sh'. Get children to complete **PW 8** (page 14), making 'ch' and 'sh' words.
- Identify 'help' in the text. Talk about the final consonant blend 'lp'. Discuss how these letters are blended together to make one sound. Ask children to think of other words that end in 'lp'. Repeat with other final consonant blends in the text ('nt' and 'st'). Get children to practise reading the words.
- Talk about the contractions in the text: 'let's', 'don't' and 'it's'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'do not' and 'don't' and show how the apostrophe is written instead of the second 'o' when the words are joined. Repeat for 'let's' and 'it's'. Find the contractions in the text.
- Talk about the 'ing' suffix and the sound these letters make when they are together. Get children to find words ending with 'ing' in the text. Discuss how we can add 'ing' to other words we know. Record examples.

Vocabulary

- *Visual recognition of high-frequency words*: 'along', 'always', 'around', 'do', 'don't', 'family', 'put', 'smiled', 'time'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and get children to practise reading them. Use the cards to play a game such as Concentration.
- Get children to use magnetic letters to make the high-frequency words. Ask children to practice reading the words to each other.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features*: Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Select a page in the book. Ask, *How many sentences are on this page? How do you know where the sentence starts/ends?*
- *Speech marks*: Discuss speech marks. Explain that text between the speech marks is what a character is saying. Get children to identify speech marks in the text. Write the text from pages 8–9 on a sheet of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks.

Writing

- As a group, look at page 5 and discuss Nick's poster. Ask, *What did Nick make? What are the features of the poster? What information did he need to include?* Get children to complete **PW 9** (page 15), creating a poster for a clean-up day at school.

► English Language Learners

- Discuss things you might see at the beach. Ask, *Have you ever been to the beach? What did you see there?* Get children to brainstorm and record beach words, e.g. 'sand', 'water', 'ocean', 'shells', 'umbrellas', 'hat', 'sunscreen', 'waves'. Get children to talk about things you can do at the beach, e.g. swimming, building sandcastles. Give children a large piece of paper and have them draw a picture of themselves at the beach.

► 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 (page 153)

Name: _____ Date: _____

Sequencing pictures

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

- Cut out the pictures, sequence them and paste them on the strip of paper.
- Write about what happened under each picture.



Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children sequence the pictures in the correct order, and write a sentence to match each picture.

Name: _____ Date: _____

'ch' and 'sh'

You will need: pencil, coloured pencils or crayons

- Write 'ch' and 'sh' to complete the words
- Draw lines to match the 'ch' and 'sh' words to the pictures, then colour the pictures.

Add 'ch'

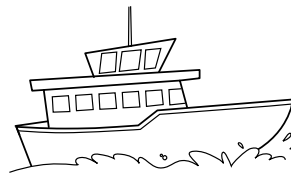
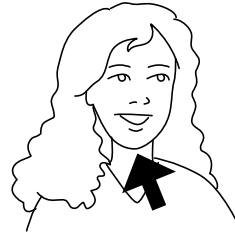
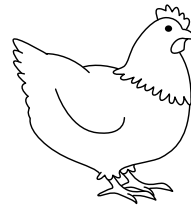
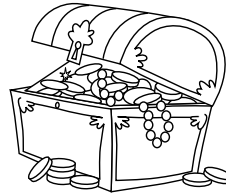
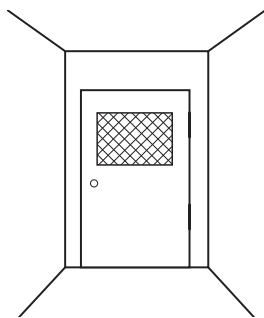
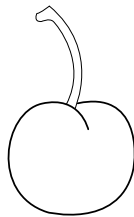
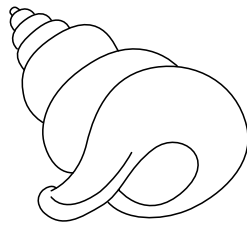
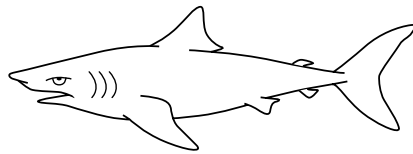
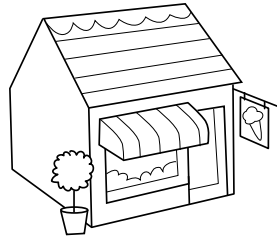
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Add 'sh'

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Main teaching focus

Graphophonics: Consonant digraphs 'ch' and 'sh'.

Other teaching focus

Phonological awareness: Recognising beginning, middle and ending sounds of words.

Teacher's note

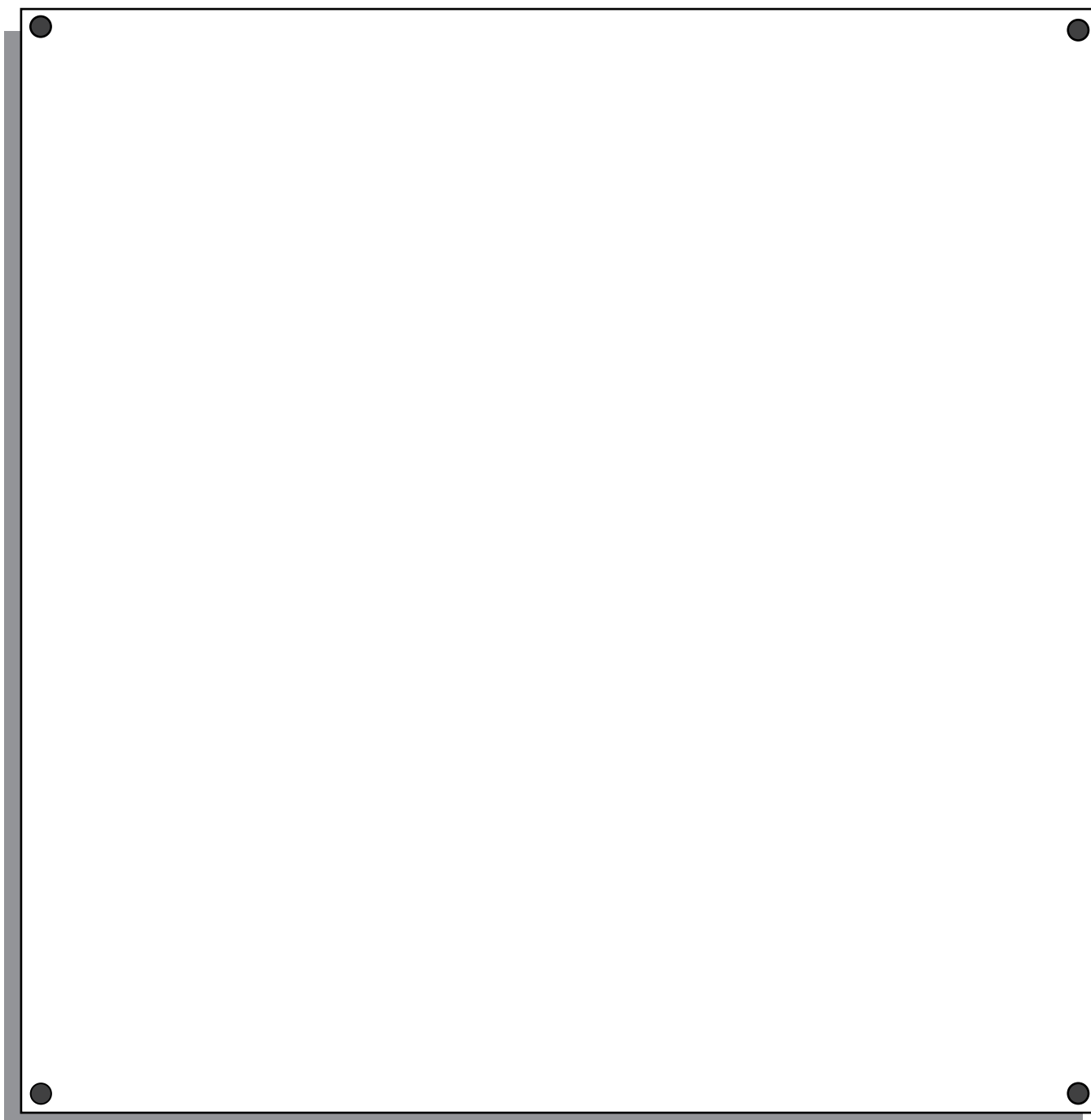
Children add 'sh' and 'ch' to complete each word. They then read the words and draw a line from the words to the matching pictures. Children can colour the pictures.

Name: _____ Date: _____

Make a poster

You will need: pencil, coloured pencils or crayons

- Make a poster for a clean-up day at school.
- Make sure you write where and when the clean-up day is.

**Main teaching focus**

Writing: Creating a poster on a familiar topic.

Other teaching focus

Comprehension: Linking the text to a personal experience.

Teacher's note

Children design a poster for a Clean-up School Day. Have them write sentences explaining when and where it is and who is invited. Encourage children to draw pictures and decorate their poster.

Mrs Pot's Animal Shelter



Level: 12 Fiction Word count: 231 Text type: Narrative

High-frequency words introduced: do, need, pink, smiled, that's, them

High-frequency words consolidated: laughed, opened, over, so

Program links: Mrs Pot's Animal Shelter E-Book, Puppy School Newsletter (non-fiction)

Curriculum link: me/family, animals/pets, community

Story summary: Gran goes to Mrs Pot's Animal Shelter to find a dog that will make her happy. There is a dog that runs too much and a dog that will dig too many holes in Gran's garden. Then a little dog that is perfect for Gran runs and jumps onto her lap.

Tuning in

- Ask, *What type of animals might you find at an animal shelter? Why do animals go to an animal shelter? Discuss how people can take animals home from the animal shelter to keep as pets.*
- Ask, *Do you have a pet? What does your pet like to do? Get children to discuss how they care for their pets.*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *What do you think will happen at Mrs Pot's Animal Shelter? Who do you think is looking for a pet? What type of animal might be found at the animal shelter?* Discuss how the title and illustrations help us make predictions about a text.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how the illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, Does Gran look happy or sad? Why do you think Gran might be sad?

pages 4–5: Ask, What might make Gran feel happy? Why might a dog make Gran feel very happy? Where do you think they are going? Why might they be going to Mrs Pot's Animal Shelter?

pages 6–7: Ask, What can you see at the animal shelter? How might it sound at the animal shelter? Do you think Gran will find a dog at the animal shelter?

pages 8–9: Ask, What is Mrs Pot doing? Do you think Gran likes the little brown dog with a pink nose? Would a dog that runs and runs be a good dog for Gran? Why might this dog not be the best dog for Gran?

pages 10–11: Ask, What dog does Gran like? Do you think the big black dog with a long tail is the best dog for Gran? Would a dog that digs and digs be the best dog for Gran? What would the dog do to Gran's garden?

pages 12–13: Ask, Why might Gran be feeling sad? Do you think Gran likes the little fluffy dog? What does the

little fluffy dog like to do? Would a dog that likes to jump be good for Gran?

pages 14–15: Ask, Why do you think the little dog is good for Gran? What happened when Becky opened the gate? Where has the little dog jumped?

page 16: Ask, Do you think the little dog likes Gran too? Why do you think the little dog might be just right for Gran?

Reading the text

- Get children to 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?* Discuss how looking at the illustrations can help with reading.
- Ask children to relate the story to their own experiences. Ask, *Have you been to an animal shelter? Do you have a pet that is just right for you?*
- Ask children to predict what will happen on the next page or how the story might end.
- Talk about the characters and their role in the story.
- Discuss how this text is a narrative and get children to identify the complication and resolution.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why would a dog make Gran very happy? What type of person would be just right for the brown dog with the pink nose? What things will Gran need to do to look after the little dog?*

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 illustrations.

Choose from the following activities.

Comprehension

- **Summarising:** As a group, discuss the events in the story. Turn through the book and encourage children to explain what happened on each page. Discuss the characters and their problem. Ask children to explain how the characters tried to solve their problem. Talk about what happened at the end of the story. Get children to complete **PW 10** (page 18), writing and drawing about the story.
- **Inferring:** Ask children questions that encourage inferential comprehension. Encourage children to re-read the text on page 4. Ask, *Why would a dog make Gran very happy? Why do you think it is a good idea for Gran to get a dog from the animal shelter?* Discuss children's ideas. Have them complete **PW 11** (page 19), writing about why it is a good idea for Gran to get a dog.

Phonological awareness/Graphophonics

- Find 'will' and talk about the final consonant blend 'll'. Discuss how when words have double consonants, we only sound the letter once. Get children to identify other double consonant blends that are in the text ('ff' and 'tt'). Ask children to practise sounding these words.
- Identify words in the text that contain the vowel digraph 'ay'. Talk about the sound that these letters make when they are together. Get children to think of other words that end with 'ay'. Record these words and get children to underline the 'ay' in each one. Repeat for 'ee'.
- Talk about the contractions in the text: 'let's' and 'that's'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'let us' and 'let's' and show how the apostrophe is written instead of the 'u' when the words are joined. Repeat for 'that's'. Find the contractions in the text.
- Discuss the consonant digraph 'sh'. Talk about how these letters are sounded together as 'sh', rather than separately as 's-h'. Get children to identify 'sh' words in the text. Discuss how 'sh' can be at the beginning, middle or end of words. Brainstorm and record other 'sh' words. Repeat for 'th'.
- Talk about how the 's' suffix changes how we read a word and also changes its meaning, e.g. 'dogs' means there is more than one dog. Compare it to 'dog' by covering up the 's'. Draw pictures to illustrate. Get children to complete **PW 12** (page 20), matching plural and singular words to pictures.
- Talk about the 'ed' suffix. Get children to find words in the text that end with 'ed' and practise reading them. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).
- Discuss 'make' and the long vowel rule for words that end with 'e'. Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous vowel, instead of a short vowel sound. Get children to practise sounding 'make'. As a group, identify and read other words that use the silent 'e' strategy ('like', 'nose').

Vocabulary

- **Visual recognition of high-frequency words:** 'do', 'need', 'pink', 'smiled', 'that's', 'them'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and get children to practise reading them. Use the cards to play a game such as Concentration.
- Get children to write the high-frequency words once in lowercase letters, once in uppercase letters and again in 'fancy' writing such as bubble letters. Encourage children to become familiar with the letter patterns of these words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- **Uppercase letters:** Talk about how when we write people's names we use an uppercase letter at the beginning. Get children to find names in the text.
- **Exclamation point:** Talk about how exclamation points influence the way the text is read. Get children to identify exclamation points in the text. Have them practise reading sentences with exclamation points and compare this with how they would be read if there were no exclamation points.
- **Speech marks:** Discuss speech marks. Explain that text between the speech marks is what a character is saying. Get children to identify speech marks in the text. Write the text from pages 4–5 on a sheet of paper. Tell children to colour over the words that are between the speech marks.

Writing

- As a group, discuss the things that Gran would need to do to take care of her little dog. Ask, *What will she need to do to care for the little dog? What does a dog need to be healthy? How do you take care of your pet?* Get children to write a text explaining how Gran should take care of her dog.

► English Language Learners

- Discuss the different places in the community where there are animals (e.g. animal shelters, zoos, aquariums, farms, in homes as pets, in the wild). Get children to talk about each place and how the animals there are safe or cared for. Encourage children to compare and contrast the different environments. For example, ask, *How is an animal shelter similar to a zoo? How is a pet different to an animal that lives on a farm?*

► 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 (page 154)

Name: _____ Date: _____

What was the problem?

You will need: pencil, coloured pencils or crayons

- Write and draw about what happened at the beginning of the story.
- Write and draw about the problem in the story and how it was solved.
- Write and draw about the ending.

1. Beginning

2. What was the problem?

3. How was the problem solved?

4. Ending

Main teaching focus

Comprehension: Summarising by identifying the problem and solution.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children write and draw about what happened at the beginning of the story. They then write and draw about the complication and resolution and how the story ended.

Name: _____ Date: _____

What do you think?

You will need: pencil

- Think of three reasons why it is a good idea for Gran to get a dog.
- Write about them in the thought bubbles.



Main teaching focus

Comprehension: Inferring ideas related to the text.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children think of three reasons why it is a good idea for Gran to get a dog. They write about their three reasons in the thought bubbles.

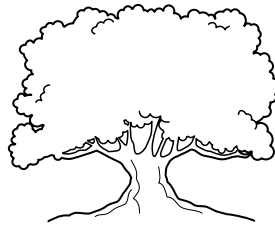
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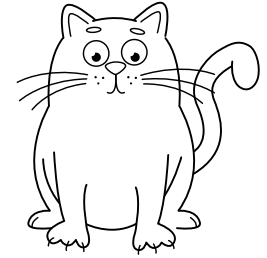
Plurals

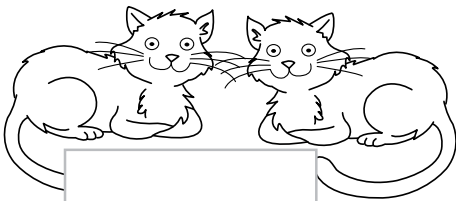
You will need: pencil, coloured pencils or crayons

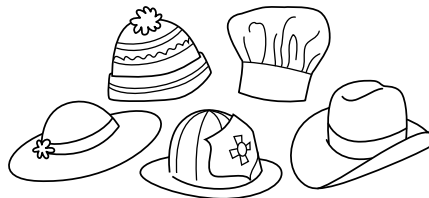
- Choose the correct word below to write under the picture. Then colour the pictures.

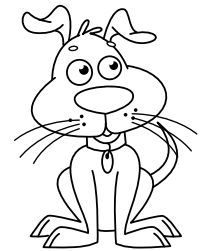


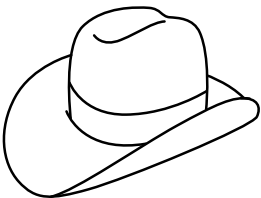


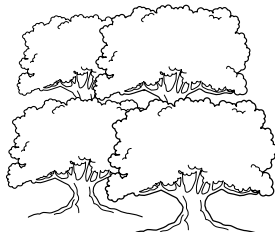


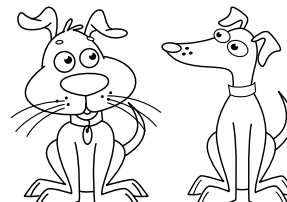














cup	trees	hat	cat	dog
hats	cups	dogs	tree	cats

Main teaching focus

Graphophones: 's' suffix – identifying singular and plural.

Other teaching focus

Phonemic awareness: Recognising beginning, middle and ending sounds of words.

Teacher's note

Children match the words at the bottom of the page with the pictures. They then write them under the pictures. Children can then colour the pictures.

Our Special Family Garden

Level: 12

Fiction

Word count: 229

Text type: Narrative



High-frequency words introduced: family, lovely, need, put, smiled, some

High-frequency words consolidated: asked, next, opened, work

Program links: *Living and Non-living* (non-fiction)

Curriculum links: me/family, community, environments

Story summary: Rosie and her family move into a new home, but Rosie can't find the garden. Mom says they will make a special family garden. The next day they go shopping and get flowers, plants, soil and a big white box. The big white box goes outside the window and they make a little garden inside the box. Mom gives Rosie a fairy to put in the special family garden.

Tuning in

- Talk about gardens. Discuss things people can have in their garden, such as plants, flowers, rocks or gnomes. Encourage children to think about how there are different types of gardens. Ask, *Do you have a garden at your home? What type of garden do you have? Do you have anything special in your garden? What do you like about your garden?*

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? What familiar words can you see in the title?* Get children to predict words that might be in the text. Discuss the illustrations on the front cover and link to children's personal experiences. Encourage children to use the title and front cover illustrations to make predictions about 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, Where are Rosie and her family? What are they doing? Why are they carrying boxes into their new home? Does the new home look lovely? Where is the garden?

pages 4–5: Ask, Why do you think they are going to make a little garden? How might they make a special family garden? Would it be fun for them to all work on the garden together?

pages 6–7: Ask, What are they doing the next day? Who is going shopping? What things are they buying? What do you think they will do with the flowers, plants and the big bag of soil? What do you think the big white box is for? Where might it go?

pages 8–9: Ask, Where does the big white box go? Why does it go outside the window? What will they put inside the white box? How will they make it into a flower box for the window?

pages 10–11: Ask, Who is helping Rosie put some soil into the big white box? What do Mum and Rosie do next? Where are they putting the flowers and plants? Does the family garden look lovely? Why does Rosie need to give the flowers and plants some water?

pages 12–13: Ask, What has Mum given to Rosie? What is inside the little box? Where do you think Rosie will put the fairy? What is the fairy next to in the garden?

pages 14–15: Ask, Do you think Rosie loves their family garden? Why might she love the family garden?

page 16: Ask, Who else loves the family garden? Why do you think the bees love the garden?

Reading the text

- Get children to 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 relate the story to their own experiences. Ask, *Do you have gardens at your home? Have you ever made something with your family?*
- Get children to retell the story in their own words. Encourage them to talk about what happened at the beginning, middle and end of the story.
- Talk about the characters and their role in the story.
- Get children to ask questions about the story as they read.
- Ask children to make predictions as they read. Ask, *What might happen next? What might happen at the end of the story?* Encourage children to change their predictions as they read, if necessary.

Ask inferential questions such as: *What kind of shop do you think Rosie and her family went to? Where do you think Mum got the garden fairy? What will Rosie need to do to look after the garden? Why was it a good idea to put the white flower box on the window? Why does Rosie love their family garden?*

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 'fairy', discuss strategies such as sounding out, rereading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Sequencing:** As a group, talk about the events of the story. Flip through the text and ask, *What happened in this part of the story?* Write the words 'beginning', 'middle' and 'end' at the top of a large piece of paper. Get children to draw or write about what happened in the beginning, middle and end of the story under the headings. Get children to complete **PW 13**.
- **Cloze:** Flip through the book and ask children to explain what was happening in different parts. Copy sentences from the text onto paper but leave a word out in each sentence, e.g. 'Rosie put the fairy next to some _____'. 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. Get children to reread the sentence to check the meaning. Repeat with other sentences from the text.

Phonological awareness/Graphophonics:

- Talk about the vowel digraph 'ee'. Discuss how these letters are sounded together as 'ee'. Identify the words 'see', 'need' and 'bees'. Get children to sound the 'ee' in these words. As a group, brainstorm and record other 'ee' words. Get children to complete **PW 14**.
- Discuss the strategy of reading words by sounding out word endings. Find the word 'next' and show how it can be sounded as 'n-ext'. Locate other words in the text that can be sounded by segmenting (e.g. 'pl-ants').
- Talk about the 'ed' suffix. Get children to find words in the text that end with 'ed' and practise reading them. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).
- Discuss how 's' on the end of a word changes how we read it and also changes the meaning. Talk about how 'flowers' means there is more than one flower. Get children to cover the 's' ending to identify the word 'flower' and talk about how it means one flower. Draw pictures to illustrate.
- As a group, find 'shopping' in the text. Talk about the sound that 'ing' makes at the end of the word. Brainstorm and record other words that end in 'ing'. Get children to circle the 'ing' suffix.
- Talk about the sound that the letters 'ar' make when they are sounded together. Find 'garden' in the text and model how to read this word by sounding the 'ar' in the middle of the word. Get children to think of and record other 'ar' words.
- Discuss the initial consonant digraph 'wh'. Talk about how these letters are blended together as 'wh', rather than

sounded separately as 'w-h'. Get children to identify words in the text that begin with the digraph 'wh'.

- Talk about 'plants' and the consonant blend 'nt' at the end. Discuss how these letters are sounded together as 'nt' rather than separately as 'n-t'. Ask children to think of other words that end with 'nt'. Repeat with the final consonant blend 'lp'.

Vocabulary

- **Visual recognition of high-frequency words:** 'family', 'lovely', 'need', 'put', 'smiled', 'some', 'asked', 'next', 'opened', 'work'. Ask children to find the words in the text. Write the words on cards (two cards for each word) and play games such as Snap and Memory.
- Provide children with whiteboards and markers. Have them write the high-frequency words in different colours on the boards. Ask, *Can you notice any spelling patterns in these words?*

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading.

Text conventions

- **Sentence features:** Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts/ends?*
- **Question marks:** Talk about how question marks are at the end of a question rather than a full stop. Encourage children to count the question marks in the text. Get children to ask each other questions and record them with a question mark at the end.

Writing

- Get children to imagine that they had a special garden. Ask, *What would you have in your special garden? What types of plants are there? Where would your special garden be?* Get children to write a text describing their special garden. Have them draw a picture to match their writing.

► English Language Learners

- Talk about the process of planting seeds or plants. Ask, *What would you need to do to grow plants in a garden?* Collect things needed to grow seedlings – box, soil, seeds, water/watering can, trowel. As a group, plant the seeds in the box. Then discuss how the seeds will change and grow. Get children to complete **PW 15**.

► 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 (page 155)

Name: _____ Date: _____

Beginning, middle, end

You will need: coloured pencils

- Write and draw about what happened at the beginning, middle and end of the story.

Beginning

Middle

End

Main teaching focus

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

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children recall events from the beginning, middle and end of the story. They write sentences and draw pictures to sequence the events.


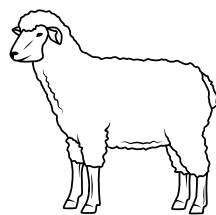


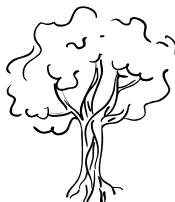

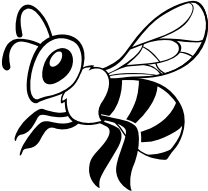

Name: _____ Date: _____

'ee' words

You will need: scissors, glue, coloured pencils

- Cut out the letters and paste them in each word.
- Colour and cut out the pictures. Match and paste them with the correct words.

s _ _ _		tr _ _	
b _ _ _		f _ _ _ t	
sl _ _ _ p		sh _ _ p	

ee	ee	ee	
ee	ee	ee	
			
			

Main teaching focus
Graphophonics: Vowel digraph 'ee'

Other teaching focus
Phonemic awareness: Identifying beginning, middle and ending sounds in words

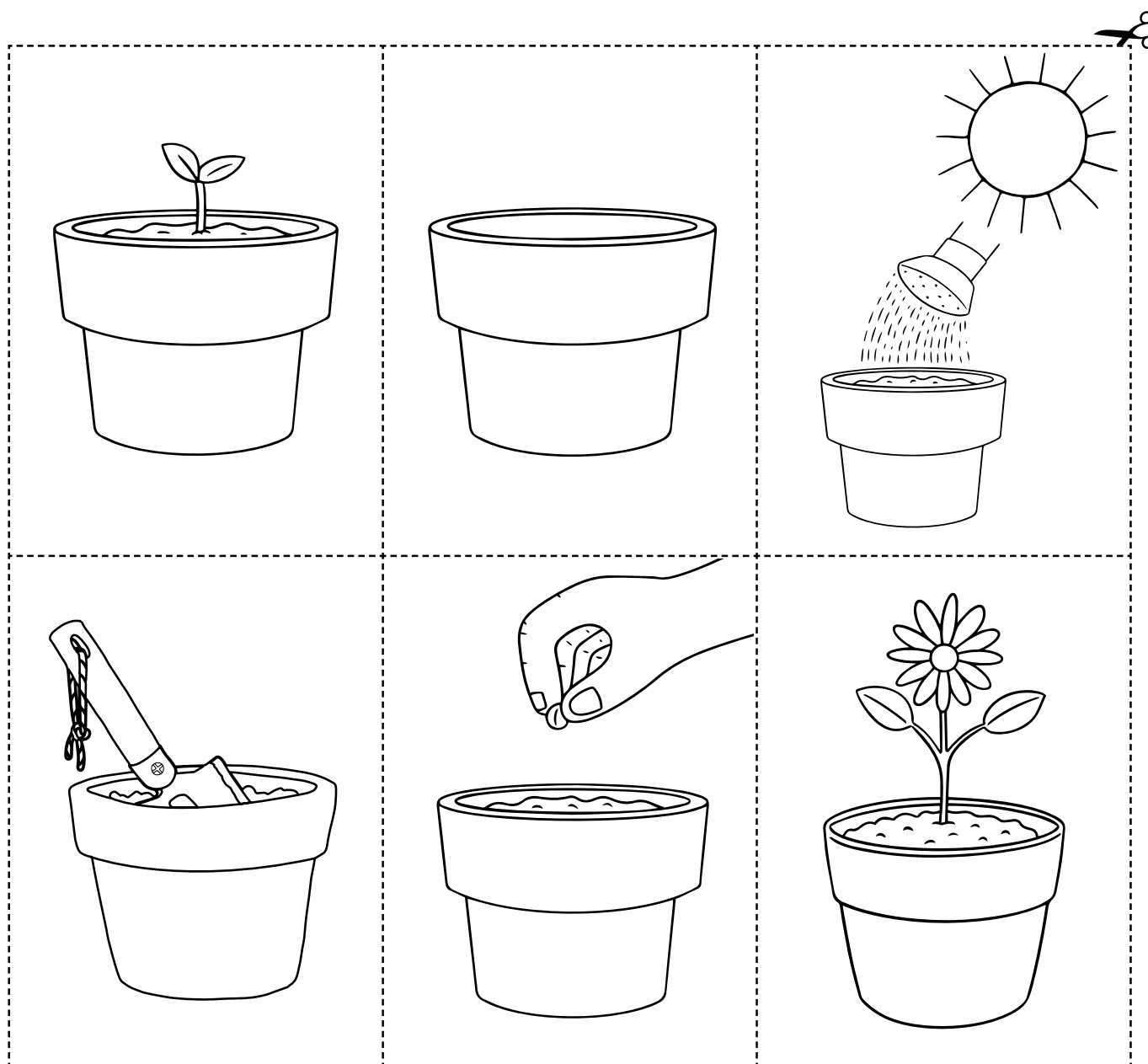
Teacher's note
Children cut out the 'ee' letters in the boxes and paste to complete the words. Then they colour and cut out the pictures and paste them next to the matching word.

Name: _____ Date: _____

Make a Garden

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

- Colour and cut out the pictures in the boxes.
- Paste them on the paper to show how to make a garden.



Main teaching focus

Oral language development: Discussing the process of planting seeds; developing vocabulary related to seeds and planting.

Other teaching focus

Oral language development: Sequencing events and using time order words (i.e. first, then, next, finally)

Teacher's note

Children colour and cut out the pictures. They sequence them in the correct order and paste them on the strip of paper.

The Nature Garden



Level 12 Non-fiction Word count: 198 Text type: Recount

HFW introduced:	always, put, some, them
HFW consolidated:	give, take, us
Linking texts:	<i>Where is Sid the Snake?</i> (fiction) <i>Digital Poster 'The Little Plant'</i>
Curriculum link:	animals/pets, school, environment, science, community
Phonological awareness:	digraphs 'ar', 'th', 'ch'; adjacent consonants 'lp'; double consonants; suffix 's'; syllables
Text summary:	Children show the things they see and do in the nature garden at their school.

Tuning in

- Talk about the word 'nature' and its meaning. Get children to brainstorm words relating to nature, e.g. 'plants', 'garden', 'animals'. Discuss what a nature garden is and talk about why there might be a nature garden at a school.

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? Can you find the word 'nature'?* Discuss the photograph on the front cover and link to children's personal experiences.
- 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, *What do these children have at their school? What do they have in their nature garden? What do you think their teacher does in the garden?*

pages 4–5: Ask, *What different places can you see in the map of the nature garden? What do you think might be in the classroom/pond/vegetable garden/chicken house?*

pages 6–7: Ask, *What is growing in the garden? Where did the peas, tomatoes, carrots and lettuce come from? What do you think they have used the vegetables for? Where are they sitting to eat the salad?*

pages 8–9: Ask, *What animals do they help to look after in the classroom? Which animals like to eat the carrots from the garden?*

pages 10–11: Ask, *What colour is the snake? Where does it live? Do the children take the snake out of the cage? Do you think they are scared of the snake?*

pages 12–13: Ask, *Where do the children eat their lunch on hot days? What type of little animals do you think live in the pond?*

pages 14–15: Ask, *What other animal do they have at school? What colour are the chickens? What do you think the children can collect from the chickens? What do the chickens live in? Do you think the children love the nature garden?*

page 16: Ask, *Where did we see these things in the text? Where would you find these things in the nature garden?*

Reading the text

- Get children to 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 relate the text to their own experiences. Ask, *Have you ever been to a nature garden? Where have you seen these animals before? Have you ever seen vegetables growing in a garden?*
- Get children to summarise what a nature garden is in their own words.
- Ask inferential questions such as: *Who do you think helps to look after the garden? Why do you think the snake lives in a big glass cage? Why do the children eat lunch near the pond on hot days? What might the children do with the eggs from the chickens?*

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 photographs.

Choose from the following activities.

Comprehension

- **Recall:** Discuss the things that were at the nature garden. Write the words 'classroom', 'chicken house', 'picnic tables', 'vegetable garden' and 'pond' on a large sheet of paper. Ask children to draw under the words what the children could see or do at each place in the nature garden. Get children to complete **PW 7** (page 13), drawing pictures of what the children could see or do at the nature garden.
- **Inferential comprehension:** Ask questions that encourage children to consider why it is valuable to have a nature

garden at a school. Ask, *Why is it a good idea to have chickens/a vegetable garden/a pond in a nature garden?* Discuss answers and reasons, e.g. how a nature garden can help us to learn about the environment, growing vegetables can teach us about healthy eating.

Phonological awareness

- Find 'garden' in the text. Discuss the sound made by the letters 'ar'. Brainstorm and record other 'ar' words.
- Discuss the adjacent consonants 'lp'. Talk about how these letters are blended together. Find 'lp' words in the text.
- Talk about the consonant digraph 'th' and the sound these letters make. Get children to find 'th' words in the text. Discuss how 'th' can be at the beginning, end or middle of the word. Brainstorm and record 'th' words. Repeat for 'ch'.
- Get children to identify words in the text that have the double consonants 'tt', 'rr', 'bb', 'ss' and 'gg'. Discuss that when there are double letters in a word you only say the sound once. Get children to write the words with double consonants from the text, circle the double consonants and sound out the words. Get children to complete **PW 8** (page 14), cutting out the double consonants and pasting them in the boxes.
- Talk about how the 's' suffix changes the way we read a word and also changes its meaning. Get children to find 'animals' in the text. Have them cover the 's' suffix and identify the word 'animal'. Discuss how the 's' on the end of the word means there is more than one animal. Find other words with the 's' suffix in the text.
- As a group, clap the syllables in 'vegetables'. Ask, *How many syllables are in this word?* Discuss the beginning and ending sounds in the word. Count the number of syllables in other words from the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'always', 'put', 'some', 'them'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Pairs and Snap.
- Provide children with magazines and newspapers. Have them cut out letters and paste them onto paper to spell the high-frequency words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features:* Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts/ends?*
- *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 and that they are in the glossary. Show children how we can find the meaning of the words by looking at the glossary on page 16.
- *Exclamation marks:* Talk about how exclamation marks influence the way the text is read. Get children to find exclamation marks in the text. Read sentences with exclamation marks and compare with how they would be read if there were no exclamation marks.

Writing

- Talk about the things that the children could do in the nature garden. Ask, *What would you do if you were in a nature garden?* Get children to write a text that outlines what they would do. Encourage children to use upper-case letters and full stops in their writing.

← ELL engagement

- Brainstorm and list the things that were in the nature garden. As a group, talk about what the teachers and children at the school would need to do to look after the things in the nature garden. For example, ask, *What would they need to do to look after the guinea pigs? How would they look after the vegetable garden?* Talk about what animals and plants need to survive. Support and enhance children's language development during discussions. Get children to complete **PW 9** (page 15), writing how they would look after the nature garden.
- Talk about the animals that were in the nature garden. Look at the pictures in the text and discuss the features of these animals. Encourage children to use adjectives when describing the animals. Get children to compare and contrast the animals by saying how they are the same and how they are different.

← 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 (page 156)

Name: _____ Date: _____

In the Nature Garden

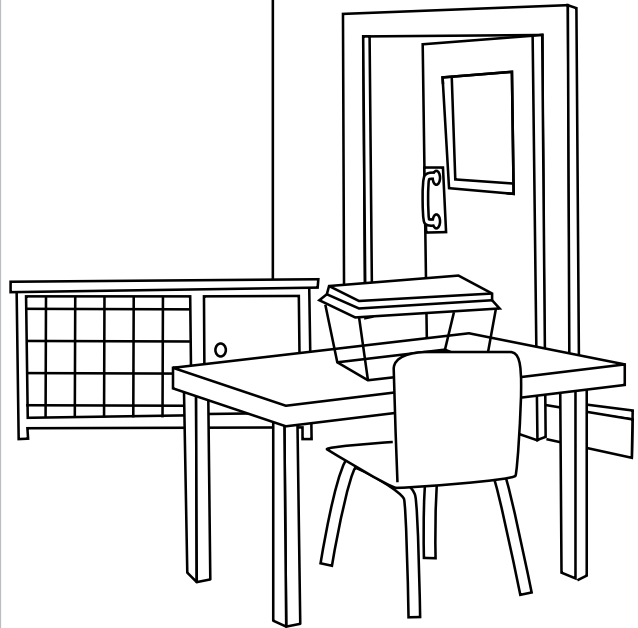
You will need: coloured pencils

- Draw pictures to show what the children could see or do at the different parts of the nature garden. Use the pictures below as a guide.

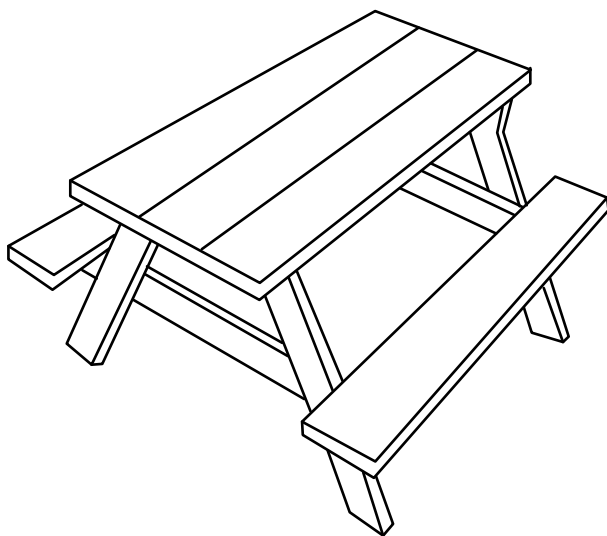
chicken house



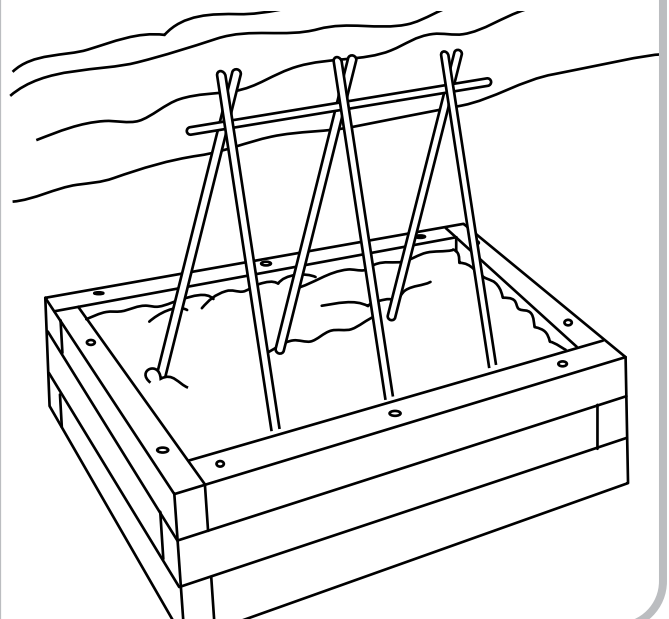
classroom



picnic tables



vegetable garden



Main teaching focus

Comprehension: Recall events from the text.

Other teaching focus

Comprehension: Compare and contrast different elements of the text.

Teacher's note


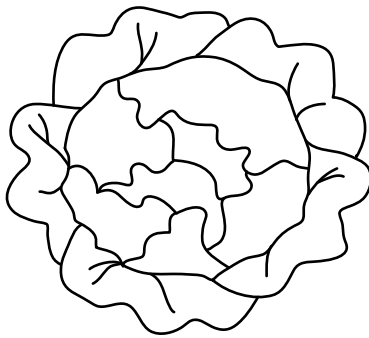

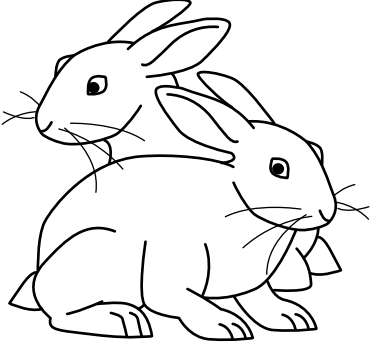
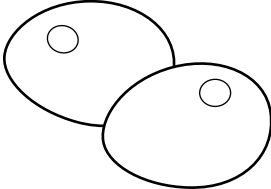
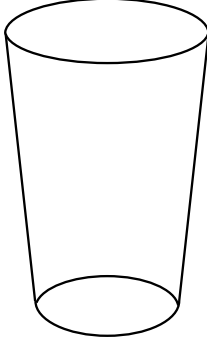
Children draw pictures to show what the school children could see or do in the different areas of the nature garden.

Name: _____ Date: _____

Double letters

You will need: scissors, glue, coloured pencils

- Cut out the double letters.
- Paste the letters in the gaps to finish the words.
- Colour the pictures.

		
<p>cla ____ room</p>	<p>le ____ uce</p>	<p>ca ____ ots</p>
		
<p>ra ____ its</p>	<p>e ____ s</p>	<p>gla ____</p>



tt

gg

ss

rr

bb

ss

Main teaching focus

Phonological awareness: Reading words with double consonants.

Other teaching focus

Phonological awareness: Recognising and identifying sounds in words.

Teacher's note

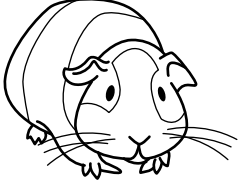
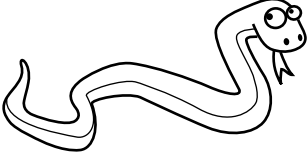

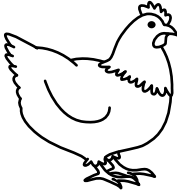
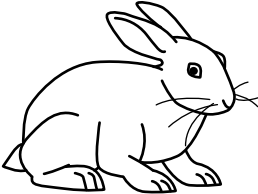
Children cut out the double consonants and paste them in the boxes to complete the words. Children use the pictures to help them with identifying the sounds and then colour them in.

Name: _____

Date: _____

The nature garden

- Look at the pictures of things from the nature garden.
- Write in the table how you would look after them.

How do you look after a ...	
<p>guinea pig</p> 	
<p>snake</p> 	
<p>vegetable garden</p> 	
<p>chicken</p> 	
<p>rabbit</p> 	

Main teaching focus

Oral language: Discussing the survival needs of animals and plants.

Other teaching focus

Comprehension: Inferring how the animals and plants were cared for in the nature garden.

Teacher's note

Children think about what these things would need and how they would look after them in the nature garden. Children record their ideas in the table.

Make a Secret Playhouse

Level 12

Non-fiction

Word count: 200

Text type: Procedural



HFW introduced:

along, around, can't, need, now, put, slowly, some

HFW consolidated:

next, open, over, place, shut, so, soft, take, under

Linking texts:

The Secret Tree House (fiction); *Digital Poster 'My Special Place'*

Curriculum link:

creative play, physically active

Phonological awareness:

digraphs 'ay', 'ou' and 'th'; final consonants 'ng', 'ft'; suffix 's'

Text summary:

Learn how to make a playhouse using a table, boxes and a blanket.

A playhouse is a great place to read with a torch!

Tuning in

- Give children blankets, boxes, cardboard and other things that they can use to make a playhouse. Encourage children to work together to design and make a playhouse. When they have finished, discuss how they made their playhouse. Talk about what they could do in the playhouse. Ask, *Why is it good to have a playhouse?*

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?* Get children to predict words that might be in the text. Discuss the photograph on the front cover and link to children's personal experiences. Encourage children to name all the things they can see on the front cover. Ask them to predict how the playhouse on the front cover was made.
- 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, *What has the girl got to make the secret playhouse? Is it a big box or a small box? What else does she need?*

pages 4–5: Ask, *Where do you think would be a good place to make a playhouse? How do you put up the table? What goes over the table? Do you think you will be able to see under the table with the blanket over it? How will the blanket help make it a secret place?*

pages 6–7: Ask, *What is she using to cut along the big box? What do you think will become the door of the playhouse? Do you think the door will open and shut? Why do you think she is cutting off all the flaps at the back of the box?*

pages 8–9: Ask, *What does the big box need to go next to? What would you do with the blanket when the box is in a good place?*

pages 10–11: Ask, *What makes the tunnel into the playhouse? What would you do to get inside the playhouse? Do you think you should go quickly or slowly in the tunnel into the playhouse?*

pages 12–13: Ask, *Why would it be fun to have pillows around the inside of the playhouse? What makes it nice and soft in the playhouse? What has the girl taken into her playhouse?*

pages 14–15: Ask, *How could you have a secret playhouse?*

page 16: Ask, *What things can you see in the glossary? What were these things used for in the text?*

Reading the text

- Get children to 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 relate the text to their own experiences. Ask, *Have you ever made a playhouse? Where do you like to sit and read? Do you have somewhere special that you like to play?*
- Get children to retell how to make a playhouse in their own words.
- Talk about the items used to make the playhouse and what else they can be used for.
- Discuss how this is a procedural text that teaches us how to make something.
- Ask inferential questions such as: *Why does the box need to go next to the table? What could you use to make it soft if you didn't have any pillows? What else could you do in the playhouse? Why do you have to cut off all the flaps at the back of the box? Why does the little girl need a torch in the playhouse?*

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

Choose from the following activities.

Comprehension

- *Following directions:* Give children the items in the text used to make the secret playhouse – a big box, a fold-out table, pillows, blankets and scissors. Get children to read the text and follow the instructions to make their own playhouse. If children are unsure of what to do, have them refer to the text.
- *Recall:* As a group, talk about the things that were needed to make the playhouse. Ask, *What was the table used for? Why did the little girl need a blanket?* Get children to recall the steps in making the playhouse. Flip through the text and encourage children to role-play how to make the playhouse. Get children to complete **PW 10** (page 18), drawing or writing the items and steps needed to make the playhouse.

Phonological awareness

- As a group, discuss the word 'play'. Talk about the vowel digraph 'ay' and model the sound these letters make together. Get children to count how many times they can find 'ay' in the text. Ask children to think of other words that end with 'ay'. Repeat for 'house' and 'ou'.
- Identify the word 'along' in the text. Talk about the final consonant blend 'ng'. Discuss how these letters are blended together as 'ng', rather than sounded separately as 'n-g'. Explain how the whole word can be read by sounding the word 'a-l-o-ng'. Talk about the word 'soft' in the text and how the 'f-t' is also blended as 'ft'. Emphasise the importance of blending the final consonants.
- Discuss the initial consonant digraph 'th'. Talk about how these letters are sounded together as 'th', rather than separately as 't-h'. Get children to identify words in the text that contain 'th'. Brainstorm and record other words that begin with the digraph 'th'.
- Talk about how the 's' suffix changes the way we read a word and also changes its meaning. Get children to find 'pillows' in the text. Have them cover the 's' suffix and identify the word 'pillow'. Discuss how the 's' on the end of the word means there is more than one pillow. Find other words with the 's' suffix in the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'along', 'around', 'can't', 'need', 'now', 'put', 'slowly', 'some'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Pairs and Snap.
- Get children to count the number of times the high-frequency words occur in the text. Have them complete the wordsearch on **PW 11** (page 19).
- *Positional language:* Talk about the positional language in the text – 'over', 'under', 'along', 'inside', 'around'. Discuss how these words let us know where things are. Brainstorm other positional words, e.g. 'outside', 'behind', 'in front', 'next to'. Write the positional words on cards and get children to match them to things in

the classroom, e.g. they might place the words 'next to' on a chair that is next to a table.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *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 and that they are in the glossary on page 16.
- *Commas:* As a group, discuss commas and get children to identify the commas in the text. Talk about how we pause at a comma when we read. Model this and get children to practise using pages from the text.

Writing

- Get children to talk about what they would do if they had a secret playhouse. Ask them to write a list of the things that they would do or play inside it. Encourage them to write another list of all the things they would need for their playhouse, e.g. books and toys.
- Talk about the things that were used to make the secret playhouse. Turn through the text and ask, *What was the blanket used for? What was the box used for?* Get children to complete **PW 12** (page 20), looking at the pictures and writing where they have seen that item before and what it was used for. Encourage children to spell unknown words using sound-letter correspondence.

← ELL engagement

- Provide children with a variety of items such as boxes, towels, baskets and cardboard. Give each child a soft toy and have them make a mini playhouse for the toy. Encourage children to explain how they made the playhouse. Have them compare and contrast their playhouse and the one in the text. Ask, *How are the playhouses the same/different?*

← 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 (page 157)

Name: _____ Date: _____

How to make a playhouse

You will need: coloured pencils

- Draw or write the things that were needed to make the playhouse.
- Draw or write the steps to make the playhouse.

What we need:

How to make the playhouse:

```
graph LR; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]; D --> E[ ]; E --> F[ ]
```

Main teaching focus

Comprehension: Recalling events from the text.

Other teaching focus

Comprehension: Sequencing events from the text.

Teacher's note

Children draw or write the things that were needed to make the playhouse. They then draw or write the steps in making the playhouse. **NOTE:** Children may need help reading some words at the top of the boxes, as some are introduced in later levels.

Name: _____ Date: _____

Wordsearch

- Find the words at the bottom of the page in the wordsearch.
- Circle the words when you have found them.

s	a	l	o	n	g	j	n	o	w
o	s	t	v	w	p	t	n	a	r
f	o	v	e	r	u	d	e	r	o
t	p	g	n	p	t	a	e	o	p
s	n	e	x	t	s	r	d	u	e
o	d	p	k	s	h	u	t	n	n
m	p	l	a	c	e	b	c	d	o
e	n	f	k	h	u	n	d	e	r
c	a	n	't	m	t	a	k	e	s
k	q	s	l	o	w	l	y	t	o

along around can't need now put
 slowly some next open over place
 shut so soft take under

Main teaching focus
Vocabulary: Visually recognising high-frequency words.

Other teaching focus
Spelling: Recognising letter and spelling patterns of words.

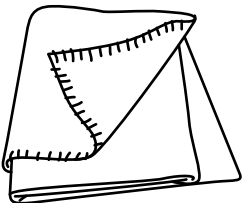
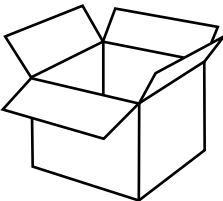
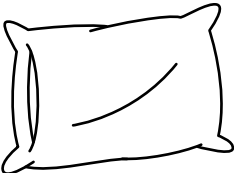

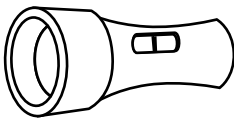
Teacher's note
 Children find and circle the high-frequency words listed at the bottom of the page.

Name: _____

Date: _____

What are they for?

- Look at pictures of things from the text.
- Think about where you have seen them before and what they were used for.
- Write your ideas next to each picture.

	Where have you seen it before?	What was it used for?
		
		
		
		
		

Main teaching focus

Oral language: Discussing the purpose and use of items.

Other teaching focus

Oral language: Making connections and links between items; comparing and contrasting use of items.
Writing: Recording ideas.

Teacher's note

Children identify where they have seen these items before and what they were used for. They record their ideas in the table.

Recycling



Level: 12 Non-fiction Word count: 215 Text type: Explanation

High-frequency words introduced: always, around, do, don't, house, put, need, sent, some, them

High-frequency words consolidated: called, take

Program links: Recycling E-Book, Clean Up Shelly Beach (fiction)

Curriculum link: environment, science, me/family, community

Story summary: Find out how old things around your home can be recycled. Learn how paper, glass jars, plastic bottles and tyres can be made into something new.

Tuning in

- Ask, *What is recycling? Do you know of any things that can be recycled? Show children the recycling container and ask, What things can we put in the recycling container? What happens when things get recycled?* Encourage children to talk about items that they recycle at home.
- Collect a variety of items (recyclables and non-recyclables). Get children to sort them into two categories – those that can be recycled and those that can't. Ask, *What do you notice about the items that are recyclable? What are they made from?*

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What do you think we will learn by reading this text?* Discuss how the title and pictures help us make predictions about a 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 will you see inside your house if you have a good look around? Is there any paper that you don't need? Can you see any glass jars that you do not need?

pages 4–5: Ask, Can you see old plastic bottles? Should you throw away the bottles? Can you see any old car tyres when you look outside? What do you think you should do with all these things?

pages 6–7: Ask, If you look around, do you think you will find things that you don't need? What can be done with old paper, glass jars, plastic bottles and tyres? Can they be made new again?

pages 8–9: Ask, Where is the old paper? What do you think will happen to the old paper when it is sent to the big factory? How might the old paper be made into new paper? How is this girl recycling some old paper? What is she using to make a new book?

pages 10–11: Ask, Where are the glass jars? Can they be recycled too? How do you think the glass jars can be made

into new glass? What could you put into old glass jars? pages 12–13: Ask, Do you think the old plastic bottles can be recycled? What might happen to old plastic bottles when they are sent to a big factory? How can you recycle old plastic bottles? How might you make a pot for some plants using an old plastic bottle?

pages 14–15: Ask, Where might you see old tyres? Do you think old tyres can be recycled? What is the swing made from? Can you see anything at the playground that is recycled? What do you think the ground at the playground is made from? When you look around your house, what can you see that can be recycled?

page 16: Ask, Why are these words and pictures here? How might the glossary help us as we read this text?

Reading the text

- Get children to 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?* Discuss how looking at the pictures can help with reading.
- Ask children to relate the text to their own experiences. Ask, *What things do you recycle?*
- Discuss how this is a non-fiction text. Ask, *What did you learn from reading this text?*
- Get children to summarise the text in their own words.
- Ask inferential questions such as: *How do you think the old paper is made into new paper at the factory? What do you think happens to the glass bottles at the factory? Why is it important for us to recycle? Why should we recycle things instead of throwing them out?*

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

Choose from the following activities.

Comprehension

- *Recall:* As a group, discuss what recycling means and what items can be recycled. Ask children to recall the items in the text that could be recycled. Write the words 'plastic bottles', 'paper', 'glass jars' and 'tyres' on a piece of paper. Get children to brainstorm and record things that can be made when these items are recycled. Get children to complete **PW 22** (page 38), writing about what various items can be made into.
- *Cloze:* Flip through the book and ask children to explain what happened in different parts. Write sentences from the text on paper, but leave a word out in each sentence, e.g. 'The plastic _____ can be sent to a big factory.' 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. Get children to re-read the sentence to check the meaning. Repeat with other sentences from the text.

Phonological awareness/Graphophonics

- Talk about the word 'house'. Discuss the vowel digraph 'ou' and the sound these letters make when sounded together in 'house'. Get children to find other 'ou' words in the text. Encourage them to record these words and circle the vowel digraph. Repeat with the vowel digraphs 'ow' and 'ee'.
- As a group, talk about how the 's' suffix changes how we read a word and also changes its meaning, e.g. 'bottles' means there is more than one bottle. Compare it to 'bottle' by covering up the 's'. Draw pictures to illustrate. Get children to find all words with the 's' suffix in the text.
- Talk about the 'ing' suffix and the sound these letters make when they are together. Get children to find words ending with 'ing' in the text. Discuss how we can add 'ing' to other words we know. Record examples.
- Find 'sent' and talk about the final consonant blend 'nt'. Discuss how these letters are sounded together as 'nt', rather than separately as 'n-t'. Ask children to think of other words that end with 'nt'. Repeat with the consonant blends 'nd' and 'ld'.
- Talk about the consonant digraph 'th'. Discuss and model how we sound these letters together to make one sound, rather than separately as 't-h'. Get children to find 'th' words in the text. Discuss how 'th' can be at the beginning, middle or end of words.
- Get children to find 'old' and 'new' in the text. Discuss how these words are antonyms because they have opposite meanings. Ask children to brainstorm and record other antonyms, e.g. 'up'/'down', 'on'/'off', 'hot'/'cold'.
- Talk about the strategy of segmenting words. Discuss how 'sent' can be sounded as 's-ent'. Highlight the vowel sound and explain that the word ending is 'ent' (which includes the vowel). Find 'plants' in the text and talk about the strategy of sounding the word by segmenting it (i.e. 'pl-ants').

Vocabulary

- *Visual recognition of high-frequency words:* 'always', 'around', 'do', 'don't', 'house', 'put', 'need', 'sent', 'some', 'them'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and get children to practise reading them. Use the cards to play a game such as Concentration.
- Get children to look at the letters in the high-frequency words. Ask, *How many times can you see the letter 'a'?* *How many times can you see the letter 's'?* *What other letters are used in the high-frequency words?* Get children to complete **PW 23** (page 39), recognising high-frequency words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *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 children might not recognise and that they are in the glossary. Show children how they can find the meaning of the words by looking at the glossary on page 16.
- *Commas:* As a group, discuss commas and get children to identify the commas in the text. Talk about how we pause at a comma when we read. Model this and get children to practise by reading pages from the text.

Writing

- Get children to search for items around the school that could be recycled. Have them write the title 'Things that we could recycle' and then list the items they found around the school.

► English Language Learners

- Discuss rubbish and recycling. Ask, *What items can be recycled? What items cannot be recycled?* Talk about how bottles, paper and cans can be recycled. Discuss why it is important to recycle. Collect a variety of materials, e.g. plastic bags, food wrappers, papers, newspapers, glass bottles, plastic bottles and aluminium cans. Get children to sort the items into two groups: recyclable and rubbish. Have them complete **PW 24** (page 40), sorting items into 'recycle' and 'rubbish' categories.

► 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 (page 158)

Name: _____ Date: _____

Recycling

You will need: pencil

- Write about what old paper, glass jars, plastic bottles and tyres can be made into.

		What can it be made into?
old paper		
old glass jars		
old plastic bottles		
old tyres		

Main teaching focus

Comprehension: Recalling events from the text.

Other teaching focus

Comprehension: Comparing and contrasting.

Teacher's note

Children write about what each item can be recycled into.

Name: _____ Date: _____

High-frequency words

You will need: pencil

- Find the high-frequency words in the word search below.

always around do don't house
put need sent some them

a	e	l	d	t	h	e	m
o	n	e	o	w	s	n	d
m	e	a	l	w	a	y	s
h	e	u	e	d	s	e	o
o	d	o	m	w	e	p	m
u	t	s	r	a	n	u	e
s	h	d	o	n	t	t	n
e	a	r	o	u	n	d	p

Main teaching focus

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

Other teaching focus

Spelling: Recognising letter and spelling patterns of words.

Teacher's note

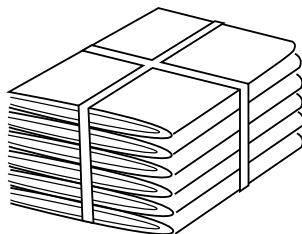
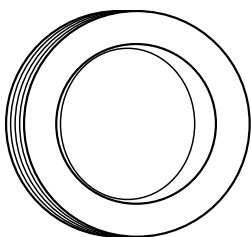
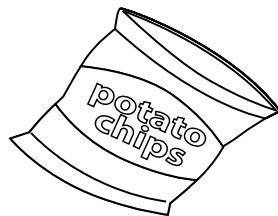
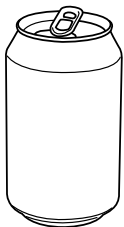
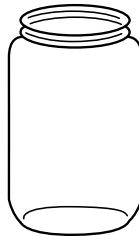
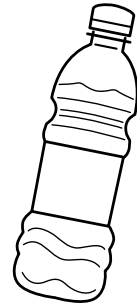
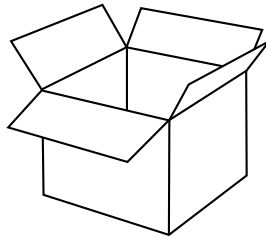
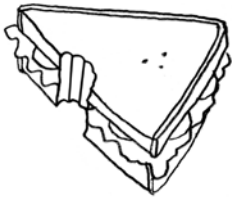
Children read the high-frequency words and then find them in the word search.

Name: _____ Date: _____

Rubbish or recycle?

You will need: pencil, coloured pencils or crayons

- Write underneath each picture recycle or rubbish and then colour the pictures.



Main teaching focus

Oral language: Language and vocabulary development.

Other teaching focus

Oral language: Comparing and contrasting.

Teacher's note

Children decide if each item is able to be recycled or if it is rubbish. They write under each picture 'recycle' or 'rubbish' and then colour the pictures.

Puppy School Newsletter



Level: 12 Non-fiction Word count: 210 Text type: Transactional

High-frequency words introduced: bigger, can't, need, put, some, time

High-frequency words consolidated: ask, drink, if, so, soft, take, work

Program links: *Puppy School Newsletter E-Book, Mrs Pot's Animal Shelter (fiction)*

Curriculum link: animals/pets, community

Story summary: A new puppy is lots of fun, but it can be lots of work too. Find out all the things that a new puppy needs, such as going to puppy school, toys, food and water and hugs and pets.

Tuning in

- Talk about puppies and how they act. Ask, *What things do puppies need to be happy and healthy? How do you take care of a puppy?*
- Discuss newsletters. Show children examples of newsletters, e.g. the school newsletter. Ask, *What is a newsletter? Where have you seen a newsletter before? Why do people write or read newsletters?*

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask them to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What do you think we will learn by reading this text?* Discuss how the title and pictures help us make predictions about a text.
- Flip through the book, discussing events and pictures. Promote language that is used throughout the text. Discuss the pictures and how they help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Do you think it would be fun to look after a new puppy? Would it be hard work to take care of a puppy?*

pages 4–5: Ask, *Why do you think you might need to take your new puppy to puppy school? How will going to puppy school help make your dog be a good dog? What would a good dog do when you ask it to sit?*

pages 6–7: Ask, *What type of bed will your puppy need? Why do you think it needs a soft bed? What would your puppy need to play with?*

pages 8–9: Ask, *What would your puppy drink? Where would you put the water for your puppy? What type of food would be good for your puppy to eat? How would the puppy food help your puppy get bigger and bigger?*

pages 10–11: Ask, *When would your puppy need to go to the vet? Why do you think it would need to go to the vet from time to time? What would the vet do? Why would the vet need to check if your puppy is healthy?*

pages 12–13: Ask, *Why do you think you would need to give your puppy a bath? How might you wash your*

puppy? Why is it good to brush your puppy too? Why would you need to take your puppy for lots of walks? Where could you take your puppy for a walk? Why would you need to put your puppy on a leash?
pages 14–15: Ask, *Why do you think it is good to pet your puppy and give it lots of hugs? Why do you think pets and hugs will make your puppy happy? Why would a new puppy be lots of fun? How would you look after your new puppy?*
page 16: Ask, *Why are these words and pictures here? How might the glossary help us as we read this text? What do these words mean?*

Reading the text

- Get children to 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?* Discuss how looking at the pictures can help with reading.
- Ask children to relate the text to their own experiences. Ask, *Have you ever taken care of a pet?*
- Discuss how this is a non-fiction text. Ask, *What can we learn from reading this text?*
- Get children to summarise the text in their own words.
- Ask inferential questions such as: *What food might you feed a puppy? What problems might you have if you don't take your puppy to puppy school? How often do you think you need to give your puppy a bath?*

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 pictures.

Choose from the following activities.

Comprehension

- *Recall:* As a group, discuss how to look after a puppy. Collect items or pictures of items used to care for a puppy, e.g. lead, bowl, brush, dog food. Encourage children to look at the items and then role-play how they would use them to care for a puppy. Ask, *What things do you need to do to look after a puppy? How would you make sure your puppy has enough exercise? How would you feed your puppy? What would you do to make sure your puppy is healthy?*
- *Matching sentences to pictures:* Turn to different pages in the text and discuss the pictures. Get children to recall information about the different things you need to do to look after a puppy. Write sentences from the text on strips of paper, e.g. 'You will need to give your puppy a bath'. Get children to read the sentence and then draw a picture to match. Get children to complete **PW 25** (page 43), matching the sentences to the pictures.

Phonological awareness/Graphophonics

- Talk about the word 'food'. Discuss the vowel digraph 'oo' and the sound these letters make when sounded together in 'food'. Get children to find other 'oo' words in the text. Encourage them to record these words and circle the vowel digraph. Repeat with 'ee'.
- Find the words 'puppy', 'happy' and 'healthy' in the text. Talk about the 'y' at the end and how it makes a long vowel 'ee' sound. Record these words and get children to circle the 'y' ending and practise sounding these words.
- Discuss 'take' and the long vowel rule for words that end with 'e'. Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous vowel, instead of a short vowel sound. Get children to practise sounding 'take'. As a group, identify and read other words that end with a silent 'e' ('time', 'make').
- Discuss the consonant digraph 'th'. Talk about how these letters are sounded together as 'th', rather than separately as 't-h'. Get children to identify 'th' words in the text. Brainstorm and record other 'th' words. Repeat for 'sh'.
- As a group, talk about how the 's' suffix changes how we read a word and also changes its meaning, e.g. 'toys' means there is more than one toy. Compare it to 'toy' by covering up the 's'. Draw pictures to illustrate. Get children to find words in the text with the 's' suffix.
- Find 'drink' and talk about the final consonant blend 'nk'. Discuss how these letters are sounded together as 'nk', rather than separately as 'n-k'. Ask children to think of other words that end with 'nk'. Repeat with the consonant blends 'ft' and 'rk'.

Vocabulary

- *Visual recognition of high-frequency words:* 'bigger', 'can't', 'need', 'put', 'some', 'time'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and get children to practise reading them. Use the cards to play a game such as Concentration.
- Get children to use the high-frequency words to make a word search.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features:* Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts/ends?*
- *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 children might not recognise and that they are in the glossary. Show children how they can find the meaning of the words by looking at the glossary on page 16.

Writing

- Get children to imagine that they are bringing home a new puppy. Encourage them to talk about the things they would need to do to look after their new puppy. Talk about how writing a list is a useful way of remembering things that you need to do. Ask, *What would you need to write on a list for taking care of a puppy?* Get children to complete **PW 26** (page 44), writing a list of instructions for looking after a puppy.

► English Language Learners

- As a group, brainstorm and list different types of animals that people can keep as pets. Ask, *What pets have you got at home?* Present children with pictures of animals that are commonly kept as pets, e.g. puppies, kittens, birds, goldfish. Get children to describe the animals. Ask, *What do they look like? What are the different parts of their bodies?* Get children to discuss how these animals would need to be cared for in different ways. Get children to complete **PW 27** (page 45), writing and drawing about how they would take care of a pet.

► 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 22 could be kept in the child's portfolio
- Complete Running Record (page 159)

Name: _____

Date: _____

Sentence match

You will need: scissors, glue, paper

- Cut out the pictures and the sentences.
- Match and paste them onto the paper.

It's good to take your new puppy to puppy school.

Your puppy will need a soft bed.

Your puppy will need some food to eat and water to drink.

It is good to pet your puppy and give it lots of hugs.

Your puppy will need to go to the vet from time to time.



Main teaching focus

Comprehension: Matching sentences with pictures.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children cut out the sentences and the pictures. They then match and paste them onto paper.

Name: _____ Date: _____

Taking care of a puppy

You will need: pencils, coloured pencils or crayons

- Write a list of things to do to care for a puppy.
- Draw a picture of a puppy.

Taking care of a puppy

1

2

3

4

5

My puppy

Main teaching focus
Writing: Writing an instructional text.

Other teaching focus
Comprehension: Recalling events from the text.

Teacher's note
Children recall information on how to care for a puppy. They then write a list of instructions on how to care for a puppy and draw a picture of a puppy.

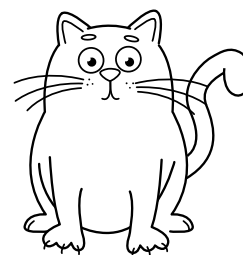
Name: _____ Date: _____

Caring for pets

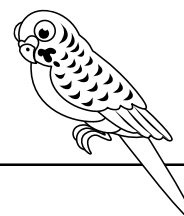
You will need: pencils, coloured pencils or crayons

- Write and draw about how you would care for a cat, bird and fish.

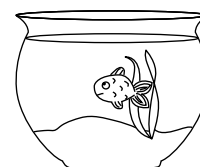
cat



bird



fish

**Main teaching focus**

Oral language: Language and vocabulary development.

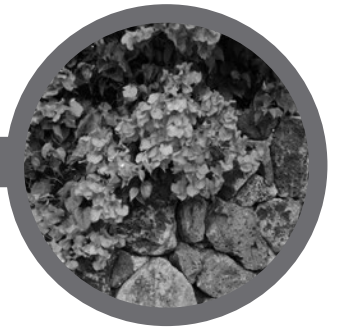
Other teaching focus

Oral language: Comparing and contrasting.

Teacher's note

Children write and draw about how they would care for a cat, bird and fish.

Living or Non-living



Level: 12 Non-fiction Word count: 211 Text type: Explanation

High-frequency words introduced: around, do, move, moving, need, put, some

High-frequency words consolidated: lay

Program links: *Our Special Family Garden* (fiction)

Curriculum links: science, environment

Text summary: Find out about things that are living and things that are not living. Learn about how living things need to be able to move by themselves, eat and grow. Find out whether dogs, birds, flowers, rocks, a ball and a boat are living or not living.

Tuning in

- Talk about what it means if something is 'living'. Ask, *How do you know if something is living? What living things can you see in this room?* Then get children to explain what it means if something is 'non-living' or 'not living'. Ask, *How do you know if something is not living? How could you check if something is living or not living?*

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? What familiar words can you see in the title?* Get children to predict words that might be in the text. Discuss the pictures on the front cover and link to children's personal experiences. Encourage children to use the title and front cover pictures to make predictions about the text.
- Flip through the book, discussing the text 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, *Where is the dog? Can the dog eat? Can the dog move around? Can the dog grow? Does the dog eat, move and grow? Is the dog living?*

pages 4–5: Ask, *Where are the birds? Can the birds move? Do the birds need to eat? What are the birds eating? Do birds lay eggs? What is inside the eggs? What are the little baby birds doing inside the eggs? Can birds eat, move and grow? Are the birds living?*

pages 6–7: Ask, *Why do flowers need food and water? Where do they get food and water? Do flowers need the sun? Why do you think flowers move to face the sun? What grows from the seeds? Do flowers need food and can they move? Are they living?*

pages 8–9: Ask, *Where are the rocks? Can you put rocks in a garden? Do rocks eat? Do rocks need help to move? Do rocks grow? Are rocks living or not living?*

pages 10–11: Ask, *Where is the ball? Can you play with a ball? Can a ball eat food? Can balls grow? Do they need help to move? Are balls living or not living?*

pages 12–13: Ask, *Where is the boat? What is the boat*

made from? Do boats eat? Can boats float? Can they move on their own or do they need help to move? Can boats grow? Are boats living or not living?

pages 14–15: Ask, *What do you see when you look around you? What can you see when you look at the pictures? Can you find some living things? Can you find some things that are not living? What do living things need to be able to do? What things can't non-living things do?*

page 16: Ask, *Where did you see these words in the text? What did we learn about these things?* Discuss how the glossary shows us words that are in the text. Read through the glossary with the children and talk about what the words mean.

Reading the text

- Get children to 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 relate the text to their own experiences. Ask, *What living and non-living things can you see? What living and non-living things can you think of?*
- Get children to retell the information in the text in their own words.
- Encourage children to ask questions about the text while reading.
- Talk about the purpose of the text and the author's reason for writing the book.
- Encourage children to reflect on what this text has taught them. Ask, *What did you learn about living and non-living things? What are living things able to do?*
- Ask inferential questions such as: *Why do flowers move to face the sun? What makes a ball move? If you found something at the park, how could you figure out if it is living or not living? What living things might you find in your house?*

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, rereading or looking at the pictures.

Choose from the following activities.

Comprehension

- *Questioning:* As a group, discuss how we know if something is living or non-living. Ask, *What did the living things have in common? What was similar about the things that were not living in the text?* Write the following questions on the board: *Can it grow? Can it move? Can it eat?* Get children to brainstorm living and non-living things. Read and answer the questions on the board to determine if they are living or non-living. Get children to complete **PW 28**.
- *Sentence meaning:* Copy sentences from the text onto strips of paper. Then cut each sentence strip in half. Jumble up the sentence beginnings and endings. Get children to sort the strips to put the sentences back together. Discuss the importance of making sure the sentence makes sense, and encourage them to reread each sentence to check for meaning.

Phonological awareness/Graphophonics:

- Talk about the vowel digraph 'ee'. Discuss how these letters are sounded together as 'ee'. Identify the words 'seeds' and 'need'. Get children to sound the 'ee' in these words. As a group, brainstorm and record other 'ee' words. Repeat with other vowel digraphs in the text including 'oo', 'oa' and 'ea'.
- Discuss how 's' on the end of a word changes how we read it and also changes the meaning. Talk about how 'birds' means there is more than one bird. Get children to cover the 's' ending to identify the word 'bird' and talk about how it means one bird. Draw pictures to illustrate.
- As a group, find 'growing' in the text. Talk about the sound 'ing' makes at the end of the word. Brainstorm and record other words that end in 'ing'. Get children to circle the 'ing' suffix.
- Talk about the sound that the letters 'ar' make when they are sounded together. Find 'garden' in the text and model how to read this word by sounding the 'ar' in the middle of the word. Get children to think of and record other 'ar' words.
- Discuss the final consonant blend 'lp'. Talk about how these letters are blended together as 'lp', rather than sounded separately as 'l-p'. Get children to identify words in the text that contain 'lp'. Repeat with the consonant blend 'ck'.
- Talk about the consonant digraph 'th'. Discuss how these letters are sounded together as 'th' rather than separately as 't-h'. As a group, brainstorm and record 'th' words and get children to circle the 'th' consonant digraph.
- As a group, clap the syllables in 'garden'. Ask, *How many syllables are in this word?* Discuss the beginning and ending sounds in the word. Talk about how words can

have different numbers of syllables. Count the number of syllables in other words from the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'around', 'do', 'move', 'moving', 'need', 'put', 'some', 'lay'. Ask children to find the words in the text. Write the words on cards (two cards for each word) and play games such as Snap and Memory.
- Get children to write the high-frequency words but mix up the order of letters in each word. Then have them swap words with a partner to unjumble and spell the words correctly.
- Get children to write each of the high-frequency words. Then have them draw boxes around each letter to create a word shape. Compare and contrast the shape of each word. Get children to complete **PW 29**.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading.

Text conventions

- *Sentence features:* Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts/ends?* Get children to count the number of sentences in the text.
- *Question marks:* Talk about how question marks are at the end of a question rather than a full stop. Encourage children to count the question marks in the text. Get children to ask each other questions and record them with a question mark at the end.

Writing

- Get children to brainstorm living and non-living things. Ask, *What living and non-living things can you think of in your home/at school/outside?* Have them write a lists of the living and non-living things they think of.

► English Language Learners

- Get children to explain what they know about living and non-living things. Ask, *How do you know if something is living or non-living? What do living things need to be able to do?* Get children to look back through the text and identify the living and non-living things. Name other things (e.g. book, shoe, cat, apple tree, shell, car) and get children to identify them as living or non-living. Get children to complete **PW 30**.

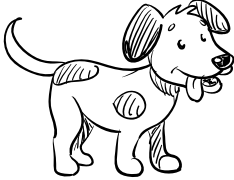
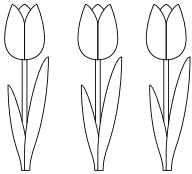
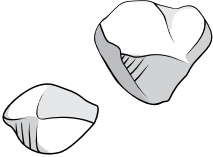


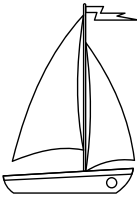
► Assessment

- 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 (page 160)

Name: _____ Date: _____

Yes or no

- Circle yes or no to answer each question.
- Circle living or non-living for each picture.

	<p>Can it eat? Yes or No Can it grow? Yes or No Can it move? Yes or No</p>	<p>Living or Non-living</p>
	<p>Can it eat? Yes or No Can it grow? Yes or No Can it move? Yes or No</p>	<p>Living or Non-living</p>
	<p>Can it eat? Yes or No Can it grow? Yes or No Can it move? Yes or No</p>	<p>Living or Non-living</p>
	<p>Can it eat? Yes or No Can it grow? Yes or No Can it move? Yes or No</p>	<p>Living or Non-living</p>
	<p>Can it eat? Yes or No Can it grow? Yes or No Can it move? Yes or No</p>	<p>Living or Non-living</p>
	<p>Can it eat? Yes or No Can it grow? Yes or No Can it move? Yes or No</p>	<p>Living or Non-living</p>

Main teaching focus

Comprehension: Recalling information from the text

Other teaching focus

Comprehension: Comparing and contrasting

Teacher's note

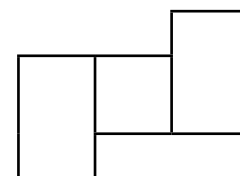
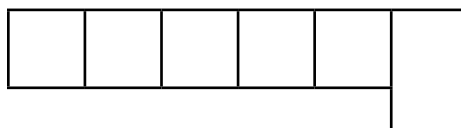
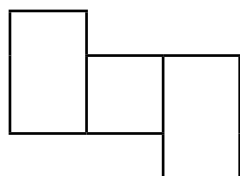
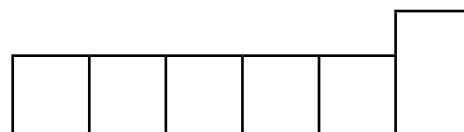
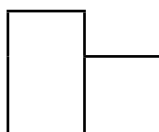
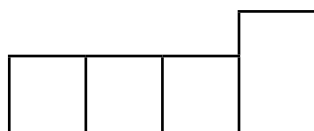
Children look at each picture. They read and answer each question by circling yes or no. Then they circle whether it is living or non-living.

Name: _____ Date: _____

High-frequency words

- Write the words in the correct boxes by looking at the size of the letters.
- Unjumble the words to spell a word from the box.

around	do	move	moving
need	put	some	lay



od _____

ened _____

tup _____

ovimng _____

yla _____

emvo _____

semo _____

daourn _____

Main teaching focus

Vocabulary: Visual recognition of high-frequency words

Other teaching focus

Phonemic awareness: Recognising beginning and ending sounds of words

Teacher's note

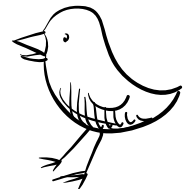
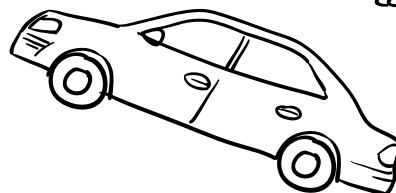
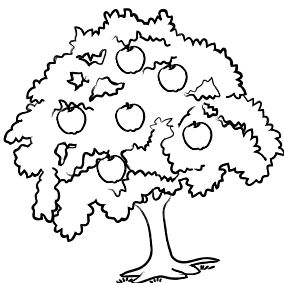
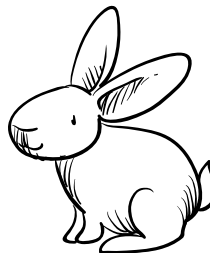
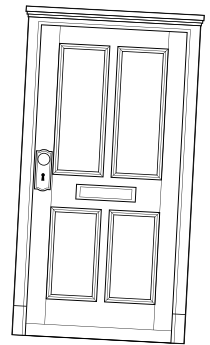
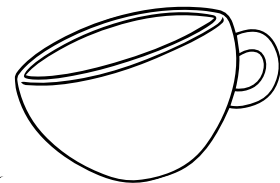
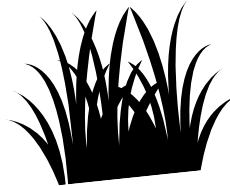
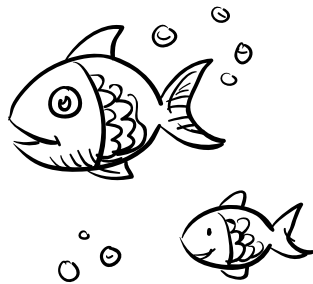
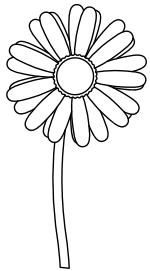
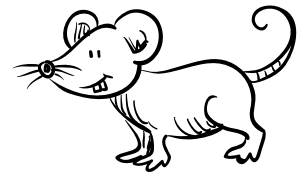
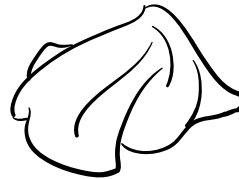
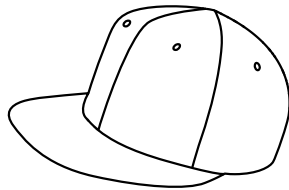
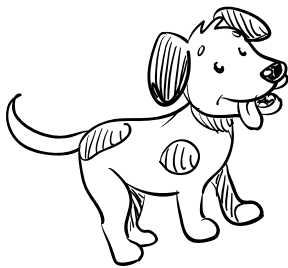
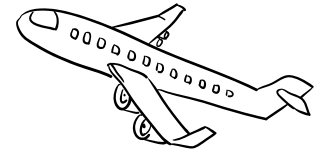
Children look at the shape of the letters in the high-frequency words. They write the words into the boxes. Children unjumble letters to spell the words correctly.

Name: _____ Date: _____

Living or non-living?

You will need: coloured pencils

- Put a tick (✓) next to the things that are living.
- Put an x next to the things that are non-living.
- Colour the pictures.



Main teaching focus

Oral language development: Discussing living and non-living

Other teaching focus

Oral language development: Comparing and contrasting

Teacher's note

Children look at the pictures. If it is something living, then they put a tick next to the picture. If it is not living, they put an x next to the picture. Then they colour the pictures.

Our Special Rock Pool

Level 13

Fiction

Word count: 239

Text type: Narrative



HFW introduced:

care, fall, hand, our, ready, show, still, there, were

HFW consolidated:

along, round, slowly, smiled

Linking texts:

My Rock Pool (non-fiction); *Digital Poster 'Sea Shell'*

Curriculum link:

me/family, environment, physically active

Phonological awareness:

segmenting CCVC/CVCC words; split digraph 'a_e'; digraphs 'ck', 'ch', 'oo'; suffixes 'ing', 's', 'ed', 'y'

Story summary:

Rosie is scared to go swimming in the big waves. Luckily, Rosie and Dad find a special rock pool where the water is still and Rosie goes swimming with Dad.

Tuning in

- Talk about rock pools. Ask, *Where would you find a rock pool? What is in a rock pool? What is the water like in a rock pool?* Fill a container with water and some rocks to make a little rock pool. Talk about how the water in the rock pool is still. Ask, *Would we find any animals in a rock pool?*

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?* Get children to predict words that might be in the text. Discuss the illustration on the front cover and link to children's personal experiences. Encourage children to name all the things they can see on the front cover. Ask them to predict what they think will happen 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 are Mum and Rosie? Do you think the sun is hot or cold? What colour is the sky?*

pages 4–5: Ask, *Who is running up the beach? Who do you think Dad wants to go swimming with? Are the waves big or small? What noise would they make when they go up and down? Does Rosie want to go in the big waves? Who does she want to stay with?*

pages 6–7: Ask, *Who is Mum smiling at? Who would take care of Rosie in the waves? What would make Rosie fall over and go under the water?*

pages 8–9: Ask, *Who is holding Rosie's hand? Who do you think Dad wants to show the special little rock pool to? What might Rosie be asking Dad? Do you think there would be waves in a rock pool or would the water be very still?*

pages 10–11: Ask, *Where are Dad and Rosie walking? Are they walking quickly or slowly? What have they found? What could they do in the special rock pool? Is the water still?*

pages 12–13: Ask, *Who is getting into the rock pool? Are there waves in there? Is the water still? Who is going*

round and round the rock pool? What is Rosie like when she is swimming around?

pages 14–15: Ask, *What can they see down at the bottom of the rock pool? What size is the fish? Who is swimming like the little fish?*

page 16: Ask, *Do you think Rosie likes swimming with Dad? Where do they like to swim?*

Reading the text

- Get children to 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 relate the story to their own experiences. Ask, *Have you ever gone to the beach? Do you like swimming in the waves or the rock pools?*
- Get children to retell the story in their own words.
- Discuss how the characters are the same and different. Discuss how they were feeling at different stages of the text.
- Ask inferential questions such as: *Why do you think Dad wants to go swimming? How can you tell Dad is hot? Why is the rock pool a better place for Rosie to swim? Why is the water in the rock pool still? Why did Dad take Rosie to the rock pool and not Mum?*

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

Choose from the following activities.

Comprehension

- **Sequencing:** Ask children to recall what happened in the beginning/middle/end of the text. Flip through the pages and ask children to retell what was happening at different parts of the story. Give each child a piece

of paper and have them each draw a different part of the story. Put the pictures together and get children to sequence them in the correct order. Give each child a book made with two pieces of A4 paper folded in half and stapled along the folded edge. Get children to complete **PW 13** (page 23), colouring and cutting out the pictures, then sequencing and pasting them in the book.

- **Synonyms:** On paper, write: 'Rosie looked at the big waves.' Read the sentence as a group. Ask children to think of synonyms for 'big'. Rewrite the sentence using the synonyms, e.g. 'Rosie looked at the huge/large/enormous waves.' Emphasise that the sentences all have the same meaning but use different words. Repeat for 'little' in the sentence: 'Rosie looked at the little rock pool.'

Phonological awareness

- Find 'crash' in the text. Talk about the strategy of sounding the word by segmenting it into four phonemes (i.e. c-r-a-sh). Discuss how it is easier to read some words by blending some of the sounds. Get children to practise segmenting 'crash'. Repeat with 's-t-i-ll', 'r-o-ck' and 'h-a-n-d'.
- Get children to find words in the text that end with 'e', e.g. 'make', 'take', 'waves'. As a group, sound out and read the words to identify the split digraph.
- Talk about the final consonant digraph 'ck'. Talk about how these letters are sounded together as 'ck', rather than separately as 'c-k'. Find 'ck' words in the text. Brainstorm other words that end with 'ck'.
- Find 'beach' in the text. Discuss how the letters 'ch' are sounded together, rather than separately as 'c-h'. Discuss how 'ch' can be at the beginning, middle or end of words.
- Find 'pool' in the text. Talk about the long vowel sound 'oo' in the middle of the word. Discuss the sound these letters make in this word. Get children to identify all the 'oo' words in the text. Get children to use **PW 14** (page 24), completing each 'oo' word and drawing a picture to match. They then unjumble the letters to spell an 'oo' word that matches the picture.
- As a group, find 'swimming' in the text. Talk about the sound 'ing' makes at the end of the word. Brainstorm and record other words that end in 'ing'. Get children to circle the 'ing' suffix.
- As a group, talk about how the 's' suffix changes how we read a word and also changes its meaning. Talk about how 'waves' means there is more than one wave. Compare it with 'wave' by covering up the 's' suffix. Draw pictures to illustrate.
- Talk about the 'ed' suffix. Get children to find words in the text that end with 'ed' and practise reading them. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).

- Identify the 'ly' suffix at the end of 'slowly'. Talk about how 'ly' at the end of a word changes the way we read it. Think of other words that end with 'ly'.

Vocabulary

- **Visual recognition of high-frequency words:** 'care', 'fall', 'hand', 'our', 'ready', 'show', 'still', 'there', 'were'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Pairs and Snap.
- Get children to use playdough to make letters to spell the high-frequency words. Encourage children to identify and read each other's words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- **Text emphasis/bold font:** Identify the words 'Crash! Crash! Crash!' on page 4. Talk about how these words are bold and are larger than the other text. Talk about how readers use a bigger voice when they read these words. Get children to practise reading this page of text and emphasise the bold text.

Writing

- Ask children to describe a time when they have gone to the beach. Ask, *When did you go? What did you do at the beach? Who did you go to the beach with?* Get children to write a recount of their experience. Support them in using upper-case letters and full stops in their writing.

← ELL engagement

- Talk about beaches and brainstorm associated words. Bring in 'beach' items, e.g. buckets and spades, towels, umbrellas, hats. Get children to role-play using these items. Support children in using adjectives to describe the items. Give each child a piece of paper and have them paste sand along the bottom and blue cellophane along the top to represent water. Get children to make a beach mural using **PW 15** (page 25).

← Assessment

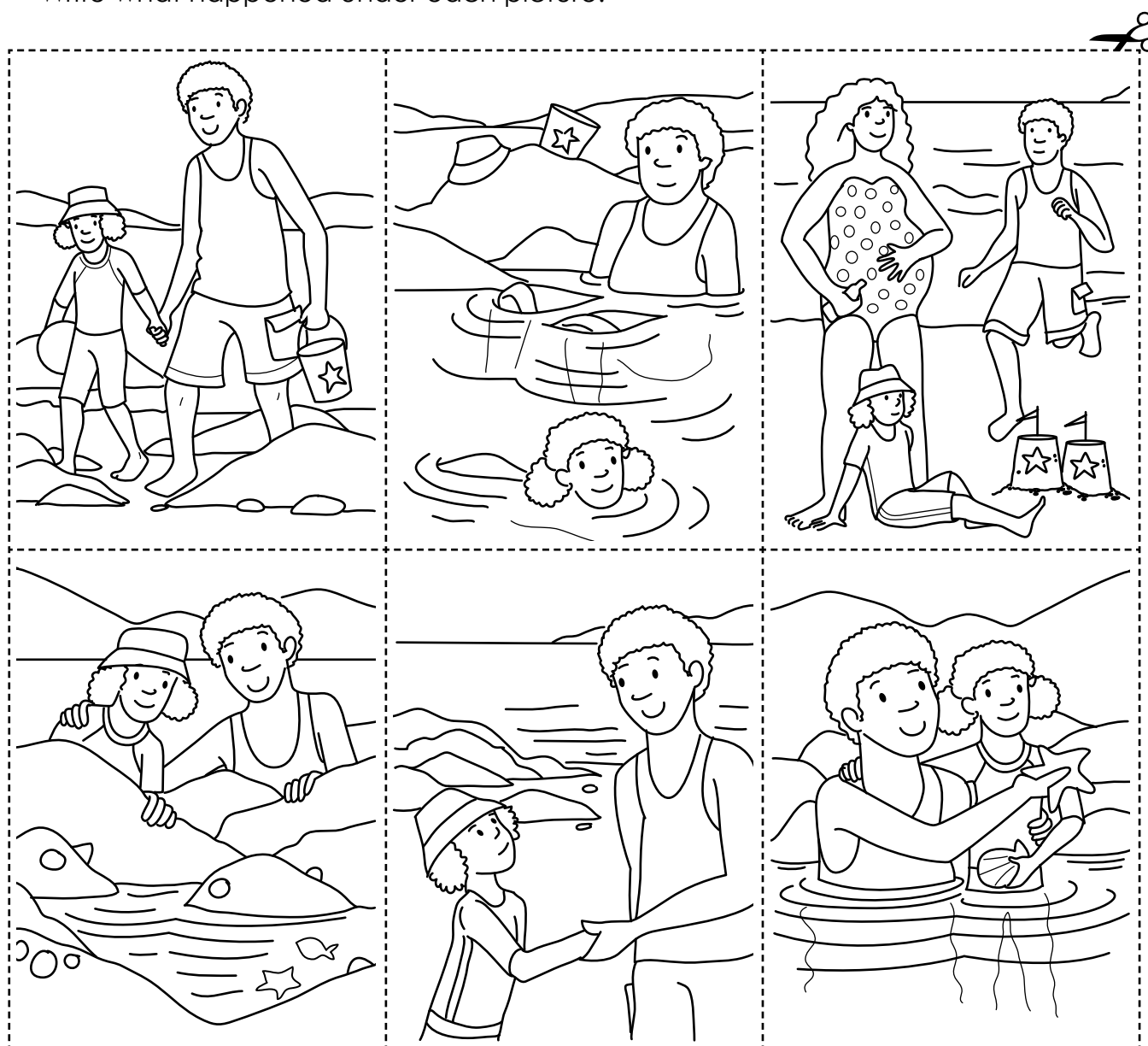
- PWs 13, 14 and 15 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 13 could be kept in the child's portfolio
- Complete Running Record (page 161)

Name: _____ Date: _____

'Our Special Rock Pool' book

You will need: two pieces of A4 paper folded in half and stapled together to make a book, coloured pencils, scissors, glue

- Draw a picture on the front cover of your book.
Write the title 'Our Special Rock Pool'.
- Colour and cut out the pictures.
- Put them in the correct order and paste one picture at the top of each page of your book.
- Write what happened under each picture.



Main teaching focus

Comprehension: Sequencing events from the text; recalling events from the text.

Other teaching focus

Writing: Writing a familiar text; using upper-case letters and full stops.
Text conventions: Features of a book.

Teacher's note

Children make a cover for their book. They then colour and cut out the pictures, sequence them, paste them in their book and write sentences to match.

Name: _____ Date: _____

'oo' words

You will need: coloured pencils

- Write 'oo' to finish each word.
- Read the words and draw a picture to match.
- Unjumble the letters at the bottom to spell a word that matches the picture.



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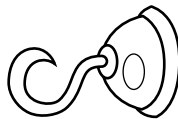
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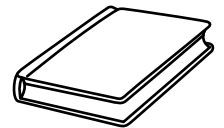
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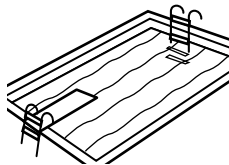
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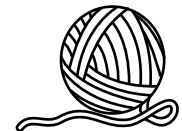
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Main teaching focus
Phonological awareness:
'oo' words.

Other teaching focus
Phonological awareness: Recognising
beginning, middle and ending sounds
of words.

Teacher's note
Children write 'oo' to complete each word and then draw a picture to
match the words. They then unjumble the letters to spell an 'oo' word
that matches the picture. Children can colour in the pictures.

Name: _____ Date: _____

A beach mural

You will need: A4 piece of paper, glue, sand, blue cellophane, coloured pencils, scissors

- Spread glue all over one side of your paper. Sprinkle sand over the glue at the bottom. Stick blue cellophane on the top half of the paper. It will look like water and sand.
- Colour and cut out the pictures. Paste them in the water or on the sand.



Main teaching focus

Oral language: Developing awareness of words and concepts associated with the beach.

Other teaching focus

Oral language: Describing beach items and using adjectives.

Teacher's note

Children cover the paper with glue. On one half they sprinkle sand and on the other they place blue cellophane. Children then colour and cut out the pictures and paste them onto the beach mural.

Dress-up Day



Level 13 Fiction Word count: 239 Text type: Narrative

HFW introduced:	forgot, funny, Miss, morning, silly, started, tiny, were, why
HFW consolidated:	pink, put, smiled, some
Linking texts:	<i>Circus Tricks</i> (non-fiction); <i>Digital Poster 'Dress Up'</i>
Curriculum link:	school, community, celebrations, creative play
Phonological awareness:	double letters 'ss'; root word 'all'; suffixes 'ing', 's', 'ed', 'y'; digraphs 'or', 'ay'
Story summary:	The children dress up for Dress-up Day. However, they are sad to see that Miss Flora forgot. Luckily, there is a dress-up box at school and Miss Flora finds a costume!

Tuning in

- Talk about dressing up. Ask, *Do you like to dress up? What costumes have you worn before? Why do people like to dress up?* Ask children to draw a picture of themselves wearing a costume. Get children to explain their picture and describe their costume.

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?* Get children to predict words that might be in the text. Discuss the illustration on the front cover and link to children's personal experiences. Encourage children to name all the things they can see on the front cover. Ask children to predict what they think will happen 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 Tom wearing for Dress-up Day? Has Miss Flora got a costume on? Who forgot that it was Dress-up Day?*

pages 4–5: Ask, *Who has started to come in the room? Who is dressed up as a tiny fairy? Can you see someone dressed up as a big yellow banana? What has Lee dressed up as? Is the cat costume fluffy?*

pages 6–7: Ask, *Who is looking sad? Why do you think they are sad? Did Miss Flora dress up? Do you think all the other teachers are dressed up?*

pages 8–9: Ask, *Who has Miss Flora smiled at? Do you think Miss Flora will dress up today? Where has Miss Flora taken the children? Is it a big room or a small room? What are they going to look inside? What do you think is inside the dress-up box?*

pages 10–11: Ask, *What did they find when they opened the box? What colour wig did they find? Where did Tom put the wig? What is the red ball with a string used for? Where does Bec put the red ball? Does Miss Flora look funny? What does she look like?*

pages 12–13: Ask, *What is Miss Flora dressing up as?*

Who is helping her get dressed? What type of trousers have they found? What type of shirt have they found? What colour funny shoes has Tom found?
pages 14–15: Ask, *What does Miss Flora look like? What is she doing? Do you think she looks funny?*
page 16: Ask, *Do you think Dress-up Day is fun? Are the children happy now?*

Reading the text

- Get children to 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 relate the story to their own experiences. Ask, *Have you had a Dress-up Day at school? What do you like to dress up as?*
- Get children to retell the story in their own words.
- Talk about the characters and their role in the story.
- Discuss how this is a narrative text and talk about the orientation, complication and resolution of the story.
- Ask inferential questions such as: *Why were the children sad? How do you think the children felt when they saw the dress-up box? Why did Miss Flora decide to dress up as a clown? Could she have dressed up as something else? What could they have done if they hadn't found the dress-up box?*

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

Choose from the following activities.

Comprehension

- *Recall:* Talk about the characters and get children to recall what they dressed up as in the story. Draw the 'head' of each character on a piece of paper and have the

children draw their body and costume. Get children to complete **PW 16** (page 28), cutting out the sentences and matching them to the picture.

- **Summarising:** As a group, discuss the events of the text. Have each child explain in their own words what happened in the story. On a sheet of paper write the sentence starter: 'Miss Flora forgot ...'. Get children to read the sentence starter and then complete the sentence by writing the ending on the paper. Repeat, using different sentence starters that encourage children to summarise events, e.g. 'All the children were sad because ...', 'When they looked in the dress-up box ...' and 'Miss Flora was able to...'

Phonological awareness

- Talk about the double letters 'ss'. Discuss how when these letters are together, we only sound the 's' once. Get children to find 'ss' words in the text. Get children to record these words and circle the 'ss'.
- Find 'all' in the text. Talk about how new words can be made by adding letters to the front of this word. Get children to find 'ball'. Ask, *Can you see the word 'all' in this word?* Cover up the 'b' and get children to identify 'all'. Ask, *What other words could we make by putting letters in front of the word 'all'?* (e.g. 'tall', 'hall', 'fall', 'call'). Record these words and get children to underline the word 'all' in each one.
- As a group, find 'morning' in the text. Talk about the sound 'ing' makes, at the end of the word. Have children find other words in the text that end with 'ing'. Brainstorm and record other 'ing' words.
- As a group, talk about how the 's' suffix changes the way we read a word and also changes its meaning. Talk about how 'shoes' means there is more than one shoe. Compare it to 'shoe'. Draw pictures to illustrate. Get children to find 'teachers' in the text and compare it to the word 'teacher' by covering up the 's'.
- Talk about the 'ed' suffix. Get children to find words in the text that end with 'ed' and practise reading them. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).
- Talk about the digraph 'or' in 'Flora'. Talk about how these letters make one phoneme 'or' and are not sounder 'o-r'.
- Find 'fairy' in the text. Talk about the 'y' at the end of the word and how it makes a long vowel 'ee' sound. Find and record other words in the text that end with a 'y' making a long 'ee' sound, e.g. 'fluffy', 'silly', 'funny'. Get children to circle the 'y' ending and practise sounding these words.
- As a group, discuss the word 'day'. Talk about the vowel digraph 'ay' and model the sound these letters make together. Get children to count how many times they can find 'ay' words in the text. Ask children to think

of other words that end with 'ay'. Get children to complete the 'ay' words on **PW 17** (page 29), then match 'ay' words to pictures.

Vocabulary

- **Visual recognition of high-frequency words:** 'forgot', 'funny', 'Miss', 'morning', 'silly', 'started', 'tiny', 'were', 'why'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Pairs and Snap.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- **Exclamation marks:** Talk about how exclamation marks influence the way the text is read. Get children to find exclamation marks in the text. Practise reading sentences with exclamation marks and compare with how they would be read if there were no exclamation marks.
- **Speech marks:** Discuss speech marks. Explain that text between the speech marks is what a character is saying. Get children to identify speech marks in the text. Write the text from pages 12–13 onto a sheet of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks.

Writing

- Look at the illustrations in the text and ask children to describe what the costumes are like. Get children to complete **PW 18** (page 30), writing a description of the costumes that the characters wore. Encourage children to use adjectives in their writing.

← ELL engagement

- Bring in a variety of costumes for children to try on and wear. Get children to describe the costumes and talk about what they are like. Encourage children to role-play actions based on their costumes. Support and enhance children's language development during experiences.

← Assessment

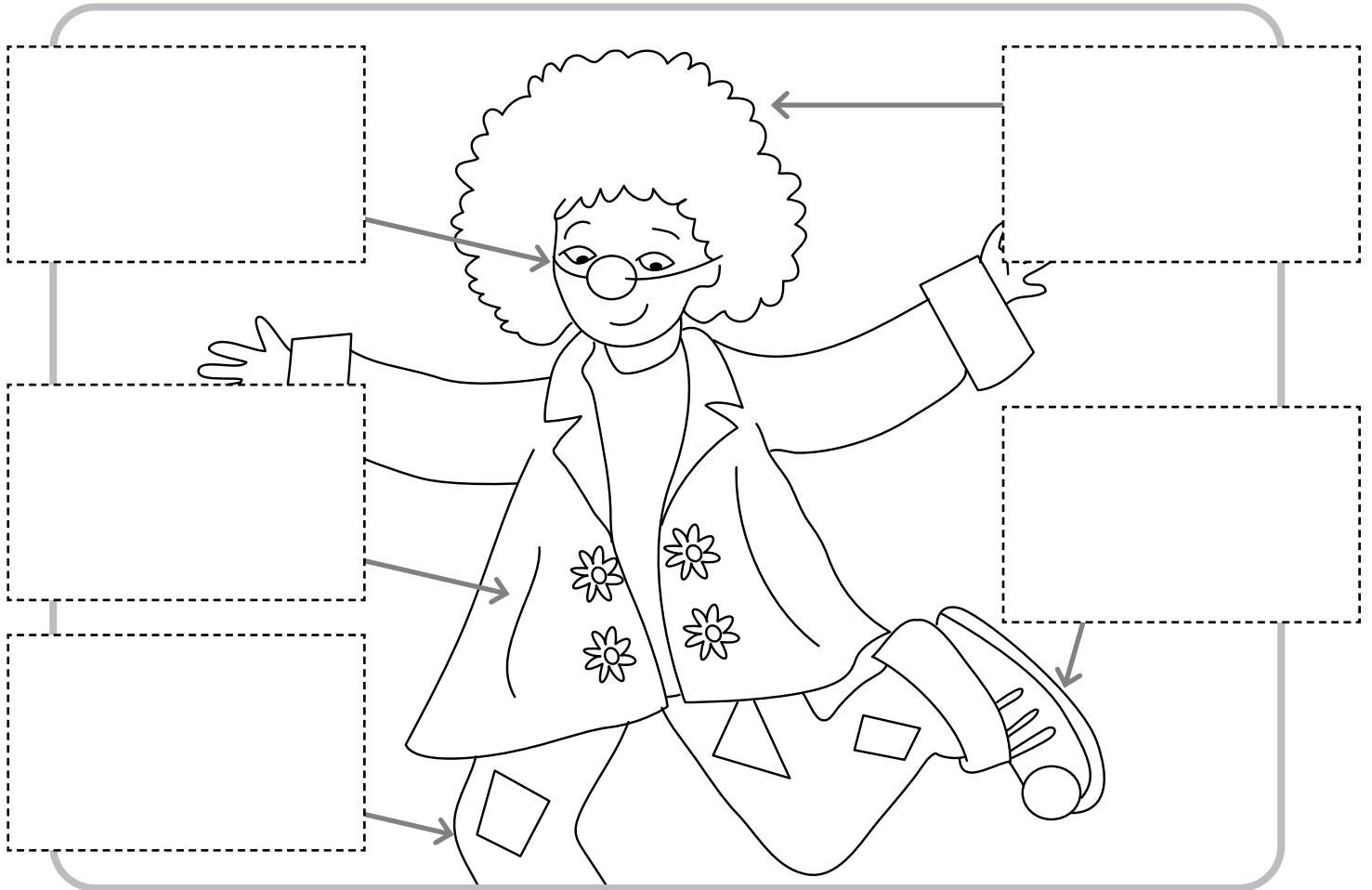
- PWs 16, 17 and 18 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 16 could be kept in the child's portfolio
- Complete Running Record (page 162)

Name: _____ Date: _____

Miss Flora's costume

You will need: scissors, glue

- Cut out the sentences.
- Paste them next to Miss Flora's costume.



<p>Tom took out a yellow wig. He put it on Miss Flora's head.</p>	<p>"Look!" said Tom. "Here are some funny red shoes."</p>	<p>"And here is a big blue shirt," smiled Lee.</p>
<p>Bec took out a red ball with a string. She put it on Miss Flora's nose.</p>	<p>"Here are some big pink trousers," said Bec.</p>	

Main teaching focus
Comprehension: Matching sentences with pictures.

Other teaching focus
Comprehension: Recalling events from the text.

Teacher's note
Children cut out the sentences at the bottom of the page. They then paste them to match the appropriate part of the picture.

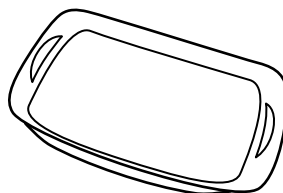
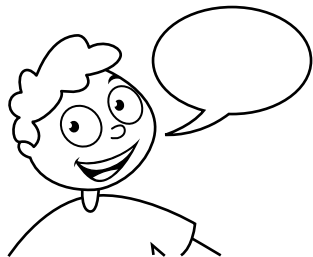
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'ay' words

You will need: coloured pencils

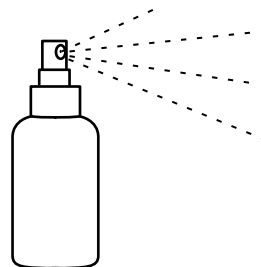
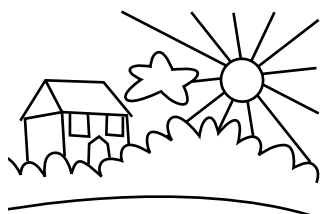
- Write 'ay' to complete the words.
- Draw lines to match the 'ay' words to the pictures.

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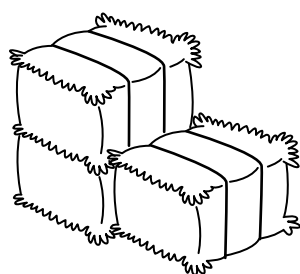
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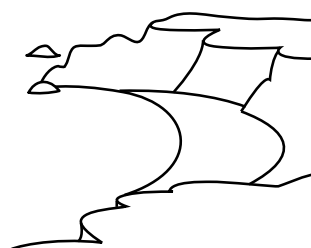
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Main teaching focus

Phonological awareness:
Vowel digraph 'ay'.

Other teaching focus

Phonological awareness: Recognising
beginning and ending sounds of words.

Teacher's note

Children add 'ay' to the end of each word. They then read the words and draw a line from the words to the matching pictures. Children can colour the pictures.

Name: _____ Date: _____

What is the costume like?

- Write a description for each of these costumes.
- Try to use adjectives in your writing.







Main teaching focus
Writing: Writing a simple description using a picture as a prompt; using upper-case letters and full stops in writing.

Other teaching focus
Writing: Using adjectives in writing.

Teacher's note
Children write descriptions of the pictures on the lines next to the pictures. They should use adjectives in their writing. They can refer to the book.

Night-time Noises

Level: 13 Fiction Word count: 226 Text type: Narrative



High-frequency words introduced: light, night-time, ready, still, there, why

High-frequency words consolidated: can't, cold, need, now, round, smile, smiled

Program links: *Night-time Noises* E-Book, *Owls* (non-fiction)

Curriculum link: me/family, pets/animals, environments

Story summary: Tessa is spending the night in her new tent, but she can't sleep because of all the night-time noises. Luckily, her mom gives her a pair of earmuffs so she can fall asleep.

Tuning in

- Get children to brainstorm night-time noises. Ask, *What can you hear at night-time? Do you hear the same sounds during the night as you hear during the day? Why might the noises be different at night?*
- Get children to play a guessing game where they take turns to make a noise, while the other children try to guess what would make that sound.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What do you think the story will be about? What noises might you hear during the night?* Discuss how the title and illustrations help us make predictions about a 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, *Why do you think Mum has come out to see Tessa in her new tent? Do you think Tessa is cold? Why do you think Tessa can't get to sleep? What night-time noises might be keeping her awake?*

pages 4–5: Ask, *What is the big owl with round eyes doing? What noise would the owl be making? Do you think Tessa can sleep with all that noise?*

pages 6–7: Ask, *Do you think Tessa wants to go inside to sleep in her bed or stay in her new tent? Do you think Tessa wants Mum to sleep in the tent with her or is she a big girl?*

pages 8–9: Ask, *What is Mum doing? What should Tessa do if she needs her mum? What noise would the light make when Mum turns it off?*

pages 10–11: Ask, *What noises do you think Tessa hears when she is lying very still and is ready to go to sleep? What noise would the owl make? What noise would the frog make? What noise would the cat make? What noise would the dog make?*

pages 12–13: Ask, *Why can't Tessa get to sleep? Why are there lots of night-time noises? Who do you think Tessa is yelling for?*

Why do you think she is calling for Mum?

pages 14–15: Ask, *What sound would the light make as Mum turned it on? What is Mum doing? Why do you think Mum has given Tessa some earmuffs? Why do you think Tessa thinks her mum is the best mum in the world?*

page 16: Ask, *Was Tessa able to fall asleep in her new tent? Why could she get to sleep when she was wearing the earmuffs?*

Reading the text

- Get children to 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?* Discuss how looking at the illustrations can help with reading.
- Ask children to relate the story to their own experiences. Ask, *Have you ever tried sleeping in a tent? What things keep you awake at night? What noises do you hear at night-time?*
- Ask children to predict what will happen on the next page or how the story might end.
- Talk about the characters and their role in the story.
- Discuss how this text is a narrative and get children to identify the complication and resolution.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Would the noises at night-time be different from noises during the day? Why/why not? Do you think Tessa is a brave girl? Why/why not? What other noises might Tessa have heard?*

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

Choose from the following activities.

Comprehension

- **Summarising:** As a group, discuss the events in the story. Turn to different pages in the text and get children to talk about what happened at that part of the story. Ask, *What happened at the beginning? What happened in the middle? How did the story end?* Get children to complete **PW 37** (page 63), writing about what happened in the beginning, middle and end of the story.
- **Inferring characters' feelings:** Get children to name the characters. Turn to pages 2–3 and encourage children to role-play the characters' actions. Ask, *How do you think the characters are feeling at this stage of the story?* Repeat for pages 10–11, 12–13 and 14–15. Get children to record how the characters' feelings changed during the story.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'oi' in 'noises'. Discuss and model the sound that these letters make. Get children to brainstorm other 'oi' words, e.g. 'boil', 'coil'. Repeat for the vowel digraphs 'ee' and 'ow'.
- Talk about the strategy of segmenting words. Discuss how 'cold' can be sounded as 'c-old'. Highlight the vowel sound and explain that the word ending is 'old' (which includes the vowel). Get children to practise sounding the word this way. Find 'tent' and 'click' in the text and talk about the strategy of sounding these words by segmenting them (i.e. 't-ent', 'cl-ick').
- Talk about the contraction 'can't' and get children to find it in the text. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'can not' and 'can't' and show how the apostrophe is written instead of the 'n' and 'o' when the words are joined. Repeat for 'I'm'. Brainstorm and list other contractions.
- As a group, talk about the double consonant 'tt' in 'little'. Talk about how when words have a double consonant, we only sound the letter once. Get children to count how many times 'tt' occurs in the text. Discuss other double consonants in the text ('ff', 'ss', 'll') and get children to find them. Ask children to practice sounding these other words.
- Find the word ending 'ight' in 'night' and model the sound that these letters make when sounded together. Write 'ight' on paper and get children to brainstorm and record other words that contain the 'ight' word ending, e.g. 'fright', 'sight', 'light'. Ask them to circle 'ight' in each word they record. Get children to complete **PW 38** (page 54), making 'ight' words and using one of them in a sentence.

Vocabulary

- **Visual recognition of high-frequency words:** 'light', 'night-time', 'ready', 'still', 'there', 'why'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and get children to practise reading them. Use the cards to play a game such as Concentration.

- Get children to write the high-frequency words in alphabetical order.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- **Sentence features:** Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence ends?*
- **Speech marks:** Discuss speech marks. Explain that the text between the speech marks is what a character is saying. Get children to identify speech marks in the text. Write the text from page 6 on a sheet of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks.
- **Commas:** As a group, discuss commas and get children to identify the commas in the text. Talk about how we pause at a comma when we are reading. Model this to children and then have them practice by reading pages from the text.

Writing

- Encourage children to discuss their favourite part of the text. Ask, *What part of the story did you enjoy?* Get children to write about their favourite part. Ask them to draw a picture to match their writing.

► English Language Learners

- Talk about nocturnal animals. Discuss how nocturnal animals sleep during the day and are awake at night. Find the owl in the text and discuss how it is a nocturnal animal. Ask, *What other nocturnal animals do you know of? Why do you think some animals are awake during the night?* As a group, make a list of nocturnal animals. Get children to complete **PW 32** (page 55), identifying nocturnal animals.

► Assessment

- PWs 37, 38 and 39 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 37 could be kept in the child's portfolio
- Complete Running Record (page 163)

Name: _____ Date: _____

Beginning, middle, end

You will need: pencil

- Write a sentence explaining what happened in the beginning, middle, and end of the story.

Beginning

Middle

End

Main teaching focus

Comprehension: Summarising events of a text by sequencing into beginning, middle, end.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

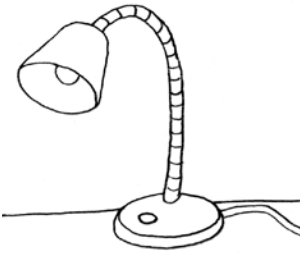

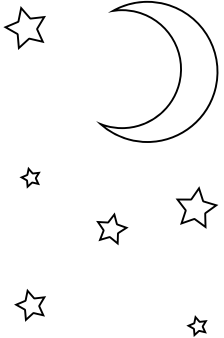
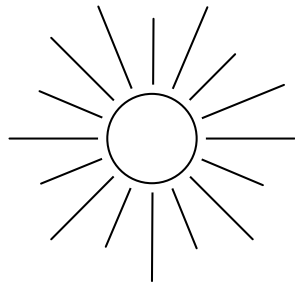
Children recall what happened in the beginning, middle and end of the story and write a sentence about each stage.

Name: _____ Date: _____

'ight' words

You will need: pencil, coloured pencils or crayons

- Write the letters below in front of the 'ight' endings to make words that match the pictures.
- Colour the pictures.

___ ight		___ ight	
___ ight		___ ight	

n	l	br	s
---	---	----	---

- Use one of the 'ight' words in a sentence.

Main teaching focus
Graphophonics: 'ight' words.

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

Teacher's note
Children use the letters given to make 'ight' words to match the pictures. They then colour the pictures and choose one word to write in a sentence.

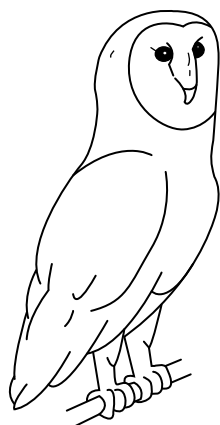
Name: _____

Date: _____

Nocturnal animals

You will need: pencil, coloured pencils or crayons

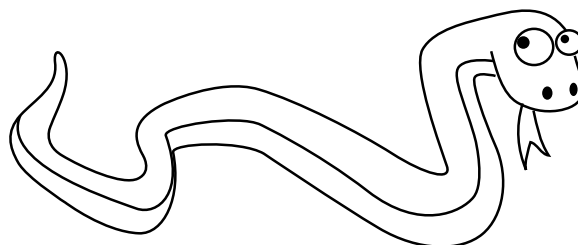
- Find the nocturnal animals and put a tick mark beside them.
- Colour the animals and write their names.



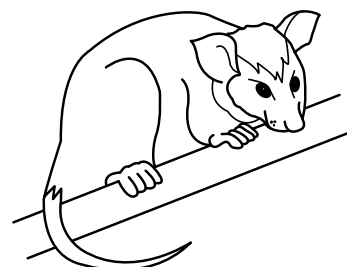
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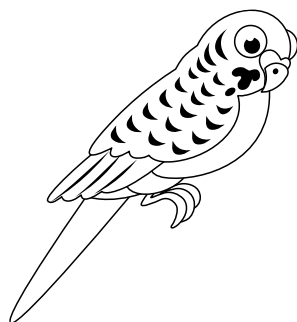
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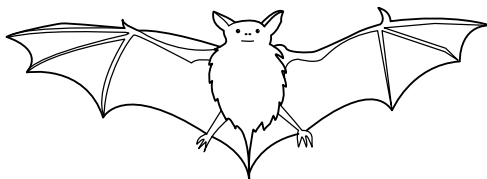
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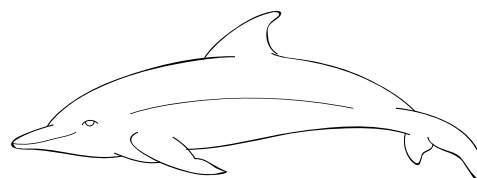
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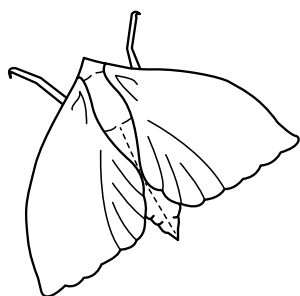
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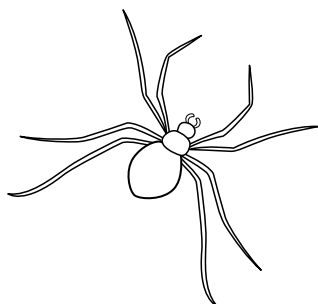
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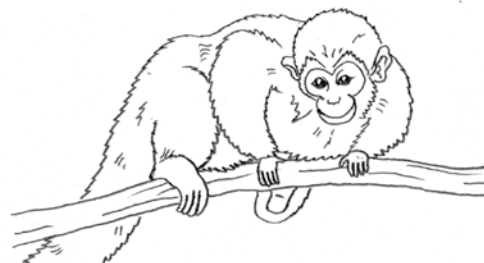
___ _ p h ___



___ o ___



___ _ e r



___ _ k e ___

Main teaching focus

Oral language: Language and vocabulary development.

Other teaching focus

Oral language: Comparing and contrasting.

Teacher's note

Children identify and tick the nocturnal animals, then colour and name all animals.

No Scooter for Scott



Level: 13 Fiction Word count: 236 Text type: Narrative

High-frequency words introduced: left, our, ready, right, started, still, yippee

High-frequency words consolidated: along, don't, next, now, put, smile, smiled

Program links: No Scooter for Scott E-Book, Scooter Fun! (non-fiction)

Curriculum link: me/family, physical activity, community

Story summary: Scott and his family are at the park, but Scott can't go to the playground with Dad and Lin because they don't have Scott's red scooter. Scott doesn't want to stay with Mom or walk to the playground. Luckily, Scott can ride on the big scooter with Dad.

Tuning in

- Ask, *What do you like to do at the park? Who do you go to the park with?* Get children to share a time they have ridden their bike or scooter at the park.
- Give children a piece of paper. Encourage them to draw a picture of a scooter. Ask, *What are the different parts of a scooter? How do you ride a scooter?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What do you think the story will be about? Why do you think there isn't a scooter for Scott? What might be the problem in the story?* Discuss how the title and illustrations help us make predictions about a 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, *Do they have Scott's red scooter at the park? Do you think Scott wants to stay with Mum? Why do you think Scott wants to ride a scooter and go to the playground with Dad and Lin? How do you think Scott is feeling?*

pages 4–5: Ask, *Do you think Scott wants to walk to the playground while Dad and Lin ride their scooters? What do you think Scott wants to do? Do you think he wants to walk?*

pages 6–7: Ask, *How many scooters do they have at the park? What scooters do they have? Why can't Scott ride Dad's big scooter or Lin's little scooter? How many scooters do they need?*

pages 8–9: Ask, *How is Scott feeling? Where is he sitting? What do you think Scott wants to do?*

pages 10–11: Ask, *Who is Dad looking at? Why do you think Dad started to smile? How do you think Scott will be able to ride a scooter?*

pages 12–13: Ask, *Where are Dad and Scott? Where has*

Dad taken his big blue scooter? Where is Scott putting his left foot and his right foot? Why do think Scott has put his right foot on the scooter and his left foot next to it? How might he ride the scooter?

pages 14–15: Ask, *Is Scott ready to ride the scooter?*

Where are they zooming on the scooter?

page 16: Ask, *Why might Scott be so happy? Is Scott able to ride a scooter too?*

Reading the text

- Get children to 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?* Discuss how looking at the illustrations can help with reading.
- Ask children to relate the story to their own experiences. Ask, *Have you ever ridden a scooter at the park? How have you solved a problem you once had?*
- Ask children to predict what will happen on the next page or how the story might end.
- Talk about the characters and their role in the story.
- Discuss how this text is a narrative and get children to identify the complication and resolution.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *How else could Scott's family have solved the problem? Did Scott respond to the problem in a childish way? Why/why not? Why do you think they didn't have Scott's red scooter at the park? Why do you think Dad needs to ride the scooter with Scott?*

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

Choose from the following activities.

Comprehension

- **Questioning:** Encourage children to share questions they thought of as they were reading the text. Give each child a strip of paper with the sentence starter 'I wonder ...' and get children to complete the sentence by recording something they were wondering about the story or the characters, e.g. 'I wonder why they didn't have Scott's scooter.' Get children to share their question with the group and encourage them to try to answer each other's questions. Get children to complete **PW 40** (page 68), recording questions about the text.
- **Prediction:** Talk about what happened at the end. Ask, *What do you think they did next? Where do you think they went? How do you think Scott was feeling?* Talk about the beginning of the story. Discuss how it starts with the family arriving at the park. Ask, *What do you think happened before the story began? Where do you think they were? What do you think they were doing? What might have happened so that Scott's scooter wasn't in the car?* Give children a piece of paper folded in half. On one half of the paper, get children to write and draw a prediction of what happened before the story started and on the other half, a prediction of what happened after the story finished.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'oo' in 'scooter'. Discuss and model the sound that these letters make. Get children to brainstorm other 'oo' words, e.g. 'food', 'boot'. Repeat for the vowel digraph 'ay'. Get children to complete **PW 41** (page 69), completing 'oo' words and matching them to pictures.
- Discuss 'ride' and the long vowel rule for words that end with 'e'. Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous vowel, instead of a short vowel sound. Get children to practise sounding 'ride'. As a group, brainstorm and record other silent 'e' words, e.g. 'kite', 'bike', 'bake'.
- Talk about the contraction 'don't' and get children to find it in the text. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'do not' and 'don't' and show how the apostrophe is written instead of the second 'o' when the words are joined. Repeat for the contraction 'let's'. Brainstorm and list other contractions.
- As a group, talk about how the 's' suffix changes how we read a word and also changes its meaning, e.g. 'scooters' means there is more than one scooter. Compare it to 'scooter' by covering up the 's'. Draw pictures to illustrate.
- Talk about the 'ed' suffix. Get children to find words in the text that end with 'ed' and practice reading them. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).

- Discuss the consonant digraph 'th'. Talk about how these letters are sounded together as 'th', rather than separately as 't-h'. Get children to identify 'th' words in the text. Discuss how 'th' can be at the beginning, middle or end of words. Brainstorm and record other 'th' words.
- Find the word ending 'ill' in 'will' and model the sound that these letters make when sounded together. Write the word ending 'ill' on paper and get children to brainstorm and record other 'ill' words, e.g. 'hill', 'pill', 'fill'. Ask them to circle 'ill' in each word.

Vocabulary

- **Visual recognition of high-frequency words:** 'left', 'our', 'ready', 'right', 'started', 'still', 'yippee'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and get children to practise reading them. Use the cards to play a game such as Concentration.
- Get children to write each high-frequency word in a sentence. Encourage them to underline the high-frequency word.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- **Text emphasis/bold font:** Talk about how some words in the text are bold or larger than the other words. Discuss how we use a bigger voice or emphasise these words as we read them. Turn to pages 14–16 and get children to read the sentences, changing their tone for the bold text.

Writing

- Get children to recall the problem in the text. Talk about how Scott responded to his problem. Ask, *Do you think Scott was being fair? Why/why not?* Discuss the way Scott's family solved the problem. Ask, *Do you think they solved the problem the best way? How else could they have solved the problem?* Get children to complete **PW 42** (page 70), writing about other ways Scott could have solved his problem.

► English Language Learners

- Discuss the importance of physical activity. Ask, *Why is riding a scooter a good activity to do outside?* Talk about other types of exercise, games and sports that can be played outside. Discuss how physical exercise is necessary for a healthy body. As a group, brainstorm and list different types of exercises, games and sports. Encourage children to describe and role-play the activities.

► 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 (page 164)

Name: _____

Date: _____

I wonder

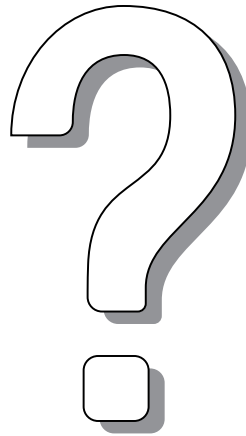
You will need: pencil

- Write things that you are wondering about the story around the question mark.

I wonder _____

I wonder _____

I wonder _____



I wonder _____

I wonder _____

I wonder _____

Main teaching focus

Comprehension: Thinking of questions relating to the text.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children think of questions relating to the text using the sentence starter 'I wonder'. Have them record their wonders after each sentence starter around the question mark.

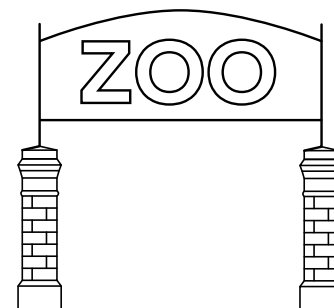
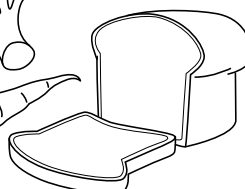
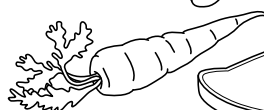
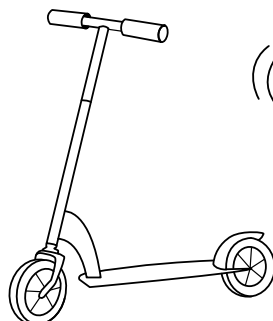
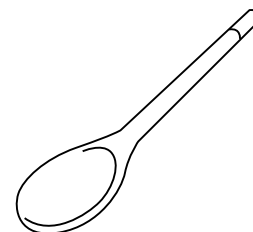
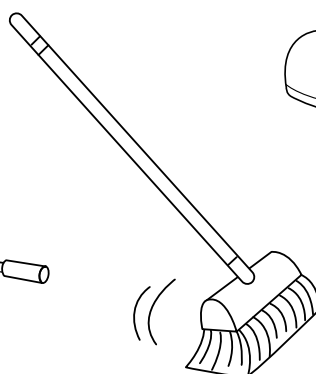
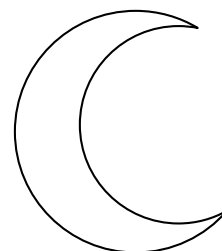
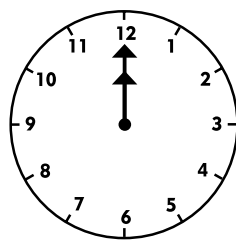
Name: _____ Date: _____

'oo' words

You will need: pencil, coloured pencils or crayons

- Write 'oo' in each word.
- Colour the pictures.
- Draw a line to match each picture to the correct word.

sc _ _ _ ter
b _ _ _ t
z _ _ _
f _ _ _ d
br _ _ _ m
sp _ _ _ n
n _ _ _ n
t _ _ _ th
m _ _ _ n



Main teaching focus

Graphophones: Vowel digraph 'oo'.

Other teaching focus

Phonemic awareness: Recognising beginning and ending sounds of words.

Teacher's note

Children write 'oo' in each word. They colour the pictures and then draw lines to match the words and pictures.

Name: _____

Date: _____

Solving a problem

You will need: pencil

- Think of other ways Scott could have solved his problem.
- Write them in the thought bubbles.



Main teaching focus

Writing: Writing about a familiar topic.

Other teaching focus

Comprehension: Inferring ideas relating to a text.

Teacher's note

Children recall Scott's problem in the story. They then think of and record in the thought bubbles other ways that he could have solved his problem.

Silly Old Pirates are Lost

Level: 13 Fiction Word count: 237 Text type: Narrative



High-frequency words introduced: has, left, morning, right, silly, there, try

High-frequency words consolidated: do, quick, smiled

Program links: *Maps Can Tell Us Things* (non-fiction)

Curriculum links: community

Story summary: The captain wants to go to Treasure Chest Island to find the treasure. The two silly old pirates cannot read the map. They think they know the way to Treasure Chest Island, so they wake up the captain. The captain gets in a little boat to go and get the treasure. Instead, he ends up at Crocodile Island.

Tuning in

- Talk about pirates. Discuss what pirates look like and what they do. As a group, brainstorm 'pirate' vocabulary, such as pirate ship, treasure, map, captain, treasure chest and hat. Encourage children to role-play being a pirate.

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? What familiar words can you see in the title?* Get children to predict words that might be in the text. Discuss the illustrations on the front cover and link to children's personal experiences. Encourage children to use the title and front cover illustrations to make predictions about 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, *What are the two silly pirates doing? What is the captain doing? Why do you think he is shouting at the two silly pirates? Why do you think the captain wants them to get up? What might they find if they go to Treasure Chest Island?*

pages 4–5: Ask, *What are the silly pirates doing? Why do they look confused? Do you think they know if they need to go left or right? What has the captain given to them? What will they do with the map? Why is the captain going to take a nap?*

pages 6–7: Ask, *What are the pirates looking at? Do you think they know how to read the map? What places can you see on the map?*

pages 8–9: Ask, *Where are the pirates going now? What do they think they can see? Which island do they think is Little Hills Island? Which island do they think is Big Hills Island? Do you think they have figured out where Treasure Chest Island is?*

pages 10–11: Ask, *What are the silly pirates doing now? Why have they woken up the captain? Why do you think Captain is mad? Are the pirates happy that they have found Treasure Chest Island?*

pages 12–13: Ask, *Why is the captain in the little boat? Why does he want to get to Treasure Chest Island quickly? Is he*

heading toward Treasure Chest Island?

pages 14–15: Ask, *What are the two silly old pirates looking at? What sign can they see on the island? Do you think the treasure will be on Crocodile Island?*

page 16: Ask, *Did the captain find the treasure? What happened when he was going to Crocodile Island? Did the two silly old pirates read the map correctly or did they get lost?*

Reading the text

- Get children to 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 relate the story to their own experiences. Ask, *Have you ever had to read a map? Have you ever been sailing on a ship?*
- Get children to retell the story in their own words. Encourage them to talk about what happened at the beginning, middle and end of the story.
- Talk about the characters and their role in the story.
- Get children to ask questions about the story as they read.
- Ask children to make predictions as they read. Ask, *What might happen next? What might happen at the end of the story?* Encourage children to change their predictions as they read, if necessary.
- Ask inferential questions such as: *Why do you think the captain was so quick to get into the little boat? Why does the captain look scared on the last page? Why was the captain mad when the two silly pirates woke him up? Do you think the captain will ask the two silly pirates to read the map next time they are looking for treasure? Why/why not?*

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

Choose from the following activities.

Comprehension

- *Sequencing*: Talk about the events of the story. Flip through the text and ask, *What happened in this part of the story?* Get children to draw pictures of events on pieces of paper. As a group, sequence the pictures so they are in the correct order. Encourage children to use the pictures to retell the story. Get children to complete **PW 43**.
- *Characters*: As a group, recall the characters in the text and what they did. Talk about how the characters would have been feeling at different parts of the story. Get children to draw pictures of the characters and then write words to describe each character's feelings. Encourage children to describe how the characters were similar and different.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ou' in 'shouted'. Discuss the sound these two letters make when they are together. Get children to find other 'ou' words in the text. Ask them to write each of the 'ou' words and circle the 'ou' digraph.
- Discuss how 's' on the end of a word changes how we read it and also changes its meaning. Talk about how 'pirate' means there is one pirate. Discuss how 'pirates' means there is more than one pirate. Draw pictures to illustrate. Get children to find 'steps' in the text and compare it to 'step'.
- Talk about the 'ed' suffix. Get children to find words in the text that end with 'ed' and practice reading them. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).
- Find 'left' in the text. Talk about the strategy of sounding the word by segmenting it (i.e. l-ef-t). Discuss how it is easier to read some words by blending some of the sounds. Get children to practise segmenting 'left'. Repeat with 'ship' and 'lost'.
- Discuss 'woke' and the long vowel rule for words that end with 'e'. Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous vowel, instead of a short vowel sound. As a group, brainstorm and record other words that use this long vowel rule (e.g. like, make, ride).
- Find 'map' and 'nap' in the text. Talk about how these words have the same 'ap' ending. Get children to cover the 'm' and 'n' at the beginning of the words to identify the 'ap' word ending. Discuss how these words rhyme because they have the same ending. Brainstorm and record other words that end with 'ap'.
- Identify 'try' and 'my' in the text. Talk about how the 'y' makes a long 'i' sound in these words. Get children to think of other words that end with 'y' making a long 'i' sound, e.g. 'fry', 'by', 'cry'. Record these words so children recognise the 'y' ending.
- Discuss antonyms and explain that they are words that have opposite meanings. Find the words 'big' and 'little' in the text and discuss how they are antonyms. Find the word 'up' and get children to look through the text to find the antonym 'down'. Then find the word 'left' and get children

to find the antonym 'right'. As a group, think of other antonyms.

Vocabulary

- *Visual recognition of high-frequency words*: 'has', 'left', 'morning', 'right', 'silly', 'there', 'try', 'do', 'quick', 'smiled'. Ask children to find the words in the text. Write the words on cards (two cards for each word) and play games such as Snap and Memory.
- Get children to take a high-frequency word card and write a sentence using that word. Children could draw a matching picture. Continue by having them select other cards.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading.

Text conventions

- *Sentence features*: Discuss how sentences begin with an uppercase and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts/ends?*
- *Speech marks*: Discuss speech marks. Explain that text between the speech marks is what a character is saying. Get children to identify speech marks in the text. Write the text from pages 8-9 on the board or large piece of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks.

Writing

- Discuss time order words (i.e. first, then, next, after, finally) and how they help us sequence ideas in our writing. Get children to look at the map on **PW 44**. Ask them to use time order words to explain how the pirates could get to Treasure Chest Island. Then have them write sentences explaining their directions.

► English Language Learners

- Get children to use **PW 45** to make puppets of the characters in the story. Ask children to colour in and cut out the pictures and sticky tape craft sticks to the back to make puppets. Children could also draw and cut out pictures of ships, islands and crocodiles. Encourage children to use the puppets to re-enact the events of the text. Promote children's language and vocabulary use during the activity.

► 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 (page 165)

Name: _____

Date: _____

Picture sequence

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

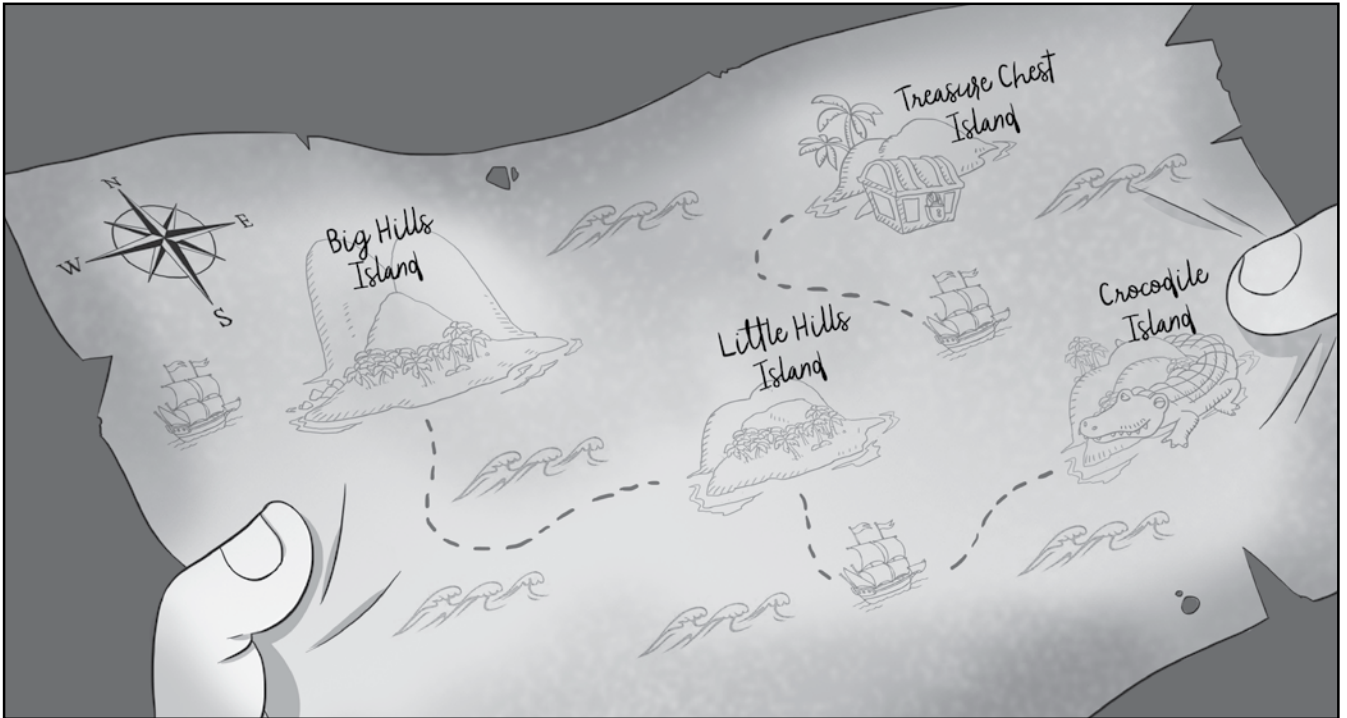
Teacher's note

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

Name: _____ Date: _____

Write the directions

- Look at the map.
- Write directions for the two silly old pirates to get to Treasure Chest Island.



Main teaching focus

Writing: Writing an instructional text

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children look at the map and the path to get to Treasure Chest Island. They write directions on how to get to Treasure Chest Island.

Name: _____ Date: _____

Puppet role-play

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

- Colour and cut out the puppets.
- Stick each puppet onto a craft stick.
- Retell the story with the puppets.

**Main teaching focus**

Oral language development: Retelling a story

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

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

My Rock Pool

Level 13

Non-fiction

Word count: 241

Text type: Procedural



HFW introduced:

also, ready, strips, there, tiny

HFW consolidated:

around, need, now, put, side, some; *stick* (academic)

Linking texts:

Our Special Rock Pool (fiction); *Digital Poster 'Sticky Starfish'*

Curriculum link:

creative play, animals, environment, science

Phonological awareness:

digraphs 'ee', 'ea', 'ar'; split digraphs 'a_e', 'i_e'; suffix 'ing'; final consonants 'nd', 'ng'

Text summary:

Learn how to make a rock pool using a box and some card, cellophane, string and tape. You can even make the sea animals move up and down!

Tuning in

- Look at pictures of rock pools. Talk about what rock pools are and where you might see them. Discuss the types of animals that like to live in rock pools. Get children to role-play the actions of different sea animals in the rock pools, e.g. say, *Swim like the fish in a rock pool.*

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?* Get children to predict words that might be in the text. Discuss the photograph on the front cover and link to children's personal experiences. Ask children to predict what they think will happen in the text. Ask children if they think this is a real or imaginative text. Ask, *How can you tell?*
- 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 rock pool? What colour card can you see? What do you think blue cellophane will be used for?*

pages 4–5: Ask, *What animals could you make to put in the rock pool? Would you find a sea horse or starfish in a rock pool? Where might you see a fish or a crab?*

pages 6–7: Ask, *What do you think you need to make first? How do you put the box? What do you need to cut next? Do you put the cellophane on the inside or the outside of the box? What does the blue cellophane look like?*

pages 8–9: Ask, *What do you cut the strips out of? Where do you stick the strips? Why does it look like the sea? What do you cut the rocks out of? Where do you put the rocks? What does it look like when the rocks are around the box?*

pages 10–11: Ask, *What do you make out of the coloured card? What animals can you cut out? Why do you think you need to put a tiny hole in all of the sea animals? Where do you put the string?*

pages 12–13: Ask, *Where do you make the tiny holes*

in the box? Where do you put the string? Does the rock pool look ready? What makes the sea animals go up and down? What will make the animals look like they are swimming in the rock pool?

pages 14–15: Ask, *What sea animals can you make for the rock pool? What sea animals can you see in this rock pool?*

page 16: Ask, *Where did you see these things in the text? Why do you think there is a sea horse in the glossary?*

Reading the text

- Get children to 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 relate the text to their own experiences. Ask, *Have you ever seen a rock pool? What sea animals have you seen in a rock pool? Have you ever made something out of a cardboard box?*
- Get children to retell how to make the rock pool in their own words.
- Talk about how this is a procedural text and it teaches us how to make something. Discuss how this text doesn't have characters or a setting or a plot.
- Ask inferential questions such as: *What do you think the tape was used for? Why do you need to use blue cellophane? How do the animals go up and down? What could you do if you wanted more animals in the rock pool?*

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

Choose from the following activities.

Comprehension

- **Sequencing – time order words:** As a group, talk about the steps involved in making the rock pool. Write the words 'first', 'then', 'next', 'after', 'later' and 'finally' on cards. Get children to use these cards to help them with retelling how the rock pool was made. Provide each child with a large piece of paper and have them copy the word 'first' and draw a picture of what was done first. Then have them copy the word 'next' and draw a picture of the second step. Continue until they have recalled the whole procedure.
- **Following instructions:** Give children the items needed to make the rock pool – card, coloured pencils, blue cellophane, a box, string, tape and scissors. Have children colour and cut out the sea creatures on **PW 19** (page 33), or the PW can be copied on coloured card. Get children to re-read the text and follow the instructions to make their own rock pool. If they are unsure of what to do, encourage them to refer back to the text.

Phonological awareness

- Discuss the vowel digraph 'ee' and model to children the sound that these letters make when they are together. Find 'see' and 'need' in the text and discuss the 'ee' digraph. Brainstorm and record other 'ee' words, e.g. 'tree', 'bee', 'feet', 'meet', 'sweep', 'three'. Get children to circle the 'ee' in these words and discuss strategies for reading them. Get children to complete **PW 20** (page 34), completing the 'ee' words and matching pictures to the words.
- Talk about the long vowel digraph 'ea'. Discuss the sound these letters make in 'sea'. Compare it with the vowel digraph 'ee' and talk about how they make the same sound.
- Talk about the sound made by the letters 'ar'. Emphasise how these letters are sounded together, rather than separately as 'a-r'. Find 'ar' words in the text.
- Discuss the split digraph 'a_e' in 'make'. Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous vowel, instead of a short vowel sound. Find other examples in the text ('like', 'side'). Get children to practise reading these words.
- As a group, find 'swimming' in the text. Talk about the sound the 'ing' makes at the end of the word. Brainstorm and record other words that end in 'ing'. Get children to circle the 'ing' suffix.
- Talk about 'around' and the final consonants 'nd'. Discuss how these letters are sounded together as 'nd' rather than separately as 'n-d'. Ask children to think of other words that end with 'nd', e.g. 'band', 'wand'. Repeat with the final consonants 'ng', e.g., 'wing', 'sing', 'rang'.

Vocabulary

- **Visual recognition of high-frequency words:** 'also', 'ready', 'strips', 'there', 'tiny'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Concentration and Snap.
- Provide children with whiteboards and markers. Have them write the high-frequency words in different colours on the boards. Ask, *Can you notice any spelling patterns in these words?*

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading.

Text conventions

- **Question marks:** 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. Get children to ask each other questions and record them on paper with a question mark at the end.
- **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 and that they are in the glossary. Show children how we can find the meaning of the words by looking at the glossary on page 16.

Writing

- Ask children to explain to a partner how to make a rock pool. Ensure they explain the materials needed and the steps involved. Encourage them to use time order words ('first', 'then', 'next', 'after', 'later', 'finally') when retelling the process. Then get children to write a recount of how the rock pool was made. Support them in using upper-case letters and full stops.

← ELL engagement

- Look at pictures of sea creatures. Discuss what they look like. Ask, *How are the sea creatures the same? How are they different?* Talk about what different sea creatures eat and how they move in the water. Encourage and support children's language development during discussions. Get children to complete **PW 21** (page 35), comparing and contrasting different sea creatures.

← 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 (page 166)

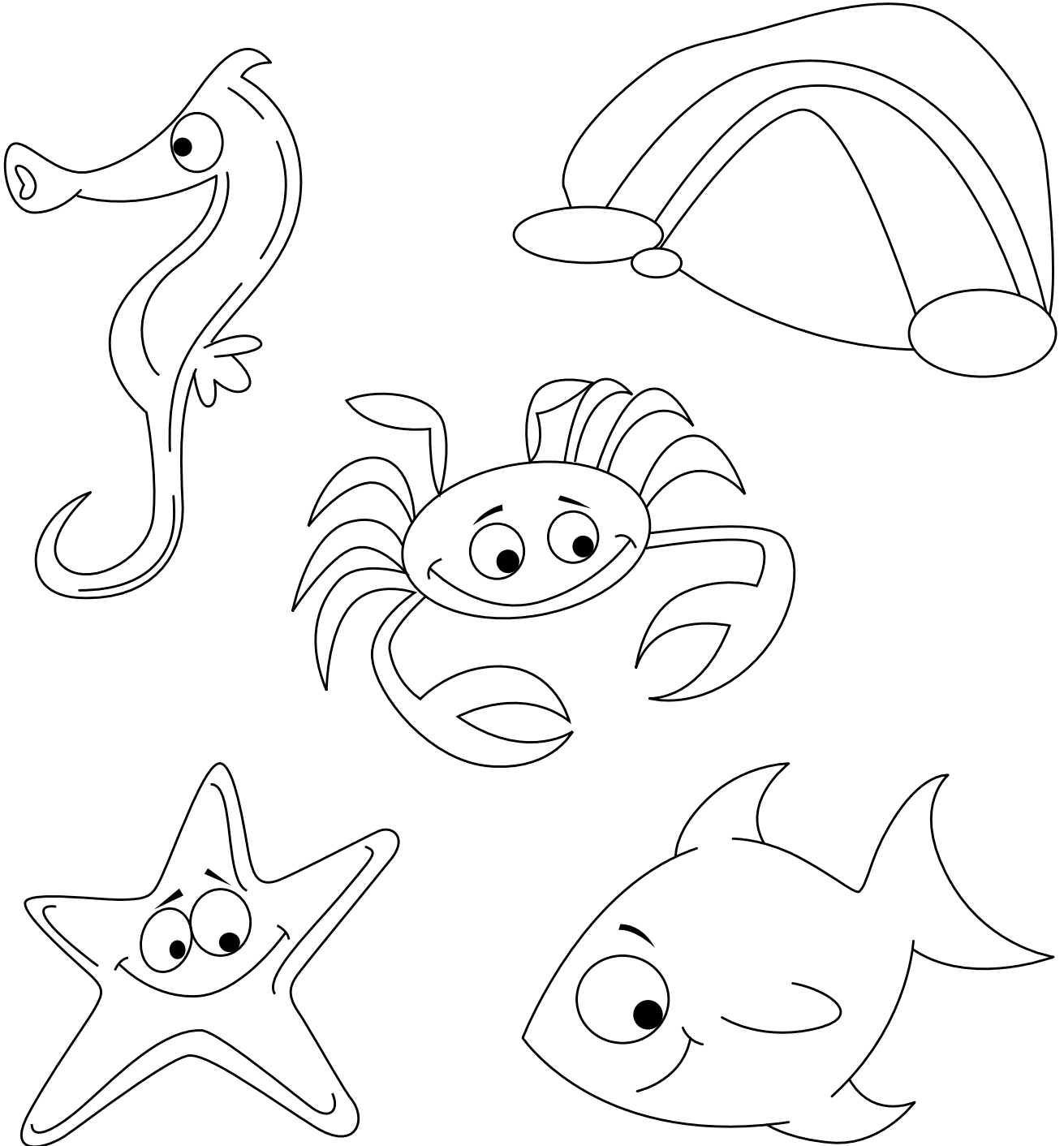
Name: _____

Date: _____

Make a rock pool

You will need: scissors, coloured pencils, a box, blue cellophane, tape, brown card, string

- Read the text.
- Colour and cut out the pictures and make your rock pool.



Main teaching focus

Comprehension: Following instructions – using the text to find out how to do something.

Other teaching focus

Oral language: Describing their rock pool using adjectives.

Teacher's note

Enlarge the pictures and ask children to colour and cut them out, or you could copy the pictures onto coloured card. They then make a rock pool by following the instructions in the book.

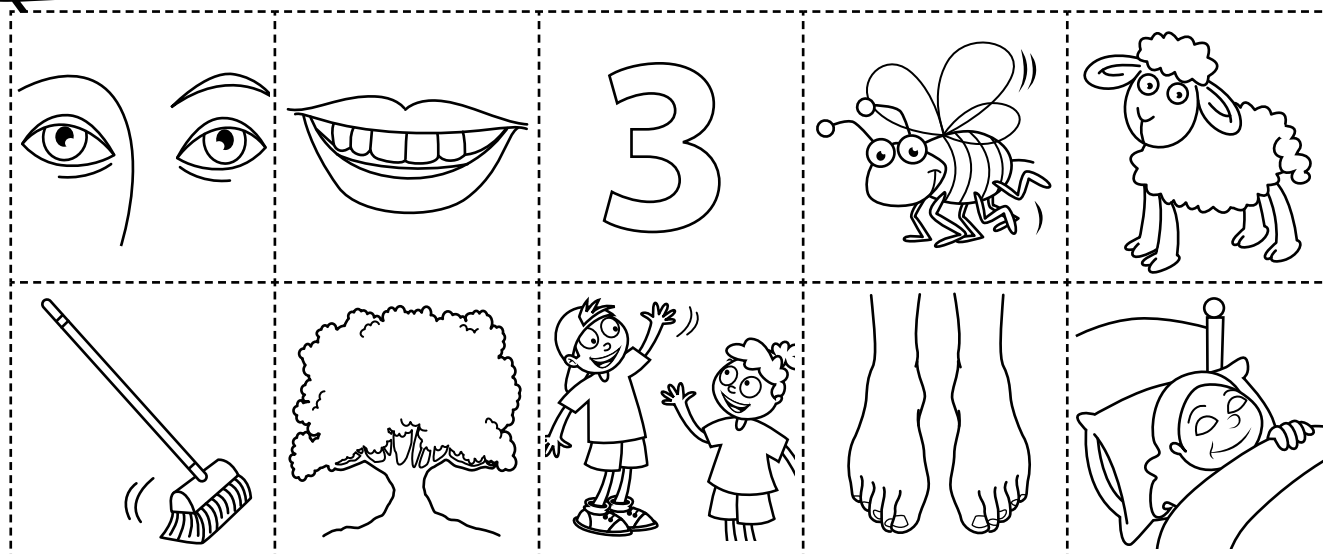
Name: _____ Date: _____

'ee' words

You will need: scissors, glue, coloured pencils

- Write 'ee' in each word.
- Colour and cut out the pictures.
- Paste them under the correct words.

s _ _	tr _ _	b _ _	thr _ _	f _ _ t
m _ _ t	sh _ _ p	sl _ _ p	sw _ _ p	t _ _ th



Main teaching focus

Phonological awareness:
Vowel digraph 'ee'.

Other teaching focus

Phonological awareness: Reading words
by segmenting phonemes.

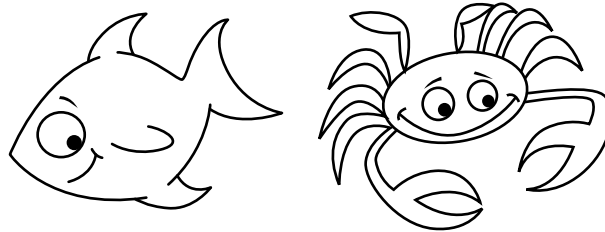
Teacher's note

Children write 'ee' in each word. Children colour and cut out the pictures, match and paste them with the correct word.

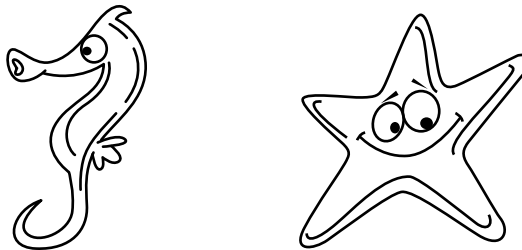
Name: _____ Date: _____

Compare and contrast

- Look at the pictures of the sea creatures.
- Write how they are the same and how they are different.



How are they the same?	How are they different?



How are they the same?	How are they different?

Main teaching focus

Oral language: Identifying sea creatures and discussing their features.

Other teaching focus

Oral language: Comparing and contrasting.

Teacher's note

Children look at the pictures and write how the sea creatures are the same or different in the table. Note: Children may need help reading words in the table as some are introduced in later levels.

Circus Tricks

Level 13

Non-fiction

Word count: 228

Text type: Exposition



HFW introduced:

also, does, fall, funny, he's, still, try

HFW consolidated:

along, do, need, now, put, slowly, some

Linking texts:

Dress-up Day (fiction); *Digital Poster 'A Clown's Blessing'*

Curriculum link:

community, creative play, physically active

Phonological awareness:

digraphs 'ow', 'ck'; blending CVCC words; rhyming words; final consonants 'll', 'ff'; 'y' as in 'try', 'y' as in 'very'; suffixes 'ing' and 's'

Text summary:

Find out about great circus tricks such as tightrope walking and jumping through hula hoops. Learn how you can do these tricks too!

Tuning in

- Talk about circus tricks and what you would see at a circus. Ask, *Have you ever been to a circus? What was at the circus?* Have pictures of a circus for children to look at and discuss. Get children to role-play different people at the circus, such as clowns, strong people and acrobats. Ask, *Why do people go to the circus?*

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?* Get children to predict words that might be in the text. Discuss the photograph on the front cover and link to children's personal experiences. Encourage children to name all the things they can see on the front cover. Ask children to predict what they think will happen 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, *Is this clown having fun? What is he playing with? What have these children dressed up as? Do you think they could do some clown tricks? Is it fun being a clown?*

pages 4–5: Ask, *What do clowns walk along at the circus? If we wanted to try to walk on a tightrope, where should we put it?*

pages 6–7: Ask, *What do you need to walk on a tightrope? What do you put down on the ground? Do you put the rope straight? Can you make the rope wiggly?*

pages 8–9: Ask, *Where do you put the beanbag? Where do you put your hands? Would you walk slowly or quickly along the rope? What would you need to do with your head so that the beanbag stays on top?*

pages 10–11: Ask, *Are they able to walk on the rope and not fall off? What could you carry when you are trying to do this trick? Would that make the trick easier or more tricky?*

pages 12–13: Ask, *What are they using for this trick? How do you put the hula hoop? What is the clown jumping in and out of? Where would the clown do this trick?*

pages 14–15: Ask, *What is the circus dog jumping in and out of? Could you try this trick? Is it fun to be a circus clown?*

page 16: Ask, *What were these things used for in the text? What did we learn about these things?*

Reading the text

- Get children to 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 relate the text to their own experiences. Ask, *Have you ever been to a circus? Have you ever tried to do any circus tricks?*
- Get children to retell the text in their own words. Ask them to explain how to do different circus tricks.
- Talk about what they have learnt from reading this text.
- Ask inferential questions such as: *Why does the rope need to be on the ground when we are walking the tightrope? Would it be easier or more difficult to have the rope straight or wiggly? Why would you need to walk slowly along the rope? What is another trick you could use the hula hoop for?*

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

Choose from the following activities.

Comprehension

- **Cloze:** Flip through the book and ask children to explain what was happening in different parts. Copy sentences from the text onto paper but leave a word out in each sentence, e.g. 'At the circus, clowns can go along a ____.' 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. Get children to re-read the

sentence to check the meaning. Repeat with: 'Put the _____ down on the ground.' Get children to complete **PW 22** (page 38), pasting the missing words into the sentences.

- *Following directions:* Provide children with the circus items used in the book – rope, beanbag, ball and hula hoop. Have them re-read the text and follow the instructions to perform the circus tricks. If children are unsure, have them refer back to the text.

Phonological awareness

- Talk about the vowel digraph 'ow'. Discuss how these letters are sounded together as 'ow', rather than separately as 'o-w'. Identify 'clown' and get children to sound the 'ow' in the middle of the word. Brainstorm and record other 'ow' words.
- Find the word 'jump' in the text and talk about the strategy of sounding the word by blending the sounds together (i.e. 'j-u-m-p').
- Find 'ball' and 'fall' in the text. Talk about how these words rhyme because they have the same 'all' ending. Get children to cover the 'b' and 'f' at the beginning of the word to identify the word 'all'. Brainstorm other words that rhyme with 'ball' and 'fall'. Get children to complete **PW 23** (page 39), making 'all' words then pasting matching pictures next to the words.
- Get children to identify the final consonants 'll' at the end of 'ball' and 'fall'. Talk about how when we read these words we only sound the 'l' once. Brainstorm other 'all' words. Repeat with 'ff' in 'off'.
- Get children to identify the consonant digraph 'ck' in the middle of the word 'tricks'. Discuss how we sound the 'ck' together, rather than separately as 'c-k'. Brainstorm and record other 'ck' words.
- Identify 'try' in the text. Talk about how the 'y' makes a long 'i' sound. Get children to think of other words that end with a 'y' making a long 'i' sound, e.g. 'my', 'by', 'cry'. Record these words so children recognise the 'y' ending.
- Find 'very' in the text. Talk about how the 'y' makes a long vowel 'ee' sound. Find and record other words in the text that end with a 'y' making a long 'ee' sound, e.g. 'tricky'. Get children to circle the 'y' ending and practise sounding these words. Compare with words that end with 'y' but make a long 'i' sound, e.g. 'try'.
- As a group, find 'playing' in the text. Talk about the sound 'ing' makes at the end of the word. Brainstorm and record other 'ing' words.
- As a group, talk about how the 's' suffix changes the way we read a word and also changes its meaning. Talk about how 'tricks' means there is more than one trick. Compare it to 'trick'. Draw pictures to illustrate.

Vocabulary

- *Visual recognition of high-frequency words:* 'also', 'does', 'fall', 'funny', 'he's', 'still', 'try'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Concentration and Snap.

- Get children to take a high-frequency word card and write a sentence using that word. Children could draw a matching picture.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features:* Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts? How do you know where the sentence ends?*
- *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 and that they are in the glossary. Show children how we can find the meaning of the words by looking at the glossary on page 16.
- *Commas:* As a group, discuss commas and get children to identify the commas in the text. Talk about how we pause at a comma when we are reading. Model this to children and then have them practise, using pages from the text.

Writing

- Get children to talk about what they would do if they were in the circus. Ask, *What would you be in the circus? What tricks would you do? What would you wear?* Get children to finish the sentence starter: 'If I was in the circus ...'

← ELL engagement

- Look at pictures of a circus and brainstorm and record circus words. Talk about the different roles of people at a circus. Encourage children to role-play different people, e.g. acrobats, clowns, ringmasters. Get children to complete **PW 24** (page 40), drawing pictures of things they might see at a circus and adding labels.

← 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 (page 167)

Name: _____ Date: _____

Cloze

You will need: scissors, glue

- Cut out the words in the boxes.
- Paste them into the correct place in the sentences.



At the circus, clowns can go along a tightrope.

You can try this, too.

But your tightrope will be on the _____.

You need to get a rope and a beanbag.

Put the _____ down on the ground.

You can make the rope straight,
or you can make it _____.

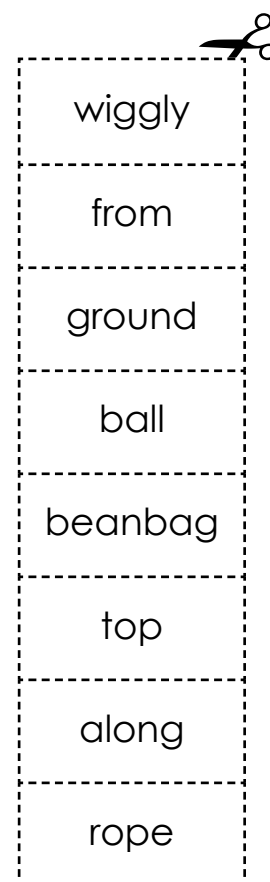
Put the _____ on your head.

Now put your hands out _____ your body.

Try to walk very slowly _____ the rope.

Your head will need to be very still,
so that the beanbag stays on _____.

You can also try this with a _____.

**Main teaching focus**

Comprehension: Completing cloze activities; reading to check for meaning.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children cut out the words at the side of the page and paste them to complete the sentences.

Name: _____ Date: _____

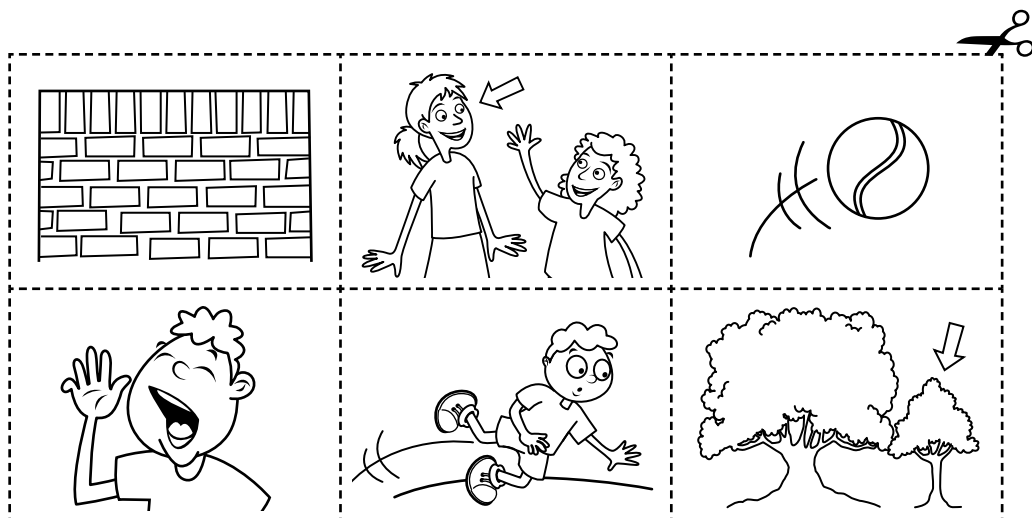
'all' words

You will need: scissors, glue, coloured pencils

- Cut out the letters and paste them in front of the 'all' endings.
- Colour and cut out the pictures. Match and paste them with the correct words.

___ all	___ all
___ all	___ all
___ all	___ all

f t sm c b w



Main teaching focus

Phonological awareness: 'all' words; identifying rhyming words.

Other teaching focus

Phonological awareness: Recognising beginning and ending sounds in words.

Teacher's note

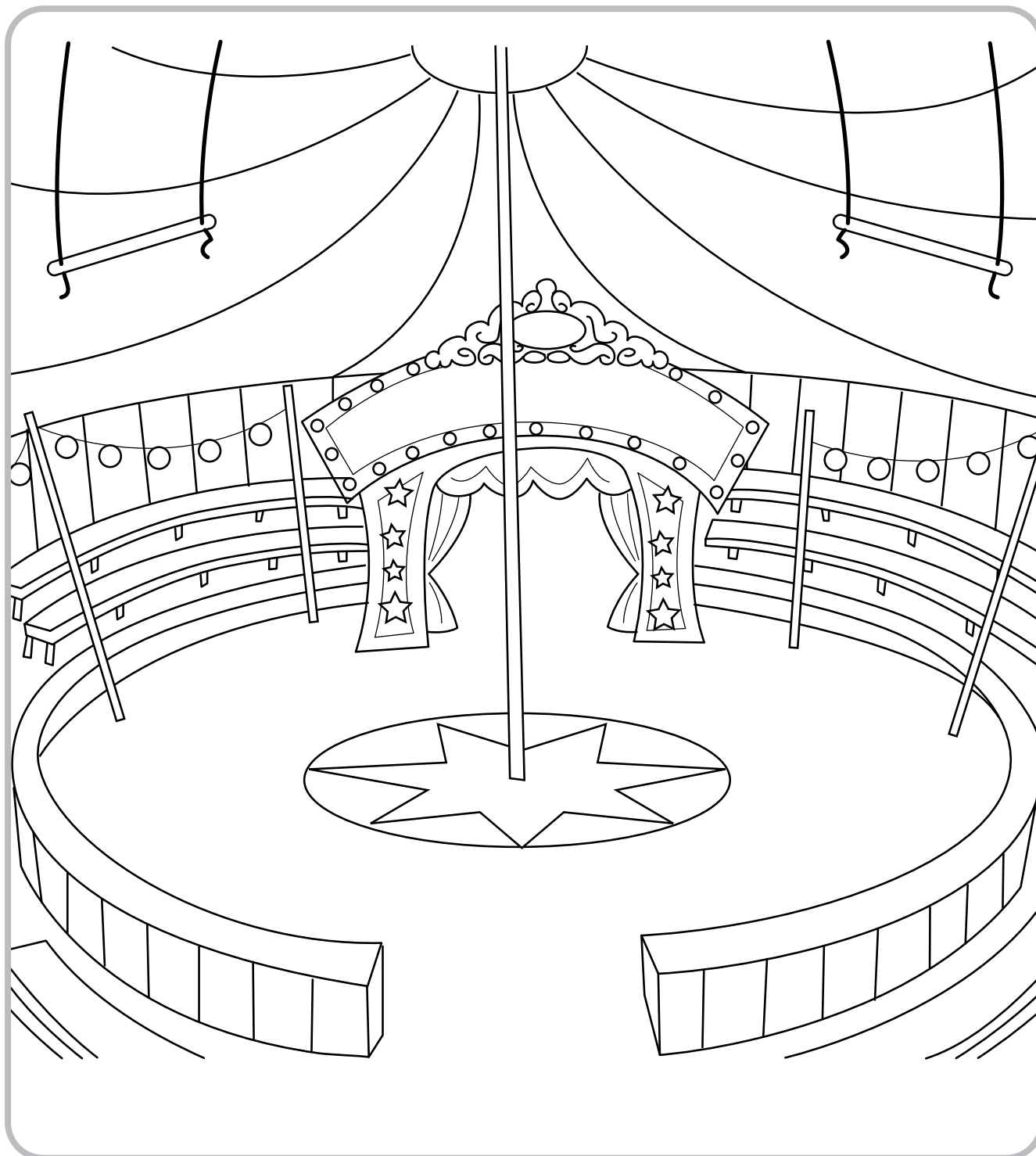
Children cut out the letters in the boxes and paste at the beginning of the 'all' words. They then colour and cut out the pictures and paste them next to the matching word.

Name: _____ Date: _____

At the circus

You will need: coloured pencils

- Draw and label all the things you might see at the circus.

**Main teaching focus**

Oral language: Awareness of people and roles in the circus.

Other teaching focus

Oral language: Theme words – circus language.

Teacher's note

Children draw pictures of the things they might see at the circus. Get children to talk about what they have drawn at their circus. Add labels.

Owls



Level: 13 Non-fiction Word count: 238 Text type: Report

High-frequency words introduced: also, daytime, night, night-time, tiny

High-frequency words consolidated: do, round, sleep, some, them

Program links: Owls E-Book, *Night-time Noises* (fiction)

Curriculum link: animals, science, environment

Story summary: Find out interesting facts about owls, such as their size, how they are nocturnal, and how they camouflage themselves and hunt for food.

Tuning in

- Talk about owls. Ask, *What type of animal is an owl? What do they look like? Where might you see an owl?* Provide children with pictures of owls and discuss their features. Discuss with the children how an owl would fly and hunt in the wild.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What do you think we will learn by reading this text?* Discuss how the title and pictures help us make predictions about a 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 type of animal is an owl? Is an owl a type of bird? Why do you think owls live alone? What different body parts does an owl have? Can you see the owl's wings/ears/head/eyes/beak/body/legs/talons? Where are the owl's long toes that are called talons? How might talons help owls get food? Do owls have teeth?*

pages 4–5: Ask, *What size are owls? Are some owls big and some owls little? Where is the tiny owl? What do you notice when you look at the owl and look at the pencil? Where is the very big owl? What do you notice when you look at the skateboard and the owl? Is the owl long like the skateboard?*

pages 6–7: Ask, *What do owls do when the sun comes up? Why do you think owls sleep when the sun comes up? When do owls look for food? Why do you think owls look for food when the sun goes down? What food can owls eat? What else can they eat? How would their big round eyes help them look for food in the dark?*

pages 8–9: Ask, *Are owls nocturnal animals? When do nocturnal animals eat and hunt? When do nocturnal animals sleep? What other animals are nocturnal?*

pages 10–11: Ask, *Are people like owls? Are we nocturnal? When do we like to sleep? When do we like to eat and play?*

pages 12–13: Ask, *Are owls good at hiding? How are owls good at hiding? Can you see the owl in the snow? Why is it good at hiding in the snow?*

pages 14–15: Ask, *Where is this owl hiding? What colours is it? How do its colours help it to hide? How is this owl camouflaged? Can you see the owl's food hiding too? What sound does an owl make? What might you see if you look outside at night-time? Can you see some big round eyes? Will you be able to see an owl?*

page 16: Ask, *Why are these words and pictures here? How might the glossary help us as we read this text? What do these words mean?*

Reading the text

- Get children to 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?* Discuss how looking at the pictures can help with reading.
- Ask children to relate the text to their own experiences. Ask, *Have you ever seen an owl? What other nocturnal animals have you seen?*
- Discuss how this is a non-fiction text. Ask, *What can we learn from reading this text? What would be the author's purpose for writing this text?*
- Get children to summarise the text in their own words.
- Ask inferential questions such as: *How would being camouflaged help an owl? If you were looking for an owl during the day, where might you look?*

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

Choose from the following activities.

Comprehension

- *Answering true/false questions:* Flip through the text and encourage children to recall information. Ask, *What did you learn about owls? What facts were in the text?* Write some sentences about owls based on facts that were in the text and some sentences about owls that are not true. Get children to decide whether each statement is true or false and write 'True' or 'False' after the sentences, e.g. 'Owls have teeth. False'. Get children to complete **PW 52** (page 88) independently, identifying which sentences are true and which are false, drawing an owl and writing a sentence describing an owl.
- *Recall:* Get children to recall the features of an owl. Ask, *What can you see when you look at an owl? What body parts does an owl have?* Give children a piece of paper and have them draw a picture of an owl and label its body parts, such as its wings, eyes, talons and beak. Get children to complete **PW 53** (page 89), labeling a picture of an owl.

Phonological awareness/Graphophonics

- Talk about the word 'owl'. Discuss the vowel digraph 'ow' and the sound these letters make in this word when sounded together. Get children to find other 'ow' words in the text that make the same sound. Encourage them to record these words and circle the vowel digraph. Repeat with the vowel digraph 'oo'.
- Find 'garden' and discuss the vowel before 'r' – 'a'. Talk about the sound that these letters make when they are together. Get children to find other 'ar' words in the text and practice sounding them.
- Discuss 'like' and the long vowel rule for words that end with 'e'. Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous vowel, instead of a short vowel sound. Get children to practise sounding 'like'. As a group, brainstorm and record other silent 'e' words.
- Find 'tiny' and 'very' in the text. Talk about the 'y' at the end and how it makes a long vowel 'ee' sound. As a group, brainstorm and record other words that end with a 'y' that has this sound. Get children to circle the 'y' ending and practise sounding these words.
- As a group, clap the syllables in 'nocturnal'. Ask, *How many syllables are in this word?* Discuss the beginning and ending sounds in the word. Count the syllables in other words from the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'also', 'daytime', 'night', 'night-time', 'tiny'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and get children to practise reading them. Use the cards to play a game such as Concentration.

- Get children to write the high-frequency words once in lowercase letters, once in uppercase letters and once in 'fancy' writing such as bubble letters. Encourage children to become familiar with the letter patterns of these words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features:* Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts/ends?*
- *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 children might not recognise and that they are in the glossary. Show children how they can find the meaning of the words by looking at the glossary on page 16.
- *Commas:* As a group, discuss commas and get children to identify the commas in the text. Talk about how we pause at a comma when we are reading. Model this to children and then have them practice by reading pages from the text.

Writing

- Get children to discuss what they learned about owls. Turn through the book and look at the pictures. Ask children to talk about the features of owls. On a piece of paper, write the headings 'Body', 'Camouflage' and 'Food'. Get children to record things they learned about owls under each of the headings. Get children to complete **PW 54** (page 90), writing and illustrating a report about owls.

► English Language Learners

- As a group, talk about birds. Ask, *What type of animals are birds? What do birds look like? How do birds move?* Discuss the features of birds, such as wings, beak and feathers. Talk about how birds lay eggs and how most birds are able to fly. Encourage children to brainstorm and record words relating to birds. Provide children with pictures of birds and encourage them to compare and contrast different types of birds. Ask, *How are the birds similar? How are they different?*

► 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 (page 168)

Name: _____ Date: _____

True or false

You will need: pencil, coloured pencils or crayons

- Read the sentences about owls.
- If it is a true sentence about owls, circle True.
- If it is a false sentence about owls, circle False.
- Draw a picture of an owl in a tree.

Some owls are big and some owls are little.	True	False
Owls do not have a beak.	True	False
Owls have lots of teeth.	True	False
Owls have long wings called talons.	True	False
An owl is a nocturnal animal.	True	False
Owls have big round eyes that help them look for food in the dark.	True	False
Owls can eat rats, mice, frogs, lizards and snakes.	True	False
Owls are not very good at hiding.	True	False
Owls eat and hunt in the daytime.	True	False

Main teaching focus

Comprehension: Answering true or false questions

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children read each sentence, decide if it is a true statement or not and circle true or false. They then draw a picture of an owl at the bottom of the page.

Name: _____ Date: _____

Label the owl

You will need: pencil

- Choose the words below to correctly label the owl.

wings

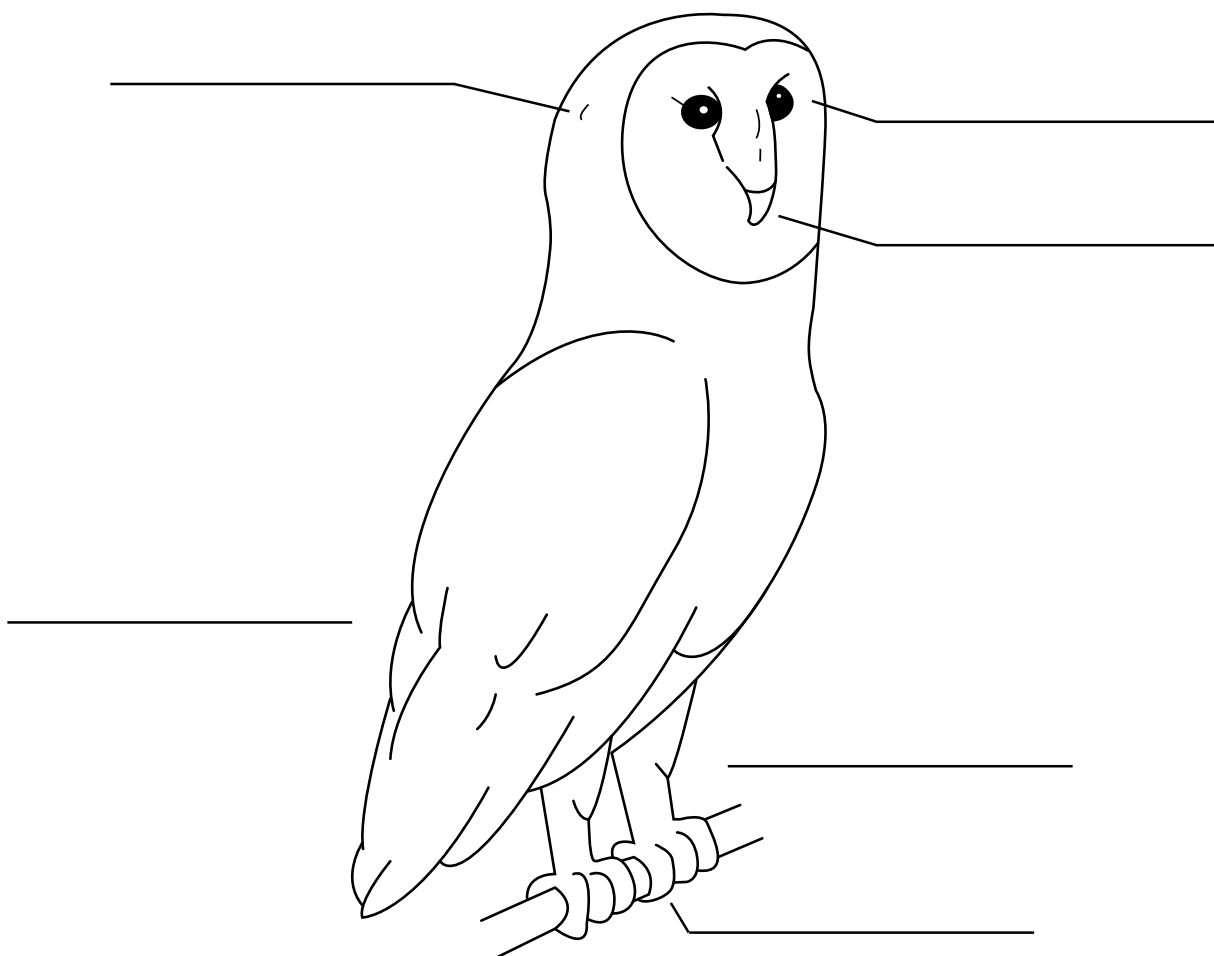
legs

eyes

ears

talons

beak



- Write a sentence describing an owl.

Main teaching focus

Comprehension: Recalling information from the text.

Other teaching focus

Writing: Writing a grammatically correct sentence.

Teacher's note

Children choose the correct words to label the owl. They then write a sentence describing an owl.

Name: _____ Date: _____

Write a report

You will need: pencil, coloured pencils or crayons

- Write a report about owls by writing what they look like, what they eat, where they live and what they do.
- Draw a picture of an owl.

What owls look like:

What owls eat:

Where owls live:

What owls do:

Picture:

Main teaching focus

Writing: Writing a report on a familiar topic.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children write a report about owls by writing sentences in each of the sections: what they look like, what they eat, where they live and what they do. They then draw a picture of an owl.

Scooter Fun

Level: 13 Non-fiction Word count: 237 Text type: Description



High-frequency words introduced: also, hands, has, our, ready, start

High-frequency words consolidated: do, moving, need, now, put, around, slowly, some, them

Program links: *Scooter Fun!* E-Book, *No Scooter for Scott* (fiction)

Curriculum link: science, physical activity

Story summary: Learn about the different parts of a scooter and what to wear to be safe when you ride a scooter. Find out how to steer and make a scooter move slowly and quickly.

Tuning in

- Talk about scooters. Ask, *What are scooters? Have you ever ridden a scooter? How do you make the scooter move?* Encourage children to describe and role-play how they ride a scooter.
- Show children pictures of a helmet, knee pads and elbow pads. Ask, *What are these called? Why do you wear these?* Get children to explain why it is important to wear a helmet, knee pads and elbow pads to be safe when riding a scooter.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What do you think we will learn by reading this text?* Discuss how the title and pictures help us make predictions about a 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, Where is the scooter? Is it fun to ride a scooter? Where are the scooter's handlebars? Where are the footboard and wheels? How many wheels does a scooter have? Do all scooters have the same number of wheels? Why might some scooters have two wheels and other scooters have three or four wheels?

pages 4–5: Ask, What do you need to put on to ride a scooter? Why do you think you need to put on a helmet, knee pads and elbow pads? How will they help you to be safe?

pages 6–7: Ask, How do ships, trucks, cars and planes move? Do ships, trucks, cars and planes have engines? How do bikes and scooters move? Do bikes and scooters have engines? How do we make scooters and bikes move with our legs?

pages 8–9: Ask, How do we make the pedals of a bike go round and round? What makes a bike move? How do we make a scooter move with our feet?

pages 10–11: Ask, How do you stand when you ride a scooter? Where do you put your hands? Where do you put your feet? Why do you put one foot on the footboard and one foot on the ground?

pages 12–13: Ask, Is this girl ready to move? How do you push your foot off from the ground? What will make the scooter start to move? Will the scooter move forwards or backwards? If you push your foot off the ground slowly, will you move slowly or quickly? How might you make your scooter go very fast?

pages 14–15: Ask, Why do you think you need to look where you are going if you ride a scooter? How do you steer your scooter? What happens when you move the handlebars? How do you make the scooter go where you want it to go? Why are scooters lots of fun?

page 16: Ask, Why are these words and pictures here? How might the glossary help us as we read this text? What do these words mean?

Reading the text

- Get children to 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?* Discuss how looking at the pictures can help with reading.
- Ask children to relate the text to their own experiences. Ask, *Have you ever ridden a scooter? What do you do to make your scooter move?*
- Discuss how this is a non-fiction text. Ask, *What would be the author's purpose for writing this text? What facts did we learn about scooters?*
- Get children to summarise the text in their own words. Ask, *What was the main idea of this text?*
- Ask inferential questions such as: *Why is it important to wear a helmet, knee pads and elbow pads when you ride a scooter? What might you do if you are riding a scooter and someone is walking on the footpath ahead of you? How is a scooter similar to/different from a bike?*

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

Choose from the following activities.

Comprehension

- **Sequencing:** Get children to recall information from the text. Ask, *What did you learn about scooters?* Get children to explain how they would teach friends to ride a scooter. Ask, *What would they need to do first? Where would they need to put their hands? Then what would they need to do? Where would they need to put their feet? How would they make the scooter move?* As a group, write a list of instructions on how to ride a scooter. Get children to complete **PW 55** (page 93), sequencing instructions and drawing pictures to match.
- **Inferring:** As a group, read the sentence, 'A scooter is fun to ride.' Ask, *Why is a scooter fun to ride? Why do people enjoy riding scooters?* Record the reasons students infer.
- **Recall:** Discuss what children learned about scooters by reading the text. Ask them to draw a scooter and label the wheels, handlebars and footboard. Then get children to draw someone riding their scooter. As children share their drawings, ask them to explain how the rider makes the scooter move.

Phonological awareness/Graphophonics

- Talk about the word 'scooter'. Discuss the vowel digraph 'oo' and the sound these letters make in this word. Get children to find 'foot'. Discuss how 'oo' makes a short sound in this word. Get children to brainstorm and record other words containing 'oo' and discuss whether they make a long or short sound. Repeat with the vowel digraphs 'ee' and 'ou'.
- Discuss 'ride' and the long vowel rule for words that end with 'e'. Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous vowel, instead of a short vowel sound. Get children to practise sounding 'ride'. As a group, find and record other silent 'e' words in the text ('safe', 'make', 'bike').
- Discuss the consonant digraph 'wh'. Talk about how these letters are sounded together as 'wh', rather than separately as 'w-h'. Get children to identify 'wh' words in the text. Brainstorm and record other words that contain the 'wh' digraph. Repeat for 'th'.
- Find 'handlebars' and explain that it is a compound word because it is made by two words being joined together. Get children to identify the two words ('handle', 'bars'). Get children to find and discuss the compound word 'footboard'. As a group, brainstorm and record other compound words.
- Talk about the strategy of segmenting word. Discuss how 'stand' can be sounded as 'st-and'. Highlight the vowel sound and explain that the word ending is 'and' (which includes the vowel).

Find 'ground' and talk about the strategy of sounding the word by segmenting it (i.e. 'gr-ound').

Vocabulary

- **Visual recognition of high-frequency words:** 'also', 'hands', 'has', 'our', 'ready', 'start'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and get children to practise reading them. Use the cards to play a game such as Concentration.
- **Theme words – scooter words:** As a group, brainstorm and record words in the text that relate to the topic of scooters, e.g. 'wheels', 'handlebars', 'footboard', 'helmet', 'knee pad', 'elbow pads', 'push', 'steer', 'move'. Write each word on a card and place the cards face down in the middle of the group. Get children to take a card and use the word in a sentence. Get children to complete the word search of scooter words on **PW 56** (page 94) and use two of them in sentences.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- **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 children might not recognise and that they are in the glossary. Show children how they can find the meaning of the words by looking at the glossary on page 16.

Writing

- Get children to talk about a time they rode their scooter. Ask, *Where did you go? How did you ride your scooter? Who were you with? Did you ride it slowly or quickly?* Encourage children to talk about how riding their scooter made them feel. Write the title 'The Day I Rode My Scooter' on the board and get children to write a recount about their experience.

► English Language Learners

- As a group, get children to look at and describe pictures of scooters, bikes and cars and explain what they look like, where you might see them and when people might use them. Discuss how each of them moves and what makes them move. Encourage children to compare and contrast scooters, bikes and cars. Ask, *How are they similar? How are they different?* Get children to complete **PW 57** (page 95), comparing and contrasting different vehicles.

► 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 (page 169)

Name: _____ Date: _____

How to ride a scooter

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

- Cut out the boxes and put them in the correct order.
- Paste the boxes in order on the piece of paper.
- Draw pictures to match under each box.



Put one foot on the footboard and one foot on the ground.

Stand next to your scooter.

Push your foot off from the ground. This will make your scooter move.

Put on a helmet, knee pads and elbow pads.

Steer your scooter by moving the handlebars.

Put your hands on the handlebars.

Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children cut out the boxes and put them in the correct order. They then paste them on a piece of paper and draw matching pictures.

Name: _____ Date: _____

Word search

You will need: pencil

- Find all the scooter words in the word search.

handlebars wheels footboard helmet knee pads
elbow pads push steer move

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

- Write each of these words in a sentence.

helmet: _____

steer: _____

Main teaching focus

Vocabulary: Theme words – scooter words.

Other teaching focus

Writing: Writing grammatically correct sentences.

Teacher's note

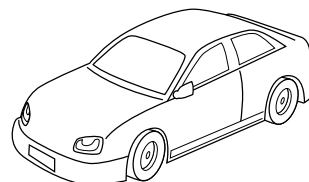
Children find the scooter words in the word search. They then write the words at the bottom of the page in sentences to show their meaning.

Name: _____ Date: _____

Comparing and contrasting

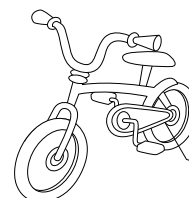
You will need: pencil

- Look at the scooter and the car. Write how they are the same and different.



How are they the same?	How are they different?

- Look at the scooter and the bike. Write how they are the same and different.



How are they the same?	How are they different?

Main teaching focus

Oral language: Comparing and contrasting.

Other teaching focus

Oral language: Discussing features of scooters, cars and bikes.

Teacher's note

Children look at the pictures of the scooter and car. They compare and contrast them and write how they are similar and different in the table. Children then repeat this for the scooter and bike.

Maps Can Tell Us Things



Level: 13 Non-fiction Word count: 238 Text type: Explanation

High-frequency words introduced: also, any, cross, has, show/shows/showing

High-frequency words consolidated: around, cold, house, some

Program links: *Silly Old Pirates Are Lost* (fiction)

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

Text summary: Find out about maps and how they show the things that are around us. Learn how maps help us to find our way around, help us in a car and show us where we are. Find out how maps can show us the world and can tell us whether it is going to be hot or cold. Learn about how maps help us.

Tuning in

- Talk about maps. Ask, *What is a map? Why do people use maps? Where have you used a map?* Get children to think of the different types of maps. Provide children with paper and pencils and have them draw a map of their bedroom.

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? What familiar words can you see in the title?* Get children to predict words that might be in the text. Discuss the picture on the front cover and link to children's personal experiences. Encourage children to use the title and front cover picture to make predictions about the text.
- Flip through the book, discussing the text 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, Do maps help us? How do maps show us the things that are around us? Where is the house on this map? Does it show you where the garden and playhouse are? Can you see the dog kennel on the map, too?

pages 4–5: Ask, What does this map show you? What things can you see around the town on this map? Where is the red cross? What do you think the red cross is showing us? Does the town have a pool? How is the pool shown on the map? Can you see any roads on the map? Does the map show you a train track?

pages 6–7: Ask, Do maps help us to find our way around? Where might you see a map like this one? How would this map show the way from the pond to the playground? What are the people using this map for? How would it show the way to the top of the hill? What type of map are these people using? How does this map show the way to the store?

pages 8–9: Ask, Can maps help us in a car? How would a map help us to get to places in a car? How can maps show us where we are? Can they tell us the roads to go on?

pages 10–11: Ask, What does this map show us? Where are the mountains and trees? Does it show a river and a lake? Why do you think the water is blue and the land is green? Can you see the snow on the map?

pages 12–13: Ask, Can maps help to show us if it is going to be hot or cold? How do you know if it is hot or cold when you look at this map? Where are the suns on the map? What do you think the sun pictures mean? Can you see the clouds? Can you see the rain? What does it mean if you see clouds or rain on a weather map?

pages 14–15: Ask, What type of map can you see here? Why do you think this map of the world is round? Can you see a picture of a map of the world? Can you see countries on these maps? Do maps help us? How do they tell us about things around us?

page 16: Ask, Where did you see these words in the text? What did we learn about these things? Discuss that the glossary shows us words that are in the text. Read through the glossary with the children and talk about what the words mean.

Reading the text

- Get children to 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 relate the story to their own experiences. Ask, *Where have you seen maps? What maps have you used? How has a map helped you?*
- Get children to retell the information in the text in their own words.
- Encourage children to ask questions about the text while reading.
- Talk about the purpose of the text and the author's reason for writing the book.
- Encourage children to reflect on what this text has taught them. Ask, *What have you learned about maps and how they help us?*
- Ask inferential questions such as: *How do you know that the town has a pool? How can maps help us to know what we should wear? What type of map might you use if you wanted to see where different countries are? What might you expect to see on a map of a zoo? How might a map help you if you were lost?*

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 'hospital', discuss strategies such as sounding out, rereading or looking at the pictures.

Choose from the following activities.

Comprehension

- **Matching:** As a group, recall the different maps that were shown in the text. Write the following sentences onto strips of paper: 'This map shows you where my house, garden and playhouse are', 'This map shows you around my town', 'This map shows the way from the pond to the playground' and 'This map shows the way to the store'. Get children to take a strip of paper, read the sentence and then find the picture of the matching map in the text. Get children to complete **PW 58**.
- **Summarising:** Get children to recall what they learned about maps. Flip through pages of the text and ask children to explain how each map can help us. Get children to summarise the text by recording four important facts they learned about how maps can help us.

Phonological awareness/Graphophonics

- Discuss the final consonant blend 'ld'. Talk about how these letters are blended together as 'ld', rather than sounded separately as 'l-d'. Get children to identify words in the text that contain 'ld'. Repeat with the consonant blends 'lp' and 'nd'.
- Talk about the vowel digraph 'ou'. Discuss how these letters are sounded together as 'ou'. Identify the words 'house', 'playground', 'mountain', 'cloud', 'about' and 'around'. Get children to sound the 'ou' in these words. As a group, brainstorm and record other 'ou' words. Repeat with other vowel digraphs in the text, including 'ee' and 'ay'. Get children to complete **PW 59**.
- Discuss how 's' on the end of a word changes how we read it and also changes the meaning. Talk about how 'maps' means there is more than one map. Get children to cover the 's' ending to identify the word 'map' and talk about how it means one map. Draw pictures to illustrate.
- As a group, find 'showing' in the text. Talk about the sound 'ing' makes at the end of the word. Brainstorm and record other words that end in 'ing'. Get children to circle the 'ing' suffix.
- Talk about the sound that the letters 'ar' make when they are sounded together. Find 'car' in the text and model how to read this word by sounding the 'ar' in the word. Get children to think of and record other 'ar' words.
- As a group, clap the syllables in 'playhouse'. Ask, *How many syllables are in this word?* Discuss the beginning and ending sounds in the word. Talk about how words can have different numbers of syllables. Count the number of syllables in other words from the text. Ask, *How many words with one syllable can you find? How many words with two syllables can you find?*

Vocabulary

- **Visual recognition of high-frequency words:** 'also', 'any', 'cross', 'has', 'show', 'shows', 'showing', 'around', 'cold', 'house', 'some'. Ask children to find the words in the text. Write the words on cards (two cards for each word) and play games such as Snap and Memory.
- Provide children with whiteboards and markers or chalkboards and chalk. Have them write the high-frequency words in different colours on the boards. Ask, *Can you notice any spelling patterns in these words?*

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading.

Text conventions

- **Sentence features:** Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts/ends?* Get children to count the number of sentences in the text.
- **Question marks:** Talk about how question marks are at the end of a question rather than a full stop. Encourage children to count the question marks in the text. Get children to ask each other questions and record them with a question mark at the end.
- **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 and that they are in the glossary. Show children how we can find the meaning of the words by looking at the glossary on page 16.

Writing

- Get children to share what they learned about maps. Ask, *How do maps help us?* Get children to compose a text explaining the ways different maps help us. Encourage children to include drawings to support their writing.

► English Language Learners

- Get children to look at the maps in the text. Talk about what they can see on the maps and how they are drawn. Discuss how maps can have a key to explain the different things on the map. Talk about how maps are drawn from a 'birds eye view'. Get children to complete **PW 60**. Support them in drawing a map of the classroom.

► 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 (page 170)

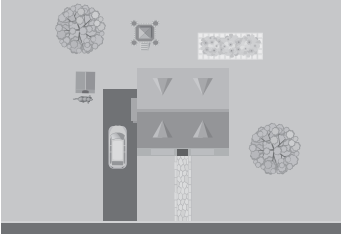
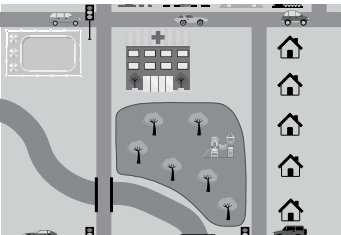


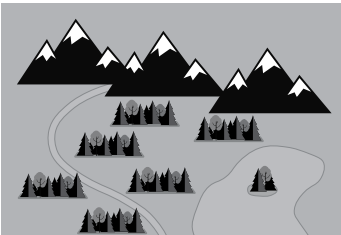
Name: _____

Date: _____

Map matching

You will need: scissors, glue

- Cut out the sentences.
- Paste them next to the matching map.



This map shows you around my town. It shows where the hospital and pool are.

This map shows us where we are. It tells us the roads we need to go on.

This map shows us if it is going to be hot or cold.

This map is showing you where my house, garden and playhouse are.

This map shows some mountains and trees. It also shows a river and a lake.

Main teaching focus
Comprehension: Matching sentences with pictures; gaining meaning from text

Other teaching focus
Comprehension: Recalling events from the text

Teacher's note
Children cut out the sentences at the bottom of the page. Then they paste them to match the appropriate picture.

Name: _____ Date: _____

'ou' words

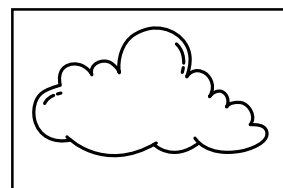
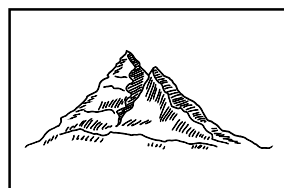
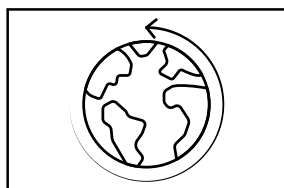
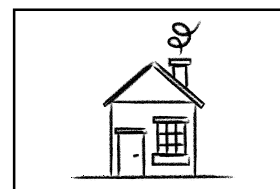
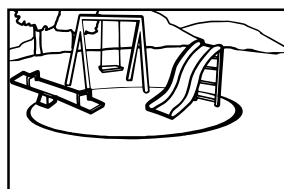
You will need: coloured pencils

- Write 'ou' in the blanks.
- Draw matching pictures in the boxes.

h ____ se	m ____ ntain	ar ____ nd	playgr ____ nd
cl ____ d	sh ____ t	l ____ d	

- Read the word and draw a line to match it to the picture.

mountain shout playground house
loud cloud around



Main teaching focus

Graphophones: Vowel digraph 'ou'

Other teaching focus

Graphophones: Identifying beginning, middle and ending sounds of words

Teacher's note

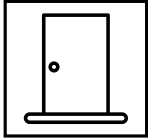
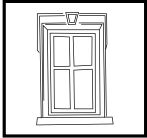
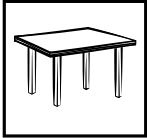
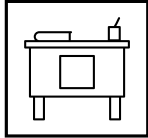

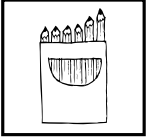
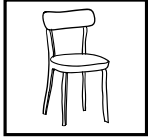

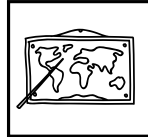
Children add 'ou' to finish the words and draw pictures to match. Then they read the 'ou' words and draw lines to match them to the pictures.

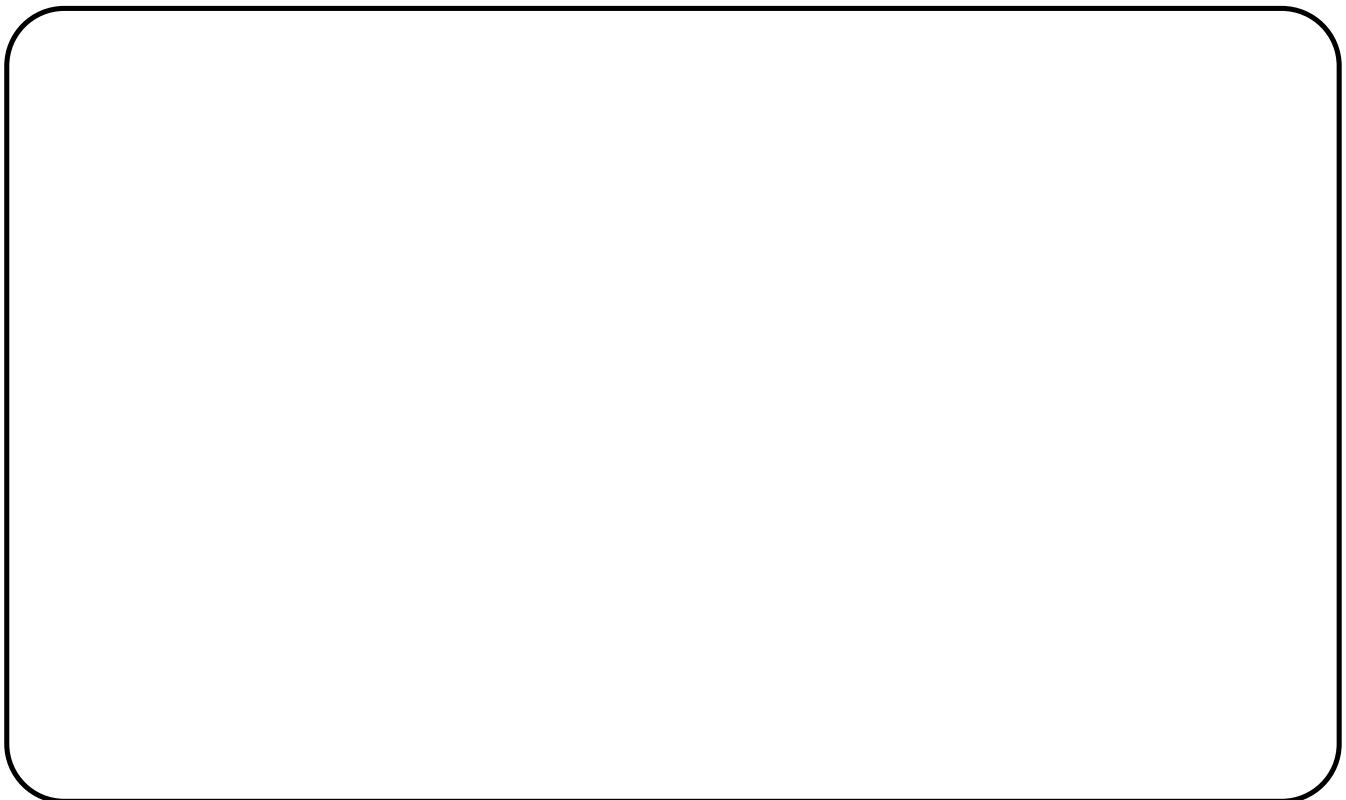
Name: _____ Date: _____

Draw a map

You will need: coloured pencils

- Draw a map of your classroom. Remember to draw it from a 'bird's eye view.'
- Check the things in the box as you draw them on your map.

door 	windows 	tables 	teacher's desk 	bookshelf 
art supplies 	chairs 	rubbish bin 	board 	



Main teaching focus

Oral language development: Maps and positional language

Other teaching focus

Comprehensions: Recalling information from a text

Teacher's note

Children draw a map of their classroom. They check the things in the box as they include them in the map.

Bobby Brown's Cat

Level 14

Fiction

Word count: 253

Text type: Narrative



HFW introduced:	asleep, didn't, every, peeped, turned, what
HFW consolidated:	any, miss, where's
Linking texts:	<i>Big Cats</i> (non-fiction); <i>Digital Poster 'I'm Only a Cat'</i>
Curriculum link:	me/family, animals/pets
Phonological awareness:	rhyiming words; digraphs 'ay', 'ee', 'th', 'ch'; suffix 'ed'; double consonants 'ss'
Story summary:	Bobby Brown isn't happy when his mum gets him a cat instead of a puppy. When the cat goes missing and Bobby Brown finds him, he realises he wants a cat after all.

Tuning in

- Talk about cats. Ask, *Do you have a pet cat? What is its name?* Get children to describe what cats look like and what they do. Have them role-play the movements of cats, e.g. crawling, scratching and purring. Brainstorm and list other kinds of pets. Talk about what people need to do to look after their pets.

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?* Get children to predict words that might be in the text. Discuss the illustration on the front cover and link to children's personal experiences. Ask children to predict what they think will happen in the text. Ask, *How do you think this boy is feeling? Does he look happy? What do you think the cat is trying to do?* Ask children if they think this is a real or imaginative text. Ask, *How can you tell?*
- 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, *If Bobby Brown is new to town, do you think he has any friends? Do you think he likes the new place that he is living in?*

pages 4–5: Ask, *What room have Mum and Bobby gone into? What is on the floor? What colour is the box? What friend do you think Mum has got for Bobby?*

pages 6–7: Ask, *What would be making the 'scratch, scratch' noise in the box? What animal do you think Bobby thinks it is? What does Bobby have to open to see what's inside? What is he peeping inside? What is big and grey?*

pages 8–9: Ask, *Do you think Bobby wants a cat? What animal do you think he wants? What has the cat jumped out of? What sound does the cat make? Who has the cat gone over to?*

pages 10–11: Ask, *Who is the big grey cat going after all day long? Who do you think Bobby is saying 'Go away' to? Does Bobby want a cat? Do you think he wants a puppy?*

pages 12–13: Ask, *What do you think Bobby is looking*

for now that the purring has stopped? Where is he looking for the big grey cat? Does he find the cat in the cupboard? Does he find the big grey cat under the chairs? What is he looking behind? Does Bobby find the big grey cat under the table? Has he found the cat?
pages 14–15: Ask, *What would make the 'purr, purr, purr' noise? Where do you think Bobby Brown looks next? Where is the big grey cat fast asleep? What is the cat under? Do you think Bobby wants a puppy or a cat now?*
page 16: Ask, *What has the big grey cat slowly opened? What noise do you think the cat is making?*

Reading the text

- Get children to 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 relate the story to their own experiences. Ask, *Has your pet ever gone missing? Where did you look for your pet? Have you ever moved towns?*
- Get children to summarise the story in their own words.
- Talk about how this is a narrative text and discuss the characters, setting and plot.
- Ask inferential questions such as: *Why do you think Bobby Brown is sad? Why do you think Mum got a surprise cat for Bobby? How do you think Bobby felt when he saw it was a cat? Why might Bobby want a puppy? Why do you think the cat is following Bobby around? Why did Bobby start looking for the cat? How do you think Bobby felt when he couldn't find the cat? Why has Bobby changed his mind about wanting a cat?*

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

Choose from the following activities.

Comprehension

- *Sequencing*: As a group, talk about the events of the story. Flip through the text and ask, *What happened in this part of the story?* Write the words 'beginning', 'middle' and 'end' at the top of a piece of paper. Get children to draw what happened in the beginning, middle and end of the story under the headings. Get children to complete **PW 25** (page 43), drawing and writing what happened in the story.
- *Cause and effect*: Explain that some things that happen in a story cause something else to happen. Draw a picture of Bobby looking sad and write: 'Bobby Brown had no friends so ...'. Ask, *When Bobby was sad because he had no friends, what did this make his mum do?* Record children's responses to complete the sentence. Repeat with 'Bobby wanted a puppy and not a cat so ...' and 'The purring stopped so ...'.

Phonological awareness

- Talk about the words 'brown' and 'town'. Discuss how these words rhyme. Get children to identify the 'own' at the end of the words and explain how words often rhyme when they have the same letter pattern at the end. Identify the words 'day' and 'away' and discuss the rhyming pattern of these words.
- Identify words in the text that contain the vowel digraph 'ay'. Talk about the sound that these letters make when they are together. Get children to think of other words that end with 'ay'. Record these words and get children to underline the 'ay' in each word. Repeat for 'ee'.
- Discuss the initial consonant digraph 'th'. Talk about how these letters are blended together as 'th', rather than sounded separately as 't-h'. Get children to identify words in the text that contain 'th'. Brainstorm and record other words that begin with the digraph 'th'. Repeat for 'ch'.
- Talk about the 'ed' suffix. Get children to find words in the text that end with 'ed' and practise reading them. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense). Get children to complete **PW 26** (page 44), identifying 'ed' words.
- Find 'miss' in the text and talk about the double consonants 'ss'. Talk about how, when words have double consonants, we only sound the letter once. Ask children if they can think of any other words that end with 'ss' (e.g. 'hiss', 'kiss', 'less').

Vocabulary

- *Visual recognition of high-frequency words*: 'asleep', 'didn't', 'every', 'peeped', 'turned', 'what'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Concentration and Snap.

- Get children to make a wordsearch using the high-frequency words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features*: Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts? How do you know where the sentence ends?*
- *Speech marks*: Discuss speech marks. Explain that text between the speech marks is what a character is saying. Get children to identify speech marks in the text. Write the text from pages 8–9 on a sheet of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks.

Writing

- Encourage children to talk about their pets. Ask, *What pets do you have?* Get children to talk about what their pet looks like, what they eat and what they like to do. If children don't have a pet, ask them to talk about a pet they would like to have. Get children to complete **PW 27** (page 45), drawing a picture of their pet and writing a report (e.g. appearance, diet, behaviour).

← ELL engagement

- Look at pictures of pets, e.g. dogs, cats, birds, mice, fish, rabbits, lizards. Get children to talk about the features of each animal. Encourage them to use adjectives. Discuss how the animals are the same and different. Talk about what the animals need to live in. Get children to sort the animals into different categories, e.g. 'Animals that need to go for walks' or 'Animals that eat grass'. Use these discussions as an opportunity to support children's language development.
- Talk about the colour grey. Collect and bring in grey (or silver) items for children to look at, e.g. stones, money, toy elephant, material. Get children to think of other things that are grey. Ask them to sort the items into different categories. Ensure children's language use is appropriate during the activity.

← 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 (page 171)

Name: _____ Date: _____

Beginning, middle, end



- Write a sentence explaining what happened in the beginning, middle and end of the story.

Beginning _____

Middle _____

End _____

Main teaching focus

Comprehension: Sequencing events into beginning, middle and end.

Other teaching focus

Comprehension: Recalling events from the text.
Writing: Writing sentences to match pictures; using upper-case letters and full stops.

Teacher's note

Children recall and write a sentence about what happened in the beginning, middle and end of the story.

Name: _____ Date: _____

'ed' words

You will need: coloured pencils

- Put a circle around the words that end with 'ed'.
- List all the 'ed' words at the bottom of the page.



"I have a friend for you," smiled Mum.

Bobby opened the lid and peeped inside.

The big grey cat jumped out of the box.

At dinner time, the purring stopped.

Bobby looked all around the house for the big grey cat.

The big grey cat slowly opened one eye and purred.

'ed' words

_____	_____	_____
_____	_____	_____
_____	_____	_____

Main teaching focus

Text conventions: 'ed' suffix – identifying words ending with 'ed'.

Other teaching focus

Comprehension: Visualising – drawing pictures to match sentences.

Teacher's note

Children circle all the words in the text that end with 'ed'. They then write all the 'ed' words they found. Children can draw matching pictures for each sentence.

Name: _____ Date: _____

Pet report

You will need: coloured pencils

- Write a report about a pet by writing what it looks like, what it eats, where it lives and what it likes to do.
- Draw a picture of the pet.

What this pet looks like:

What this pet eats:

Where the pet lives:

What this pet likes to do:

Picture

Main teaching focus

Oral language: Discussing pet features and facts.

Other teaching focus

Writing: Writing a report on a familiar topic; using upper-case letters and full stops.

Teacher's note

Children write a report about a pet by writing sentences in each of the sections: a description of a pet, what it eats, where it lives and what it likes to do. They then draw a picture.

Captain Ross and the Old Sea Ferry



Level 14 Fiction Word count: 257 Text type: Narrative

HFW introduced:	across, every, save
HFW consolidated:	blew, left, morning, right
Linking texts:	<i>Ways We Come to School</i> (non-fiction); <i>Digital Poster 'Ferry Boat'</i>
Curriculum link:	me/family, community, school
Phonological awareness:	long vowel phonemes 'oo', 'ea', 'y'; suffix 'ly'; double consonants; split digraph 'a_e'
Story summary:	Sara goes to school on an old sea ferry with Captain Ross. One day the ferry stops! But luckily Captain Mel arrives in her tugboat and takes Sara across the sea to school.

Tuning in

- Talk about boats. Discuss different types of boats, e.g. ferries, ships, tugboats. Talk about the different jobs that each of these boats do. Ask, *Where do you find boats? How do boats move across the sea?* Talk about how boats float. Ask children to talk about a time when they have been on a boat.

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?* Get children to predict words that might be in the text. Discuss the illustration on the front cover and link to children's personal experiences. Ask children to predict what might happen 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, *What are Sara and Mum getting on to? Who is Sara saying good morning to? Who is Captain Ross smiling at? Where do you think Sara and Mum will sit? What noise would the ferry make as it leaves the jetty?*

pages 4–5: Ask, *What does Sara take to school every day? How do other children get to school? Does the ferry go quickly or slowly across the sea? What are the waves doing? What is going past the ferry?*

pages 6–7: Ask, *Why do you think the ferry is going 'Chug! Splat!?' Where has the old sea ferry stopped? Which ship is blowing its horn? What do you think the big ship's captain is shouting?*

pages 8–9: Ask, *Which boat is going 'Toot! Toot!?' Where is Captain Mel? Who is going to save them? Where is the big red tugboat coming?*

pages 10–11: Ask, *Who is asking if they need any help? What do you think Captain Ross is saying to Captain Mel? How could Captain Mel help them?*

pages 12–13: Ask, *What has Captain Mel let down onto the old sea ferry? Who will take them across the sea? Could Sara go to school on the tugboat today?*

pages 14–15: Ask, *Who is going up the ladder? Where did Mum sit? Who did Sara sit next to? Who is going to be the captain of the tugboat today?*

page 16: Ask, *What is getting pulled along at the back of the tugboat? How is the old sea ferry going across the sea?*

Reading the text

- Get children to 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 relate the story to their own experiences. Ask, *Have you been on a ferry before? How do you get to school?*
- Get children to retell the story in their own words.
- Discuss how this is a narrative and talk about the orientation, complication and resolution.
- Get children to talk about the setting and plot of the story.
- Ask inferential questions such as: *Why would Sara go on a ferry to get to school? Why did the ferry stop? Why is the big ship blowing its horn? How do you think Captain Ross is feeling when the old sea ferry doesn't go? Why did Captain Mel let a rope down to the old sea ferry?*

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

Choose from the following activities.

Comprehension

- *Answering true/false questions:* Flip through the text and encourage children to recall the events. Ask, *What happened at the start of the story? What happened next? What was Sara doing here?* Write sentences about things that happened in the story and things that didn't. Get children to decide whether the statement is true or false and write 'True' or 'False' after the sentences, e.g. 'Sara sat right next to Captain Mel. True.' Get children to complete **PW 28** (page 48) independently, reading the sentences and circling the answers.
- *Characters:* Get children to recall the characters from the story – Sara, Mum, Captain Ross and Captain Mel. Ask, *What did these characters do during the story?* Write each character's name at the top of a piece of paper. Get children to record each character's actions under their name. Encourage children to consider what the characters did in the beginning, middle and end of the story. Get children to compare and contrast the actions of the characters.

Phonological awareness

- Talk about the word 'toot' and the 'oo' long vowel phoneme. Discuss the sound that these letters make in this word. Brainstorm and record other 'oo' words.
- Get children to find 'sea' in the text. Identify the long vowel 'ea' phoneme and model to children the sound that these letters make in this word. Ask children to count how many times they can find 'ea' in the text.
- Discuss the suffix 'ly'. Talk about how when 'ly' is added to the end of a word, it changes the way we read it. Ask, *Can you think of any words that end in 'ly'?* Record these words and get children to circle the 'ly' suffix.
- As a group, talk about the double consonant 'ss' in 'Ross'. Talk about how, when words have double consonants, we only sound the letter once. Get children to count how many times 'ss' occurs in the text. Discuss other double consonants that are in the text ('tt', 'rr', 'pp' and 'll') and get children to locate them. Ask children to practise sounding out these words.
- Discuss the word 'came' and the long vowel rule for split digraphs. Get children to practise sounding 'came'. As a group, identify and read other words that have split digraphs – 'save' and 'take'.
- Find the words 'ferry' and 'slowly' in the text. Talk about the 'y' at the end and how it makes a long vowel 'ee' phoneme. Record these words and get children to circle the 'y' ending and practise sounding these words.

Vocabulary

- *Visual recognition of high-frequency words:* 'across', 'every', 'save'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Concentration and Snap.
- Get children to write the high-frequency words once in lower-case letters, once in upper-case letters and once in 'fancy' writing such as bubble letters. Encourage

children to become familiar with the letter patterns of these words. Get children to complete **PW 29** (page 49), cutting out letters to spell high-frequency words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features:* Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts? How do you know where the sentence ends?*
- *Speech marks:* Discuss speech marks. Explain that the text between the speech marks is what a character is saying. Get children to identify speech marks in the text. Write the text from page 2 on a sheet of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks. Get children to complete **PW 30** (page 50), matching the sentences to the character who said them.
- *Commas:* As a group, discuss commas and get children to identify the commas in the text. Talk about how we pause at a comma when we are reading. Model this to children and then have them practise, using the text.

Writing

- Ask children to imagine they are going for a ride on a boat. Ask, *Where would you go? What would you do on the boat? What would it be like floating on the sea?* Get children to draw a picture of themselves on a boat. Ask them to finish the sentence starter: 'If I was on a boat ...' Encourage children to spell unknown words by using sound-letter correspondence.

← ELL engagement

- Talk about how boats float on the water. Collect a variety of items, e.g. block, toy, pencil, apple, coin, rock, feather, stick. Give children a bucket of water and have them test the items to see whether they float or sink. On a piece of paper, draw two columns headed 'Float' and 'Sink'. Ask children to record their results in the appropriate column. Support and enhance children's language development during the activity.

← 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 (page 172)

Name: _____

Date: _____

True or false

You will need: coloured pencils

- Read the sentences about the story.
- If it happened in the story, circle True.
- If it didn't happen in the story, circle False.
- Draw a picture of the tugboat taking the ferry across the sea.



Sara took the ferry to school every day.	<i>True</i>	<i>False</i>
The ferry went slowly across the sea.	<i>True</i>	<i>False</i>
Ten big ships went by.	<i>True</i>	<i>False</i>
The big brown tugboat came across the sea.	<i>True</i>	<i>False</i>
The old sea ferry stopped and did not go.	<i>True</i>	<i>False</i>
Captain Mel did not help Captain Ross.	<i>True</i>	<i>False</i>
Sara and Dad went up the ladder.	<i>True</i>	<i>False</i>
Sara sat right next to Captain Mel in the big red tugboat.	<i>True</i>	<i>False</i>
The big red tugboat took the old sea ferry all the way across the sea.	<i>True</i>	<i>False</i>

Main teaching focus

Comprehension: Answering true or false questions.

Other teaching focus

Comprehension: Visualising – drawing picture to match.

Teacher's note

Children read each sentence, decide if it did or didn't happen in the story and circle true or false. They then draw a picture at the bottom of the page.

Name: _____ Date: _____

High-frequency words



You will need: scissors, glue

- Cut out the letters and paste them together to spell the words.

across _____

blew _____

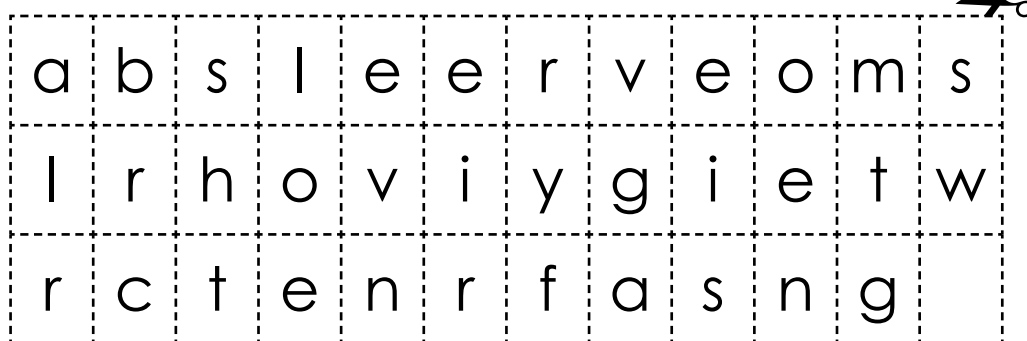
every _____

left _____

morning _____

right _____

save _____



Main teaching focus

Vocabulary: Recognising high-frequency words.

Other teaching focus

Writing: Spelling and letter patterns of high-frequency words.

Teacher's note




Children cut out the letters at the bottom of the page, then match and paste them next to the high-frequency words.

Name: _____ Date: _____

Speech marks

You will need: scissors, glue

- Cut out the sentences with the speech marks.
- Paste them under the person who said them in the story.



<p>"You can go to school on my tugboat today!"</p>	<p>"Look! Here comes Captain Mel in her big red tugboat. She will save us!"</p>	<p>"Oh, dear! The old sea ferry will not go!"</p>
<p>"The old sea ferry will not go. You will have to help us."</p>	<p>"Do you need some help?"</p>	<p>"Good morning, Captain Ross."</p>

<p>Main teaching focus Text conventions: Recognising speech marks.</p>	<p>Other teaching focus Comprehension: Recalling events of the text; matching speech with characters.</p>	<p>Teacher's note Children cut out the sentences at the bottom of the page and match and paste them below the character who said them in the story. Encourage them to refer to the text.</p>
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Silly Old Pirates

Look for Treasure



Level: 14 Fiction Word count: 254 Text type: Narrative

High-frequency words introduced: across, been, began, cry, hidden, maybe, quickly, six

High-frequency words consolidated: has, silly, there

Program links: *Silly Old Pirates Look for Treasure E-Book, A School Map* (non-fiction)

Curriculum link: community

Story summary: Two silly pirates find a treasure map on the beach as they look for hidden treasure. They follow the map until they reach a cave, but when they look in the box there is no treasure inside. Their captain has left a note saying he has taken the treasure for himself.

Tuning in

- Talk about pirates. Ask, *What do pirates look like? Where do pirates live? What do pirates do? What might you see on a pirate ship? How do pirates look for treasure?* Give children a piece of paper and have them draw a picture of a pirate.
- Hide a 'treasure' somewhere in the classroom. Draw a map of the room on a piece of paper and mark the spot where the treasure is hidden with an 'X'. Get children to use the map to find the missing treasure. When they have found it, ask, *How did the map help you find the treasure? What did you need to think about as you looked for the treasure?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What do you think the story will be about? What do you think the silly old pirates will do in the story? Why do you think they are looking for treasure? Do you think they will find the treasure?* Discuss how the title and illustrations help us make predictions about a 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 are the two silly old pirates walking? Where are they looking for the hidden treasure? Which pirate has the big hat? Which pirate has the little hat? Why do you think they have been looking for the treasure all day long?*

pages 4–5: Ask, *What has the little pirate found? What did their captain leave behind? Will the treasure map help them find the hidden treasure? Why do you think the pirates are smiling?*

pages 6–7: Ask, *What are the pirates looking at to help them find the treasure? Why do you think they ran quickly along the beach? How many black rocks did they hop*

over? What did they walk across to get over the river? Why do you think they are going to the big cave?

pages 8–9: Ask, *Where is the big cave? Do you think the treasure will be in this cave? Where are the pirates going?*
pages 10–11: Ask, *Why do you think the two silly pirates have run quickly inside the cave? Where is the box? Do you think the treasure will be hidden in the box behind the rocks?*

pages 12–13: Ask, *What might the two silly pirates see when they open the lid? What sound would the lid make as it opens? Why do you think the little pirate is so sad? Why do you think there is no treasure in the box? Why is he crying and going, 'boo-hoo'?*

pages 14–15: Ask, *What is the paper in the box? Do you think it is a new treasure map? What does the paper say? Who left the note in the box? Why do you think the captain left the note? Do you think he told the two silly old pirates that he was taking the treasure?* page 16: Ask, *What are the two silly old pirates doing? Why are they crying and crying?*

Reading the text

- Ask children to 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?* Discuss how looking at the illustrations can help with reading.
- Ask children to relate the story to their own experiences. Ask, *Have you ever used a map? When have you looked for something that is hidden?*
- Ask children to predict what will happen on the next page or how the story might end.
- Talk about the characters and their role in the story.
- Talk about how this text is a narrative and ask children to identify the complication and resolution.

- Ask children to retell the text in their own words.
- Discuss the note on page 15. Discuss how the text is set out so that it looks like the paper that the pirates were reading. Ask, *Why do you think the author wrote the note this way in the text?*
- Ask inferential questions such as: *Who do you think left the treasure map on the beach? What might the two silly pirates do next time they are looking for a treasure? Who do you think was rowing out to the ship? Why do you think they are called silly pirates? Was the captain fair? Why/why not?*

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

Choose from the following activities.

Comprehension

- *Inferred characters' feelings:* Get children to name the characters in the text. Turn to pages 2–3 and encourage children to role-play the characters' actions. Ask, *How were the characters feeling at this stage in the story?* Repeat for other pages. Ask children to complete **PW 67** (page 113), writing about how the characters were feeling and why they felt they way.
- *Story map:* Ask children to recall what happened in the story. Ask, *What happened at the beginning/middle/end?* Ask children to focus on the sequence of events. Draw six large boxes on the board. Ask, *What happened first?* In the first box, draw a picture of the two silly old pirates looking for treasure on the beach. Repeat until the main events have been recorded in the boxes. Draw arrows between the boxes to show the sequence of events. Get children to complete **PW 68** (page 114), writing and drawing about events in sequence.

Phonological awareness/Graphophonics

- Discuss the word 'beach'. Talk about the vowel digraph 'ea' and model the sound these letters make together in this word. Ask children to find other 'ea' words in the text and see if the 'ea' sound is the same as in 'beach'. Have them think of other 'ea' words. Repeat for 'ay' in the word 'day'.
- Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous vowel, instead of a short vowel sound. Find 'cave' in the text and ask children to practise sounding it. As a group, brainstorm and record other words that end with a silent 'e', e.g. 'bake', 'ride', 'poke'.
- Identify 'quickly' in the text and discuss the consonant digraph 'ck' and how these letters are sounded as 'ck', rather separately than as 'c-k'. Brainstorm and record other 'ck' words. Repeat with 'ch'.
- Talk about the strategy of segmenting words. Discuss

how 'slow' can be sounded as 'sl-ow'. Emphasise the importance of blending the initial consonants. Encourage children to find other words in the text that can be read using this strategy, such as 'next'.

Vocabulary

- *Visual recognition of high-frequency words:* 'across', 'been', 'began', 'cry', 'hidden', 'maybe', 'quickly', 'six'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and ask children to practise reading them. Use the cards to play Concentration.
- Get children to write the high-frequency words in alphabetical order.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Ask children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features:* Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence ends?*
- *Speech marks:* Discuss speech marks. Explain that the text between the speech marks is what a character is saying. Ask children to identify speech marks in the text. Copy the text from page 2 on a piece of paper. Tell children to colour over the words that are between the speech marks.
- *Text emphasis/bold font:* Talk about how some words in the text are bold or larger than the other words. Discuss how we use a bigger voice or emphasise these words as we read them. Turn to pages 12–13 and ask children to read the sentences and change their tone for the bold text.

Writing

- Get children to look at the pictures of the two silly old pirates and describe them. Ask, *What do they look like? What are they wearing? What colour hair do they have? How are they the same/different?* Ask children to write a description of the two pirates using adjectives.

► English Language Learners

- Encourage children to summarise the events of the story. Have them make the puppets on **PW 69** (page 115) and use the puppets to retell the story. Support and enhance children's language use during the activity.

► Assessment

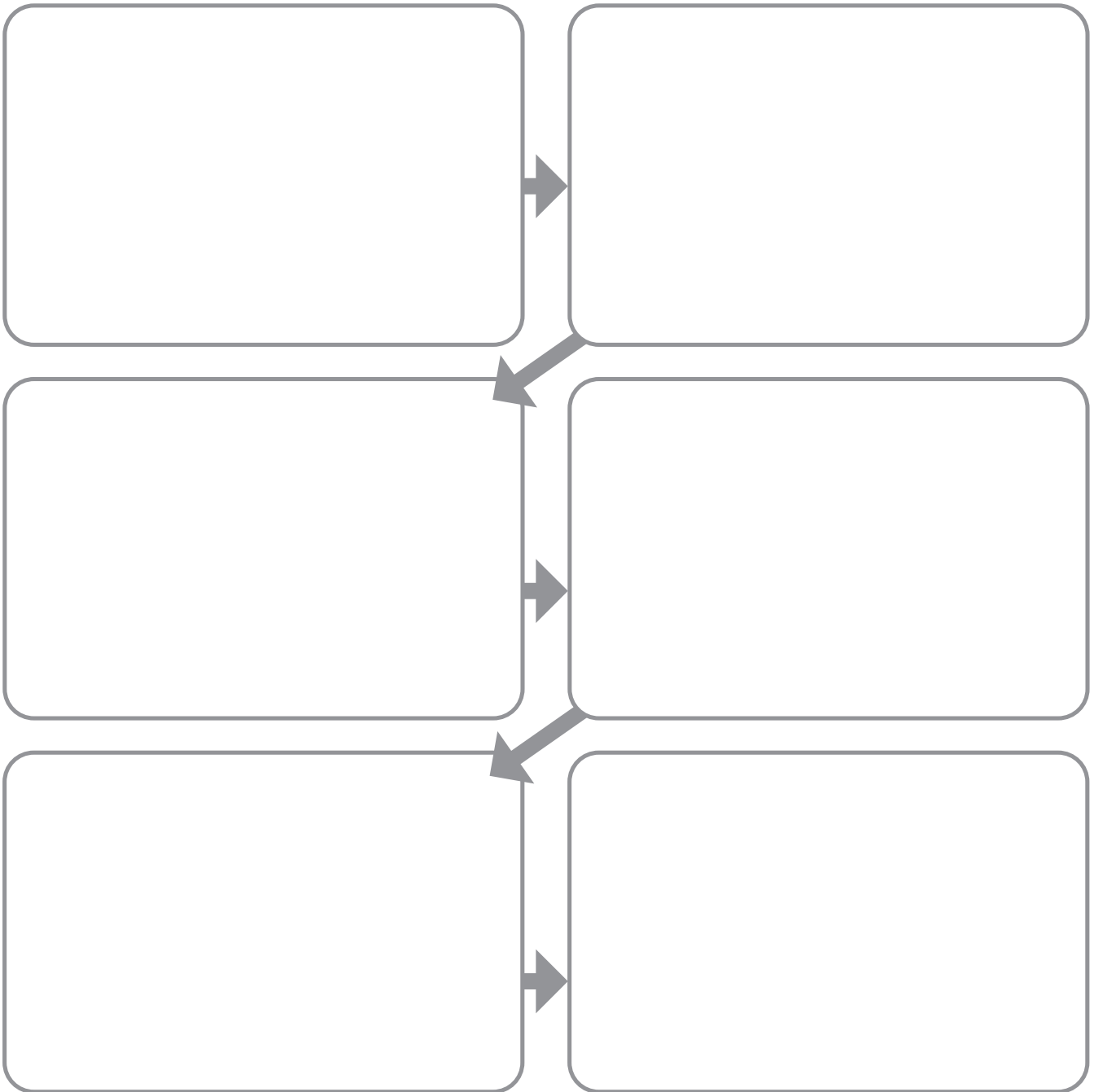
- PWs 67, 68 and 69 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 67 could be kept in the child's portfolio
- Complete Running Record (page 173)

Name: _____ Date: _____

Story map

You will need: pencil, coloured pencils or crayons

- Draw and write in the boxes to show the order of events in the story.



Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

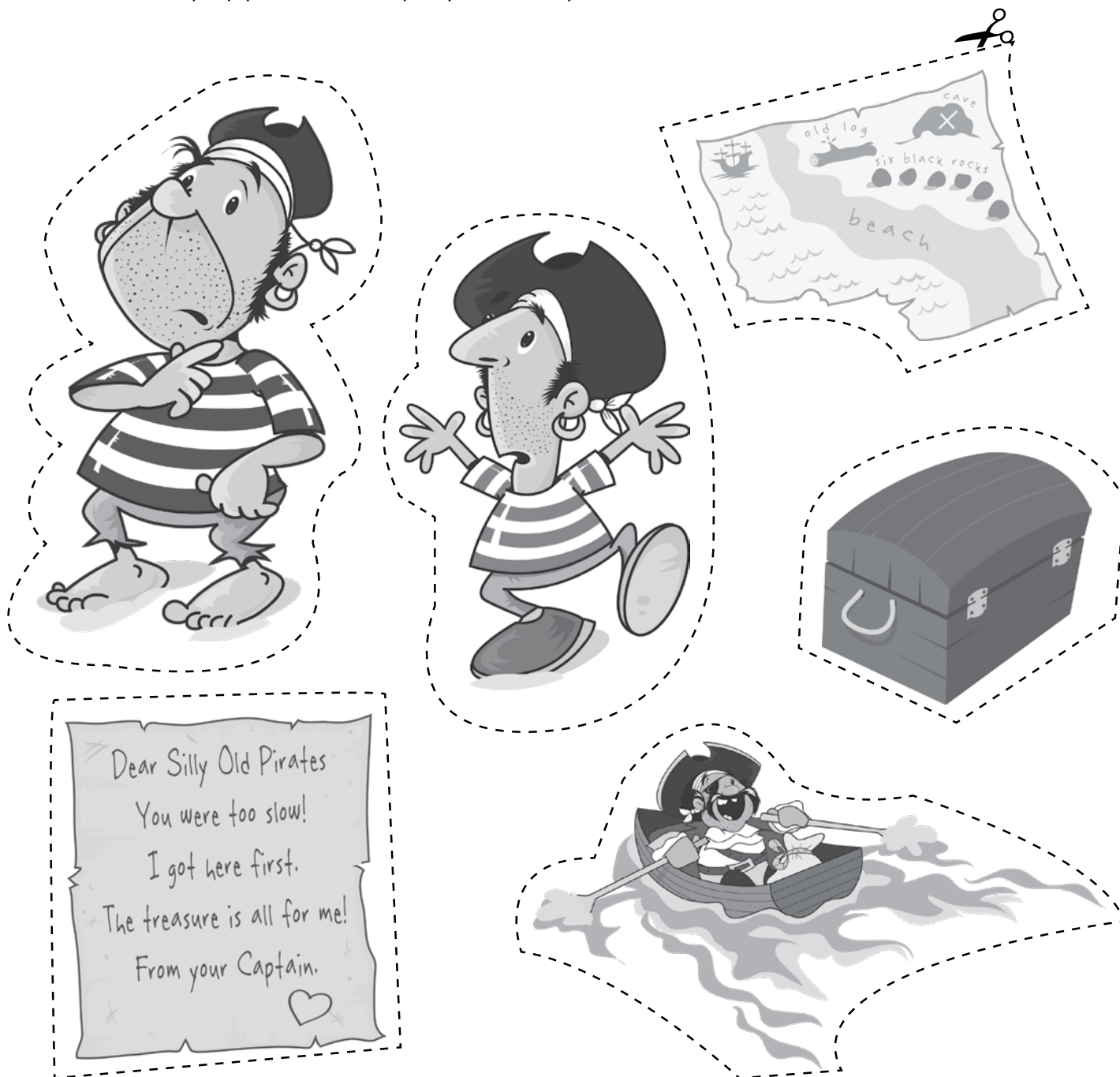
Children write sentences and draw pictures in the boxes to show the sequence of events in the story.

Name: _____ Date: _____

Puppets

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

- Colour and cut out the pictures.
- Use the tape to stick the craft sticks to the back of the pictures.
- Use the puppets to role-play the story.



Main teaching focus

Oral language: Role-playing with puppets.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children colour and cut out the pictures. They then attach the craft sticks to the back of the puppets using the tape. Children use the puppets to role-play the text.

Let's Dance



Level: 14 Fiction Word count: 249 Text type: Narrative

High-frequency words introduced: as, began, orange, pick, turned

High-frequency words consolidated: also, funny, hands, ready, were

Program links: *Let's Dance* E-Book, *My Day* (non-fiction)

Curriculum link: me/family, school, community, physical activity

Story summary: Josh doesn't want to go to the dance because he thinks he can't dance. His dad shows him how he can dance by turning him around and around. Josh goes to the dance and he has fun dancing with his friends.

Tuning in

- Talk about dancing. Ask, *What is dancing? How do people dance? Where might people dance? Why do people like to dance?* Get children to stand up and show their best dance moves. Encourage them to describe each other's dance moves.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What do you think the story will be about? Who do you think will dance in the story? What might be the problem in the story?* Discuss how the title and illustrations help us make predictions about a 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, *Why do you think Josh doesn't want to go to the dance? Why might he think that he doesn't know how to dance? What is Dad turning on? Why would Dad be turning on the music? Would Dad think that Josh can dance?*

pages 4–5: Ask, *Who has taken Josh's hands? How is Dad dancing with Josh? Why do you think Dad is turning him around and around? Why do you think Josh has started to laugh?*

pages 6–7: Ask, *What is Josh doing now that it is time to get ready for the dance? What is Josh doing to his hair? Who is helping Josh pick a new T-shirt? Is Josh looking good for the dance? Who is going out to the car?*

pages 8–9: Ask, *Who is saying hello to Josh? Why do you think Tim, Josh's best friend, is happy that Josh came to the dance? Are there lots of Josh's friends outside the hall? Do you think they are happy that Josh has come to the dance?*

pages 10–11: Ask, *What is happening inside the hall? Where is the music going, 'Boom! Boom! Boom!?' Does it look like fun? Who is dancing over to them? Does Mrs Pitt look funny?*

pages 12–13: Ask, *Who is giving some balloons to them?*

What colour are the balloons? What is on long bits of string? Does Josh take a balloon?

pages 14–15: Ask, *What might Tim be shouting to Josh? Who has Josh gone onto the dance floor with? Who is turning him around and around? What sound is the music making? Do you think Josh is having lots of fun dancing with his friends?*

page 16: Ask, *Who came to pick Josh up after the dance finished? Do you think Josh had fun at the dance? Do you think he is a very good dancer?*

Reading the text

- Get children to 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?* Discuss how looking at the illustrations can help with reading.
- Ask children to relate the story to their own experiences. Ask, *Have you ever gone to a school dance? Do you have fun dancing with your friends?*
- Talk about the characters and their role in the story.
- Discuss how this text is a narrative and get children to identify the complication and resolution. Ask, *What was Josh's problem? Who helped him solve his problem?*
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why did Dad dance with Josh at home? Do you think that Josh might go to the next dance? Why/why not? Why did Tim have to shout when he was talking to Josh at the dance?*

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

Choose from the following activities.

Comprehension

- *Sentence meanings:* Ask children to recall events from the text. Copy sentences from the text onto strips of paper. Give children pieces of paper and have them draw pictures to match the sentences on the strips. As a group, match the sentences with the pictures and sequence them. Get children to complete **PW 70** (page 118), illustrating and sequencing sentences.
- *Recall:* As a group, discuss the characters, setting and plot. Ask, *What characters were in the story? Where did the story take place? What happened in the story?* Give children a piece of paper folded into thirds. Have them draw a picture of the characters on the first third, the setting on the second third and events from the story (plot) on the remaining section. Encourage children to write sentences to describe the characters, setting and plot.

Phonological awareness/Graphophonics

- Find the word 'round' and discuss the vowel digraph 'ou'. Model the sound that these letters make in this word. Get children to identify other 'ou' words in the text. Ask them to record these words and circle the 'ou' digraph in each one. Repeat for 'oo' in 'good'.
- Find 'all' and 'hall' in the text. Discuss how these words rhyme. Cover the 'h' at the beginning of 'hall' to show the word 'all'. Brainstorm other words that rhyme with 'all' and 'hall', e.g. 'fall', 'tall', 'call'.
- Discuss the word 'dance'. Talk about how the 'c' in this word makes an 's' sound. As a group, brainstorm other words where the 'c' makes this sound, e.g. 'ice', 'race'.
- Talk about the contractions in the text: 'don't', 'can't' and 'it's'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'do not' and 'don't' and show how the apostrophe is written instead of the second 'o' when the words are joined. Repeat for 'can't' and 'it's'. Find the contractions in the text.
- Find 'car' and discuss the vowel before 'r' – 'a'. Talk about the sound that these letters make when they are together. Encourage children to think of other words that contain this 'ar' sound. Have them record the words and circle the 'ar' in each one.
- Discuss the consonant digraph 'ck' and how these letters are sounded to make one sound. Get children to search for 'ck' words in the text. Brainstorm and record other 'ck' words. Repeat for the consonant digraph 'sh'. Get children to complete **PW 71** (page 119), making 'ck' words and matching the words to pictures.

Vocabulary

- *Visual recognition of high-frequency words:* 'as', 'began', 'orange', 'pick', 'turned'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and get children to practise reading them. Use the cards to play a game such as Concentration. Get children to cut letters from magazines and newspapers and paste them onto paper to spell the high-frequency words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features:* Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence ends?*
- *Speech marks:* Discuss speech marks. Explain that the text between the speech marks is what a character is saying. Get children to identify speech marks in the text. Copy the text from pages 2–3 on a piece of paper. Tell children to colour over the words that are between the speech marks. Have them role-play the conversation by reading the text between the speech marks.
- *Text emphasis/bold font:* Talk about how some words in the text are bolder and larger than the other words. Discuss how we use a bigger voice or emphasise these words as we read them. Turn to pages 10–11 and get children to practise this skill by reading the sentences and changing their tone for the larger text.
- *Exclamation points:* Talk about how exclamation points influence the way the text is read. Get children to practise reading sentences with exclamation points and compare this with how they would be read if there were no exclamation points.

Writing

- Get children to talk about a time when they danced with their friends. Ask, *Where were you? What music could you hear? How were you dancing? Why were you having a good time?* Get children to write a recount about their dancing experience.

► English Language Learners

- Talk about how Tim was a good friend to Josh. Ask, *What did Tim do to help Josh? How did he make Josh feel happy?* As a group, discuss what makes a good friend and record children's ideas, e.g. someone who is kind, a good listener, fair, funny. Ask, *What qualities would a good friend have? What type of person would he or she be?* Get children to talk about someone who they feel is a good friend and why. Get children to complete **PW 72** (page 120).

► 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 (page 174)

Name: _____ Date: _____

Sequencing

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

- Read the sentences and draw pictures to match.
- Cut out the boxes and put them in the correct order.
- Paste the boxes in order on the strip of paper.



<p>"I don't want to go to the dance," said Josh.</p> <p>"I can't dance."</p>	<p>Josh went onto the dance floor with his friends. They turned him around and around.</p>	<p>Mrs Pitt came dancing over to them. She looked funny!</p>
<p>It was time to get ready for the dance. Josh did his hair and then Dad helped him to pick a new T-shirt.</p>	<p>After the dance, Dad came to pick Josh up.</p> <p>"I'm a very good dancer!" laughed Josh.</p>	<p>Dad took Josh's hands and began to dance. Dad turned him around and around.</p>

Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Visualising – drawing pictures to match sentences.

Teacher's note

Children read the sentences and draw pictures to match. They then cut out the boxes, put them in the correct order and then paste them onto a strip of paper.

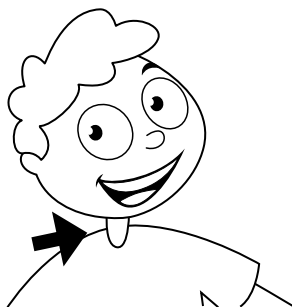
Name: _____ Date: _____

'ck' words

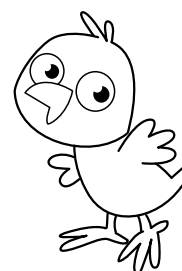
You will need: pencil, coloured pencils or crayons

- Finish the 'ck' words and draw a line to match each word to the correct picture.
- Then write some more 'ck' words at the bottom of the page.
- Colour the pictures.

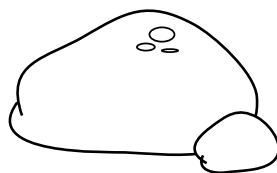
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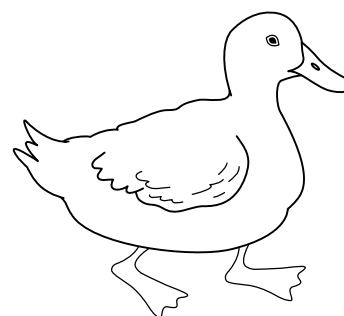
chi _ _



ro _ _



du _ _



- Write some more 'ck' words below.

Main teaching focus

Graphophonics: Consonant digraph 'ck'.

Other teaching focus

Phonemic awareness: Recognising beginning and ending sounds of words.

Teacher's note

Children complete the 'ck' words and match them to the correct pictures. They then write some more of their own 'ck' words, and colour the pictures.

Name: _____ Date: _____

A good friend

You will need: pencil, coloured pencils or crayons

- Write a list of the things that make a good friend.
- Draw a picture of you and a good friend.

What makes a good friend?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Main teaching focus

Oral language: Discussion about friendship.

Other teaching focus

Comprehension: Linking events in the text to personal experiences.

Teacher's note

Children think about what makes a good friend. They then list six qualities that a good friend would have and draw a picture of themselves and a good friend.

Lea's New Kittens

Level: 14 Fiction Word count: 259 Text type: Narrative



High-frequency words introduced: began, brother, every, playful, sister, Tiny, what

High-frequency words consolidated: has, our

Program links: *Alike and Different* (non-fiction)

Curriculum link: community

Story summary: Lea's cat, Kitty, has three kittens called Tiger, Tip and Tiny. When the kittens wake up, they run around the house. They run up the curtain, under the table and onto the lamp. Lea goes into her bedroom and gets one of Kitty's old toys. The kittens play with the toy and then fall asleep.

Tuning in

- Talk about kittens. Get children to describe what kittens look like, how they move, the sounds they make and how they behave. Ask, *What do kittens eat and drink? What would you need to do to care for a new kitten?* Encourage children to role-play being a kitten.

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? What familiar words can you see in the title?* Ask children to predict words that might be in the text. Discuss the illustrations on the front cover and link to children's personal experiences. Encourage children to use the title and front cover illustrations to make predictions about 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, *What can you see in the basket? Why do you think Lea is very happy? How do you know that her cat, Kitty, is a mother? How many kittens does Kitty have? Which kitten do you think is called Tiger? Which kitten do you think is called Tip? Which kitten do you think is called Tiny?*

pages 4–5: Ask, *Why are the kittens getting bigger and bigger every day? Do you think the kittens like to sleep a lot? What else do you think the kittens like to do? Would they like to run around, too?*

pages 6–7: Ask, *What are the kittens doing? Are Tiger, Tip and Tiny waking up? What are the kittens doing now? Why do you think they are running around the house?*

pages 8–9: Ask, *Why do you think Lea is shouting, "Oh, no!"? What is Tiger doing? What has Tip jumped onto? What is Tiny playing with?*

pages 10–11: Ask, *Who is Dad running after? Where has Tiny gone? Who is Lea chasing? What has Tiger climbed to the top of? What did Tip jump onto? Are the kittens having lots of fun?*

pages 12–13: Ask, *What might Dad and Lea be thinking about? Have the kittens been very playful? Why might they need to get the kittens to stop? Where has Lea run to? What might she be looking for?*

pages 14–15: Ask, *Why is Lea calling the kittens? Why do you think Lea has Kitty's old toy for the kittens? What are the kittens doing now? Why has Tiger come down from the curtain? Why has Tip jumped off the lamp? Why would Tiny be running after her brother and sister? Are they having lots of fun?*

page 16: Ask, *What are the kittens doing now? Why do they need sleep in the basket? Why might Lea need a good sleep, too?*

Reading the text

- Get children to 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 relate the story to their own experiences. Ask, *Have you ever played with kittens? What things do you have to do to care for your pets?*
- Ask children to retell the story in their own words. Encourage them to talk about what happened at the beginning, middle and end of the story.
- Talk about the characters and their role in the story.
- Get children to ask questions about the story as they read.
- Ask children to make predictions as they read. Ask, *What might happen next? What might happen at the end of the story?* Encourage children to change their predictions as they read, if necessary.
- Ask inferential questions such as: *Why do you think the kittens are called Tiger, Tip and Tiny? Why do you think Kitty is asleep at the end of the story? How might Lea be feeling when the kittens begin to run around the house? Why was it important for Dad and Lea to think of something to stop the kittens?*

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 'playful', discuss strategies such as sounding out, rereading or looking at the illustrations.

Choose from the following activities.

Comprehension

- *Recall:* Talk about the events of the story. Flip through the text and ask, *What happened in this part of the story?* Ask children to draw pictures to show different events in the story. Get children to swap pictures and ask them to explain what Lea, Dad and the kittens were doing at the part of the story shown in their picture. Ask children to complete **PW 73**.
- *Answering yes or no questions:* On strips of paper, write sentences about things that happened in the story and things that didn't, such as 'Kitty had five kittens', 'Tiger ran up the curtain' or 'The kittens were not very playful'. Get children to read the sentences and then decide whether they did or didn't happen in the story.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ou' in 'shouted'. Discuss the sound these two letters make when they are together. Ask children to find other 'ou' words in the text. Ask them to write each of the 'ou' words and circle the 'ou' digraph. Repeat for words containing 'ee'.
- Discuss how 's' on the end of a word changes how we read it and also changes its meaning. Talk about how 'kitten' means there is one kitten. Discuss how 'kittens' means there is more than one kitten. Draw pictures to illustrate. Get children to find 'steps' in the text and compare it to 'step'.
- Talk about the 'ed' suffix. Ask children to find words in the text that end with 'ed' and practice reading them. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).
- Find 'running' in the text. Talk about the sound 'ing' makes at the end of the word. Brainstorm and record other 'ing' words. Get children to circle the 'ing' in each word. Ask children to complete **PW 74**.
- Discuss 'woke' and the long vowel rule for words that end with 'e'. Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous vowel, instead of a short vowel sound. As a group, brainstorm and record other words that use this long vowel rule (e.g. 'like', 'make', 'ride').
- Get children to identify the double consonant blend 'tt' in 'kitten'. Talk about how when we read these words we only sound the 't' once. Brainstorm other words that contain 'tt'. Repeat with other double consonant blends, e.g. 'll' and 'pp'.
- Talk about 'lamp' and the consonant blend 'mp' at the end. Discuss how these letters are sounded together as 'mp' rather than separately as 'm-p'. Ask children to think of other words that end with 'mp'. Repeat with the final

consonant blend 'nt'.

- Discuss antonyms and explain that they are words that have opposite meanings. Find the words 'up' and 'down' in the text and discuss how they are antonyms. Find the word 'onto' and ask children to look through the text to find the antonym 'off'. As a group, think of other antonyms.

Vocabulary

- *Visual recognition of high-frequency words:* 'began', 'brother', 'every', 'playful', 'sister', 'Tiny', 'what', 'has', 'our'. Ask children to find the words in the text. Write the words on cards (two cards for each word) and play games such as Snap and Memory.
- Get children to use play dough to make letters to spell the high-frequency words. Encourage children to identify and read each other's words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Ask children to practise by reading.

Text conventions

- *Sentence features:* Discuss how sentences begin with an uppercase and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts/ends?*
- *Speech marks:* Discuss speech marks. Explain that text between the speech marks is what a character is saying. Get children to identify speech marks in the text. Write the text from pages 4–5 onto the board or large piece of paper. Tell children to colour over the words that between the speech marks. Have them role-play the conversation by reading the text between the speech marks.

Writing

- Ask children to brainstorm everything they know about kittens. Ask, *What do kittens do? What do kittens eat?* Get children to describe what kittens look like. Ask children to write an informational report about kittens, including sentences about a kitten's appearance, diet, habitat and behaviour. Get children to write their report on **PW 75**.

► English Language Learners

- As a group, draw a large picture of a kitten on a sheet of paper. Ask children to identify the parts of the kitten, such as fur, ears, whiskers, tail, paws, claws and teeth. Label the parts on the drawing. Get children to complete their own labeled picture of a kitten.






► Assessment

- PWs 73, 74 and 75 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 73 could be kept in the child's portfolio
- Complete Running Record (page 175)

Name: _____ Date: _____

Recall

- Look at the pictures. Write sentences about what happened in that part of the story.

Main teaching focus

Comprehension: Recalling events from the text

Other teaching focus

Writing: Writing sentences about a familiar topic

Teacher's note

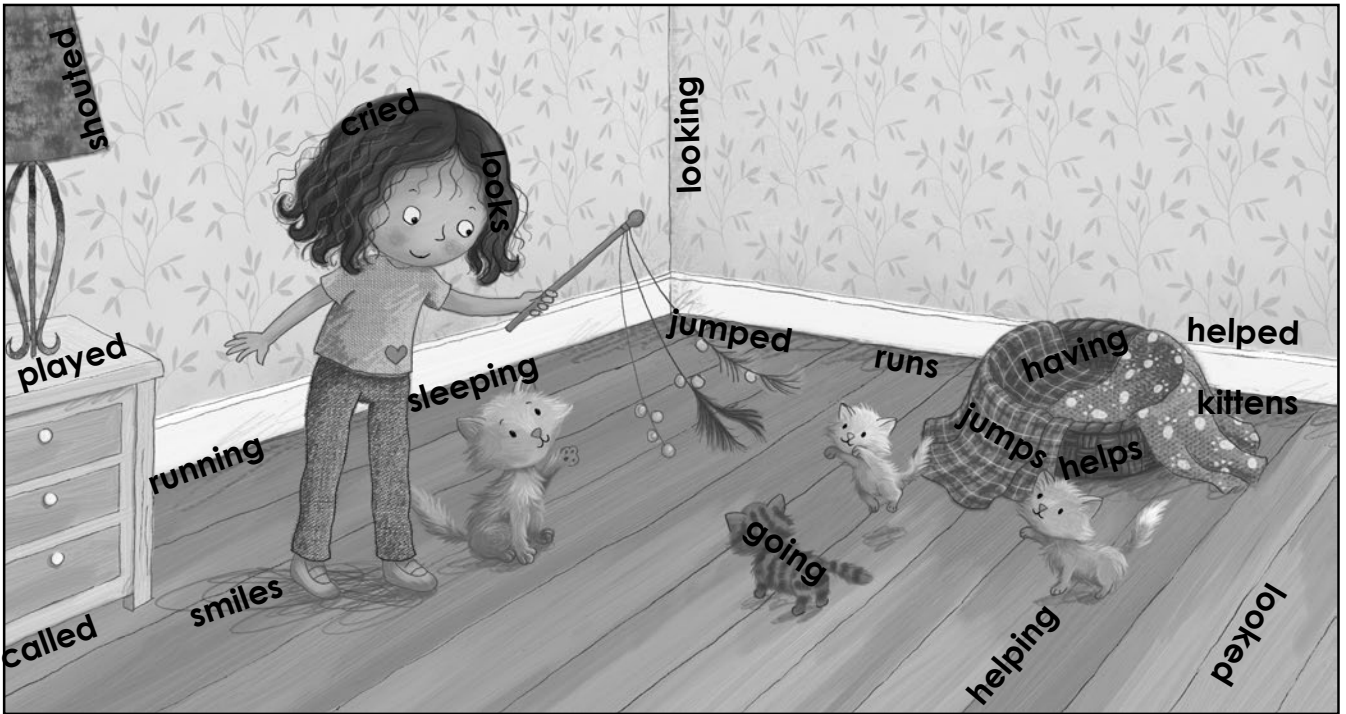
Children look at the pictures and recall what happened at the part in the story. They write sentences to match the pictures.

Name: _____

Date: _____

Word endings

- Colour the words that end with s blue.
- Colour the words that end with ing red.
- Colour the words that end with ed yellow.
- Copy them into the correct boxes.



s	ed	ing

Main teaching focus

Graphophonics: 's', 'ed' and 'ing' suffixes

Other teaching focus

Phonemic awareness: Identifying ending sounds in words

Teacher's note

Children search for the words. If the word ends with 's', they colour the word blue. If the word ends with 'ing', they colour it red. If the word ends with 'ed', they colour it yellow. Then they record the words in the boxes.

Name: _____ Date: _____

Kitten report

You will need: coloured pencils

- Write a report about a kitten. Write about what it looks like, what it eats, where it lives and what it likes to do.
- Draw a picture of a kitten.

Kittens

What kittens eat	What kittens look like

Where kittens live	What kittens like to do

--

Main teaching focus

Writing: Writing a report

Other teaching focus

Comprehension: Making connections with the text

Teacher's note

Children write a report about kittens by writing sentences in each of the sections: a description of a kitten, what it eats, where it lives and what it likes to do. Then they draw a picture.

Big Cats

Level 14

Non-fiction

Word count: 251

Text type: Report



HFW introduced:	hidden, orange, playful, sharp, strong, their
HFW consolidated:	still, there, tiny
Linking texts:	<i>Bobby Brown's Cat</i> (fiction); <i>Digital Poster 'The Cat Song'</i>
Curriculum link:	animals, environment, science
Phonological awareness:	final consonants 'ft', 'mp', 'lp', 'st', 'ng'; digraphs 'ow', 'ay', 'ee', 'ea', 'th'; split digraph 'a_e'
Text summary:	Learn about the different types of big cats in the jungle, desert, grasslands and snow. Find out what they look like, how they stay hidden and why they are so scary!

Tuning in

- Talk about big cats. Show children pictures of lions, tigers and leopards. Discuss what they look like and where they live. Get children to act out the movements of big cats, e.g. lying in the sun, running, walking. Ask, *Why are big cats so scary? What do they eat?*

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?* Get children to predict words that might be in the text. Discuss the photograph on the front cover and link to children's personal experiences. Discuss how some books tell us a story and some books give us information and teach us about things. Ask, *What do you think we will learn about when we read this 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, *Where can you see these big cats? What big cats can you see in the jungle/desert/grasslands/snow?*

pages 4–5: Ask, *What are baby big cats called? How do you think they feel if you touch them? Are they playful? Do you think their teeth and claws will stay tiny or will they get bigger and bigger?*

pages 6–7: Ask, *What size are tigers? Where do they live? What does the tiger do to get its food? What colour are tigers? Can tigers be white? What colour stripes do they have? Why do you think they have stripes?*

pages 8–9: Ask, *Where do lions live? What do male lions have around their neck? Does their mane make them look scary? Does the female lion have a mane? Do they still look scary? What type of teeth do they have? What do they use their sharp teeth for?*

pages 10–11: Ask, *Where do cheetahs live? Do cheetahs run slowly or very fast? What colour fur do they have? How does their fur help them when they are hiding in the grass? What size teeth do they have?*

pages 12–13: Ask, *Where do snow leopards live? Is it*

cold where snow leopards live? What is the snow leopard putting around its body?

pages 14–15: Ask, *What sound does a big cat make if it is happy? When does a big cat growl? Where can we see big cats? Can people see big cats in Africa or India?*

page 16: Ask, *Where did we see these words in the text? What are they here for?* Discuss that the glossary shows us words that are in the text. Read through the glossary with the children and talk about what the words mean.

Reading the text

- Get children to 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 relate the text to their own experiences. Ask, *Have you seen a big cat before?*
- Get children to retell the information in the text in their own words.
- Encourage children to reflect on what this text has taught them. Ask, *What did you learn about big cats on this page?*
- Ask inferential questions such as: *Why are the cubs playful? How do a tiger's stripes help it stay hidden? What would happen if lions didn't have sharp teeth? Why do you think cheetahs need to run fast? Why does the snow leopard put its tail around its body? What might be something that would make a big cat purr/growl?*

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

Choose from the following activities.

Comprehension

- *Recall*: Get children to talk about the different big cats that were in the text. Turn through the book and look at the pictures. Ask children to talk about the features of the big cats. On a piece of paper, write the headings: 'Tigers', 'Lions', 'Cheetahs' and 'Snow leopards'. Get children to record things about each of the big cats under the headings. Get children to complete **PW 31** (page 53), recording details of each big cat on the chart.
- *Compare and contrast*: Turn to pages 6–7 and look at the pictures of the tigers. Get children to recall what they learnt about tigers. Repeat for lions, cheetahs and snow leopards. Discuss similarities and differences between lions and tigers. Ask, *How are they the same? How are they different?* Repeat for cheetahs and snow leopards. Get children to complete **PW 32** (page 54), using a Venn diagram to compare and contrast lions and snow leopards. Encourage them to refer to the text.

Phonological awareness

- Find 'soft' in the text. Talk about the final consonants 'ft' and how these letters are blended to make one sound. Ask children to think of other words that end with 'ft'. Repeat with other final consonants in the text ('mp', 'lp', 'st' and 'ng'). Ask children to practise reading the words.
- As a group, talk about the vowel digraph 'ow'. Model the sound these letters make. Ask children to find 'now' in the text and then point to the 'ow' digraph. Ask children to brainstorm and record other 'ow' words.
- Find 'playful' in the text and talk about the sound the 'ay' digraph makes. Get children to think of and record other 'ay' words and ask them to circle the 'ay'.
- Discuss 'mane' and the split digraph 'a_e'. Get children to practise sounding 'mane'.
- As a group, find and talk about the words 'teeth' and 'cheetah'. Discuss the vowel digraph 'ee' and model to children the long vowel sound that these letters make. Brainstorm and record other 'ee' words and get children to circle the 'ee' in each word. Repeat for the vowel digraph 'ea' and 'meat'.
- Talk about the consonant digraph 'th'. Discuss how we sound these letters together to make one sound rather than sounding them separately as 't-h'. Get children to find words in the text that contain 'th'. Discuss how 'th' can be at the beginning, middle or end of words.

Vocabulary

- *Visual recognition of high-frequency words*: 'hidden', 'orange', 'playful', 'sharp', 'strong', 'their'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play games such as Concentration and Snap.
- *Theme words – big cats*: Draw a large picture of a lion on a sheet of paper. Point to different parts of the lion and ask, *What is this part of the big cat called?* Get children to

identify the tail, teeth, mane, fur, legs, whiskers, eyes, ears, claws and nose. Get children to complete **PW 33** (page 55), labelling the parts of the lion.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Exclamation marks*: Talk about how exclamation marks influence the way the text is read. Get children to find exclamation marks in the text. Practise reading sentences with exclamation marks and compare with how they would be read if there were no exclamation marks.
- *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 and that they are in the glossary. Show children how we can find the meaning of the words by looking at the glossary on page 16.

Writing

- Get children to choose their favourite big cat from the text. Ask them to talk to a partner about what they learnt about that big cat from reading the text. Get children to write a report about their favourite big cat which includes where it lives, what it looks like and other interesting facts.

← ELL engagement

- Look at pictures of domestic cats and then look at pictures of big cats. Ask, *Why do you think big cats are called 'big cats'?* Compare the features of domestic cats and big cats. Ask, *How are they the same? How are they different?* Get children to write a list of what these two types of cats have in common and how they are different. Support children in using upper-case letters and full stops in their writing.
- Show children a map of the world or a globe and help them identify Africa and India. Ask, *What other animals do you know that come from Africa or India?* Get children to draw pictures of the animals. Use the discussions as an opportunity to extend and enhance children's vocabulary.

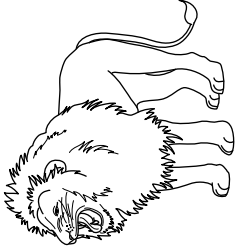

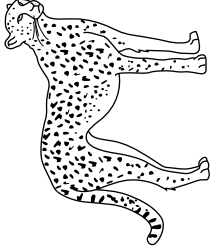

← Assessment

- 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 (page 176)

Name: _____ Date: _____

Recall facts

- Write the name of each big cat.
- Write about its appearance.
- Write an interesting fact about it.

Name	Appearance	Interesting fact
		
		
		
		

Main teaching focus

Comprehension: Recalling facts from the text.

Other teaching focus

Comprehension: Comparing and contrasting.

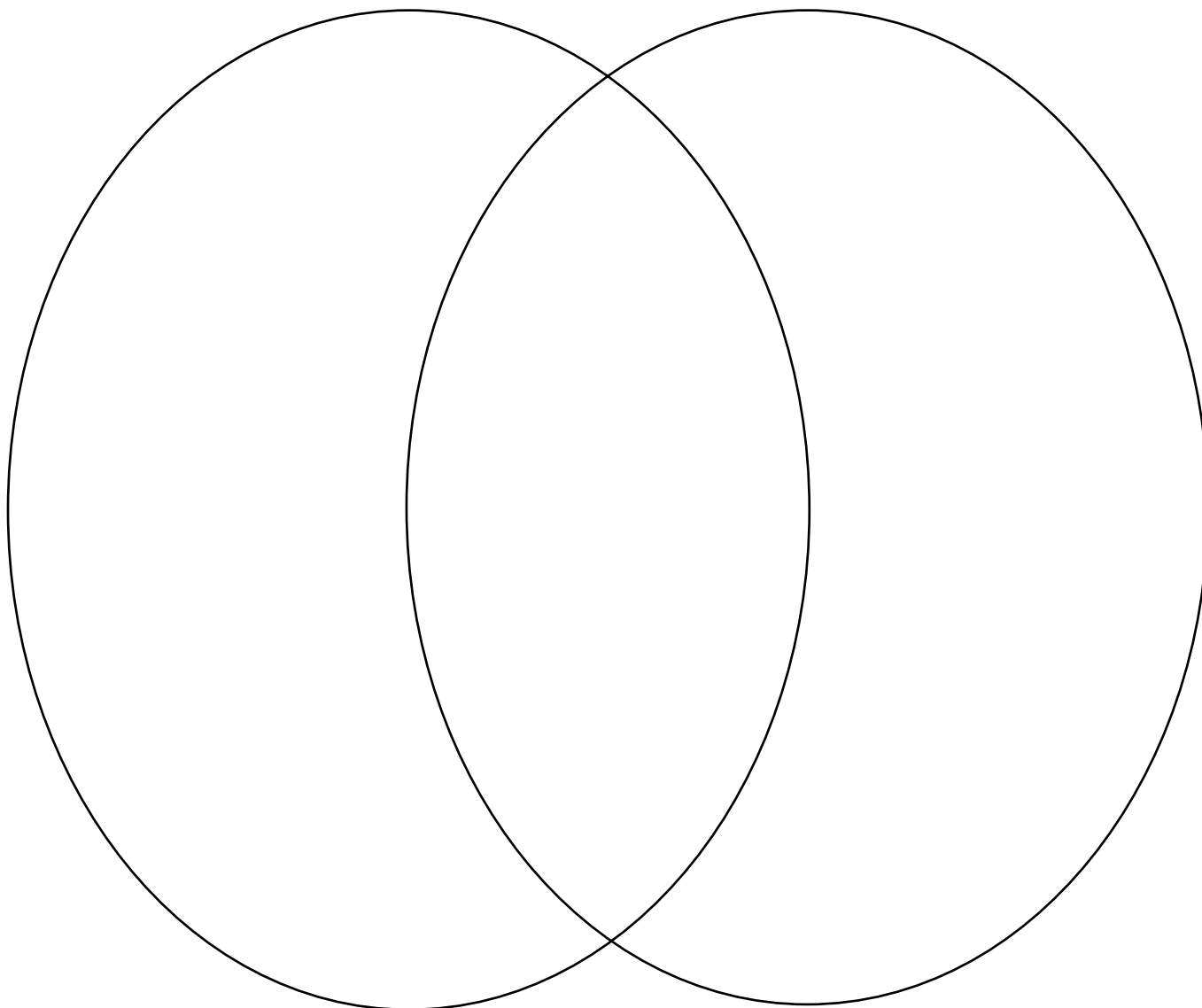
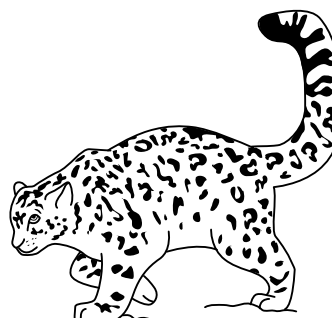
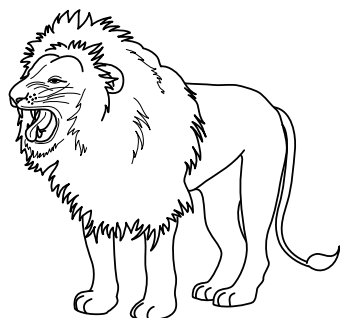
Teacher's note

Children recall information about big cats from the text. In the chart, children write the name, a description and an interesting fact about each big cat.

Name: _____ Date: _____

Comparing and contrasting

- Look at the pictures of the big cats.
- Write how the animals are the same and how they are different.

**Main teaching focus**

Comprehension: Comparing and contrasting.

Other teaching focus

Comprehension: Recalling facts from the text.

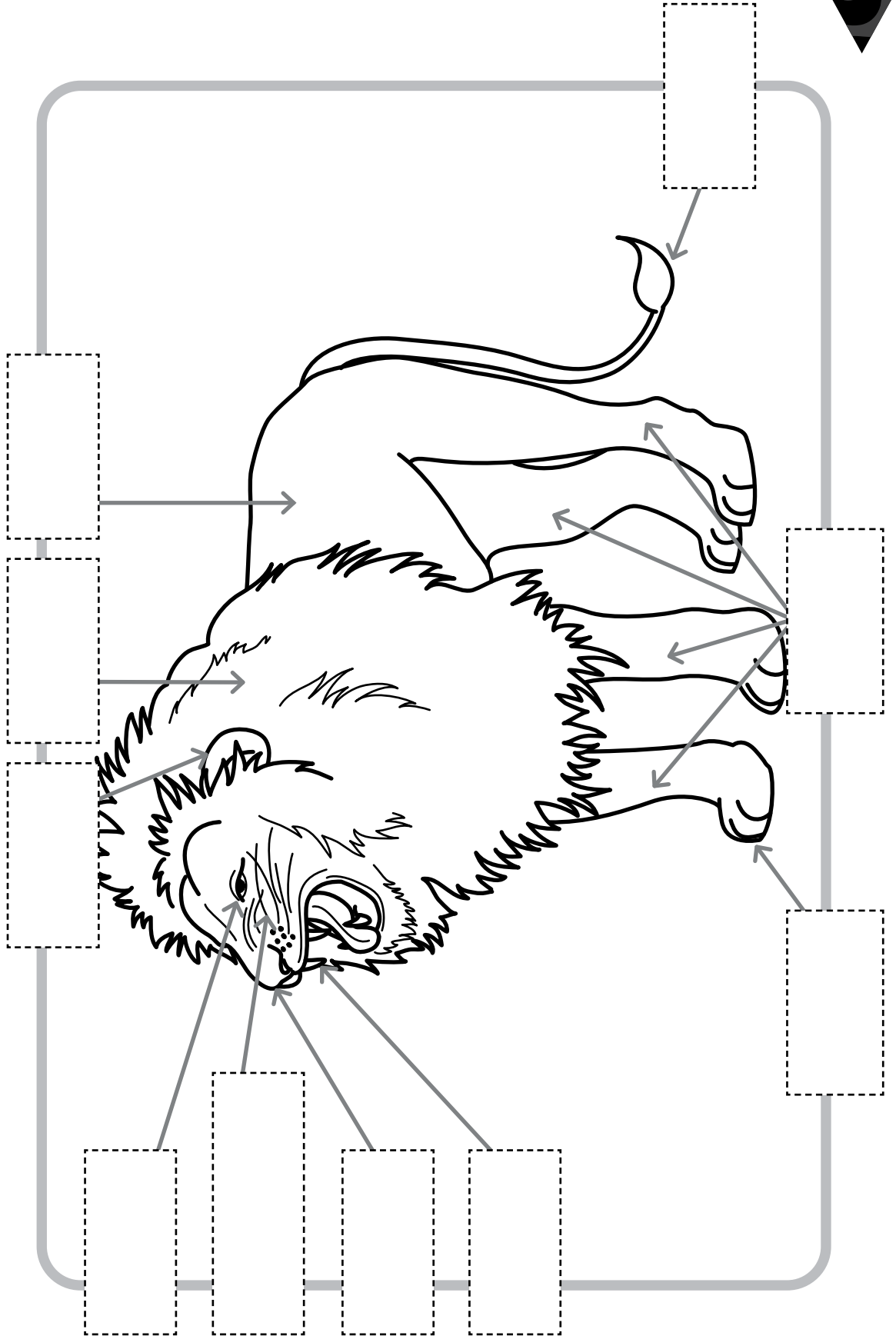
Teacher's note

Children recall facts about lions and snow leopards and compare and contrast them. They write how they are the same and different in the Venn diagram.

Name: _____ Date: _____

Label a lion

- Label the picture of the lion by writing the names of the body parts in the boxes.



Main teaching focus

Theme words: Identifying and labelling parts of a lion.

Other teaching focus

Writing: Spelling words using sound-letter correspondence.

Teacher's note

Children label the lion by writing the names of its body parts in the boxes. They can spell unknown words by using sound-letter correspondence.

Ways We Come to School

Level 14 Non-fiction Word count: 242 Text type: Explanation



HFW introduced:	as, every, people, push, sister, their
HFW consolidated:	also, has, there
Linking texts:	<i>Captain Ross and the Old Sea Ferry</i> (fiction) <i>Digital Poster 'The School Bus'</i>
Curriculum link:	me/family, community, school
Phonological awareness:	suffixes 's', 'es', 'ing'; split digraph 'i_e'; digraph 'th'; adjacent consonants 'ld', 'ng', 'lk'; rhyming words
Text summary:	Find out about the different ways that children come to school.

Tuning in

- Talk about how children get to school. Ask, *How did you get to school today?* Get children to draw a picture of themselves coming to school. Discuss their drawings and have them brainstorm all the different ways that children can come to school.

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?* Get children to predict words that might be in the text. Discuss the photographs on the front cover and link to children's personal experiences. Ask children to predict what the text will be about. Discuss how some books tell us a story and some books give us information and teach us about things. Ask, *What do you think we will learn about when we read this 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, *How do these children go to school? What colour is the big bus? Where will the bus take the children?*

pages 4–5: Ask, *How do these children go to school? Who does this boy go to school with?*

pages 6–7: Ask, *How do these children go to school? What does the tram look like? Is the tram as long as the train? What does the tram go up and down? Where does the tram take them to?*

pages 8–9: Ask, *How do some children go to school? What is the boy riding to school? What does he put on his head? What does he ride along? What would he have to look out for as he rides along the path?*

pages 10–11: Ask, *What do some children go to school in? Who is this girl going to school with? How many cars are there at school? What would she have to look out for when she gets to school?*

pages 12–13: Ask, *How do these children go to school? What is the boat also called? Would it be fun to go on the ferry? What would the waves do to the ferry?*

pages 14–15: Ask, *How do these children get to school? Who do they walk to school with? Who is the little boy walking to school with? Is walking to school good for you? How do you come to school?*

page 16: Ask, *Why are these words and pictures here? Where did you see these words in the text?*

Reading the text

- Get children to 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 relate the text to their own experiences. Ask, *How do you get to school?*
- Get children to summarise the text in their own words.
- Discuss how this text teaches us about the different ways that children come to school. Ask, *What did you learn from reading this text?*
- Ask inferential questions such as: *Why do children come to school in different ways? Why does the boy wear a helmet? Why does he have to look out for people? Why might children need to go on a ferry to school? Why is the little boy walking with his dad to school? Why is walking to school good for you?*

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

Choose from the following activities.

Comprehension

- *Matching sentences to pictures:* Turn to different pages in the text and discuss the pictures. Get children to recall information about the different ways that children come to school. Write sentences from the text onto strips of paper, e.g. 'Some children go to school on a tram.' Get children to read the sentence and then draw a picture to match. Get children to complete **PW 34** (page 58), reading the sentences and matching them to the pictures.
- *Role-play:* Draw pictures on cards of the different ways children come to school (one picture per card). Show the children one of the cards and have them role-play going to school on that mode of transport. Ask children questions that encourage them to explain their understandings during the role-play, e.g. *What is it like on the ferry?*

Phonological awareness

- As a group, talk about how the 's' suffix changes the way we read a word and also changes its meaning. Talk about how 'cars' means there is more than one car. Compare it with 'car'. Get children to find other words in the text that end with 's'.
- Discuss how 'goes' has an 'es' suffix. Get children to cover the 'es' and identify 'go'. Get children to practise reading 'go' and then 'goes'.
- As a group, find 'going' in the text. Talk about the sound 'ing' makes at the end of the word. Brainstorm and record other 'ing' words.
- Discuss the split digraph 'i_e' in 'bike'. Explain how the final 'e' makes the 'i' a long vowel sound. Write other words with the split digraph onto paper and ask the children to read them. e.g., 'like', 'dive', 'kite', 'time', 'ripe', 'wipe'.
- Talk about the consonant digraph 'th'. Discuss how we sound these letters together to make one sound rather than sounding them separately as 't-h'. Get children to find words in the text that contain 'th'. Discuss how 'th' can be at the beginning, middle or end of words.
- Find the word 'children'. Discuss the adjacent consonants 'ld' in the middle of the word. Talk about how these letters are blended together as 'ld', rather than sounded separately as 'l-d'. Discuss how this strategy helps with sounding out words. Repeat with the adjacent consonants 'ng' and 'lk' and get children to find these letters in words in the text.
- Talk about rhyming words. Find 'come' and 'some' in the text and discuss how these words have the same ending. Explain how words that sound the same at the end are rhyming words.

Vocabulary

- *Visual recognition of high-frequency words:* 'as', 'every', 'people', 'push', 'sister', 'their'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play Concentration and Snap.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features:* Discuss how sentences begin with an upper-case letter and end with a full stop, exclamation mark or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts? How do you know where the sentence ends?* Get children to complete **PW 35** (page 59), matching the sentence beginnings with the sentence endings. Also talk about how sentences need to make sense, so the correct beginning needs to be matched with the correct ending.
- *Question marks:* Talk about how question marks are at the end of a question rather than a full stop. Encourage children to identify the question marks on page 15. Get children to ask each other questions and record them on paper with a question mark at the end.

Writing

- Get children to talk about how they go to school. Ask, *Why do you come to school that way? Who takes you to school? Do you come to school the same way every day?* Ask children to write an explanation of how they come to school, including things they need to watch out for on the way.

← ELL engagement

- Discuss why children might come to school in certain ways. Talk about how some children live far away from their school so they wouldn't be able to walk. Ask, *Why might someone need to catch a train to school? Why might some children ride their bike?* Discuss children's responses. Ask, *What do you think is the most common way of coming to school in our class?* Get children to find out by collecting the data in the chart on **PW 36** (page 60). Get children to ask each child: 'How do you come to school?' Children record the responses. Help children answer the questions at the bottom of the page once they have collected their data. Ask, *What is the most common way of coming to school in our class?*

← Assessment

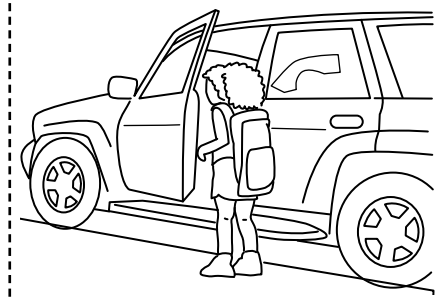
- PWs 34, 35 and 36 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 34 could be kept in the child's portfolio
- Complete Running Record (page 177)

Name: _____ Date: _____

Match sentences to pictures

You will need: scissors, glue, strip of paper

- Cut out the pictures and sentences.
- Match the pictures to the sentences and paste them on the strip of paper.



This little boy is walking to school with his dad. Walking to school is very good for you.

Look at the children. They are going to school on a big yellow bus.

Some children go to school in a car. This girl is going to school with her dad.

This boy is going to school on his bike. He puts on his bike helmet and rides along the path.

Look at this boy and his sister. They go to school every day by train.

Main teaching focus

Comprehension: Matching sentences with pictures.

Other teaching focus

Comprehension: Recalling events of the text; visualising text.

Teacher's note

Children cut out the sentences and the pictures. They match the sentences with the pictures and paste them together on the strip of paper.

Name: _____ Date: _____

Capital letters and full stops

You will need: scissors, glue, piece of paper

- Cut out the sentence beginnings (with a capital letter) and the sentence endings (with a full stop).
- Match the sentence beginnings with the endings and paste them together on the paper.



The bus will take the children

There are lots

It is fun to go to school

A tram is like a train,

Some children walk to school



of cars at school.

but it is not as long.

on a ferry.

all the way to school.

with their friends.

Main teaching focus

Text conventions: Features of a sentence – upper-case letters and full stops.

Other teaching focus

Comprehension: Matching sentence beginnings with endings so the sentences make sense.


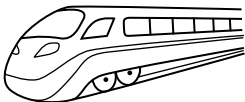
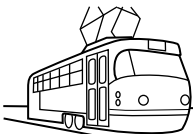


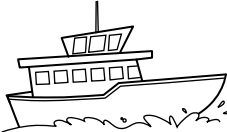

Teacher's note

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

Name: _____ Date: _____

How do we come to school?

- Ask everyone in your class how they come to school.
- Keep a tally using the chart.
- Count how many people come to school each way.
- Answer the questions at the bottom of the page.

Do you come to school	Tally	Total
on a bus? 		
on a train? 		
on a tram? 		
on a bike? 		
on a car? 		
on a ferry? 		
Or, do you walk to school? 		

Which is the most common way of coming to school? _____

Which is the least common way of coming to school? _____

How many people walk to school? _____

Main teaching focus

Oral language: Discussing ways of coming to school; asking questions.

Other teaching focus

Comprehension: Relating texts to personal experiences.

Teacher's note

Children ask others in the class how they come to school and then fill in the table. NOTE: Children may need help with this and with reading the questions at the bottom of the page as some words are introduced at later levels.

A School Map

Level: 14 Non-fiction Word count: 244 Text type: Explanation



High-frequency words introduced: across, as, four, orange, tell, turn

High-frequency words consolidated: has, left, our, right, start

Program links: *A School Map* E-Book, *Silly Old Pirates Look for Treasure* (fiction)

Curriculum link: community, school, physical activity

Story summary: A boy draws a map to help the new girl in his class find her way around the school. He walks with her through the school and helps her find their classroom, where everyone is waiting to welcome her.

Tuning in

- Ask, *What are maps? Why do people use maps? Where have you seen or used a map? What different types of maps are there?* Look at examples of maps. Talk about how maps are drawn from a 'bird's-eye view'.
- Give children a piece of paper and have them draw a map of their classroom. Have them carefully consider the position of items in the room and also the size of the furniture.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What do you think we will learn by reading this text? Why might someone need a school map?* Discuss how the title and pictures help us make predictions about a 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, *Why might a new girl in the class need a map? How would the map help her find her way around the school?*

pages 4–5: Ask, *Do you think the map took a long time to make? What places did the boy need to draw on the map? Why was he like a bird as he was making his map? What might a bird see when it looks down at the school from high up in the sky? Why do you think the boy should walk with the girl as she looks at the map? What might be at the end of their walk around the school?*

pages 6–7: Ask, *What colour classroom door do you start at? Where is the hallway that you walk down? What colour chairs do you see when you turn right? How many green chairs will you go by when you see the office?*

pages 8–9: Ask, *Where are you when you turn left at the office? What colour mat will you walk across? Where is the lunchroom? What colour door do you walk out? Where is the playground? What colour doors do you look for when you walk around the playground?*

pages 10–11: Ask, *What colour doors do you have to open before you walk inside?*

Where is the library? What colour doors does the library have? Why might children love to go to the library? Does the library have lots of books?

pages 12–13: Ask, *What room is next to the library? What colour door does the art room have? How can you tell it is the art room? Where are the paintings hanging on the walls?*

pages 14–15: Ask, *Do you think they are happy to have the new girl come to their school?*

page 16: Ask, *Why are these words and pictures here? How might the glossary help us as we read this text? What do these words mean?*

Reading the text

- Get children to 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. During reading, ask, *How could you work out this word? Did that make sense?* Discuss how looking at the pictures can help with reading.
- Ask children to relate the text to their own experiences. Ask, *Have you ever used a map? How do you know where to go when you are in an unfamiliar place?*
- Discuss how this is a non-fiction text. Ask, *What would be the author's purpose for writing this text? What was being explained in this text?*
- Talk about the directional language used in the text, e.g. 'left', 'right', 'around', 'down', 'turn', 'open'. Get children to use these words to give instructions to others.
- Discuss the colours in the text. Ask, *Why do you think the boy identified the colours of the doors when giving instructions?*
- Ask inferential questions such as: *What do you think the girl will use the map for in her first few days at school? What things could the boy have been thinking about as he made the map? What other types of maps might be useful to the girl?*

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

Choose from the following activities.

Comprehension

- *Following directions:* On a big piece of paper, draw a large map of the school, similar to the map on page 5, but only label the library, office and classrooms. On the board, write sentences, such as: 'The art room is next to the library. Label the art room.' 'Draw the four green chairs in front of the office.' Get children to read and follow the instructions by drawing, labeling and colouring the map. Get children to complete **PW 82** (page 148), reading instructions and making changes to the map.
- *True or false:* Get children to recall events from the text. Write some true and false sentences about the text on the board, such as: 'There are six green chairs by the office.' 'Children were happy the new girl had come to the school.' Discuss why they are true or false. Encourage children to refer back to the text if necessary.

Phonological awareness/Graphophonics

- Find the word 'long' and discuss the final consonant blend 'ng'. Discuss that when these letters are together, they are sounded together as 'ng', rather than separately as 'n-g'. As a group, brainstorm and record other words that end with 'ng'. Get children to circle the 'ng'. Repeat for 'lk' in 'walk'.
- Discuss the word 'face'. Talk about how the 'c' in this word makes an 's' sound. Find 'places' and 'office' and discuss other words where 'c' makes this sound. As a group, brainstorm other words that have a 'c' making an 's' sound, e.g. 'ice', 'race'.
- Get children to identify and read 'high' and 'sky'. Discuss how these words rhyme because they sound the same at the end. Talk about how words can rhyme even though they have different letter patterns at the end. Choose other words from the text and encourage children to think of rhyming words.
- Find 'hallway' and explain that it is a compound word because it is made by two words being joined together. Get children to identify the words 'hall' and 'way'. Get children to find and discuss the compound words 'classroom' and 'playground'. As a group, brainstorm and record other compound words, e.g. 'teapot', 'butterfly'. Get children to circle the two words in each compound word. Get children to complete **PW 83** (page 139), joining words to make compound words.
- Talk about the 'ed' suffix. Get children to find words in the text that end with 'ed' and practice reading them. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).
- As a group, find 'going' in the text. Talk about the sound
- 'ing' at the end of the word. Brainstorm and record

other words that end with 'ing'. Get children to circle the

'ing' suffix in each word.

Vocabulary

- *Visual recognition of high-frequency words:* 'across', 'as', 'four', 'orange', 'tell', 'turn'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and get children to practise reading them. Use the cards to play a game such as Concentration.
- *Theme words – colours:* As a group, find the colour words in the text. Brainstorm and list different colours and identify items around the room that match each colour.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *Sentence features:* Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Get children to complete **PW 84** (page 140), matching the sentence beginnings with the sentence endings. Talk about how sentences need to make sense, so the correct beginning needs to be matched with the correct ending.

Writing

- Discuss how the boy in the text was giving the new girl instructions. Ask, *What types of words do you need to use when you are telling someone how to get somewhere?* As a group, record a list of these words, e.g. 'left', 'right', 'forwards', 'backwards', 'turn'. Get children to draw a map of their school, then write a text explaining how to get from the office to their classroom.

► English Language Learners

- Talk about the different areas in a school. Ask, *What places were on the school map in the text?* Make a list of the places mentioned. Ask, *Who are the people at our school who help us? What are their jobs?* As a group, talk about other places in the community, such as hospitals or shopping centres. Ask, *What might you see if you looked at a map of these places? Who are the people who work in these places? Ask, How are these places similar to/different from a school?*

► Assessment

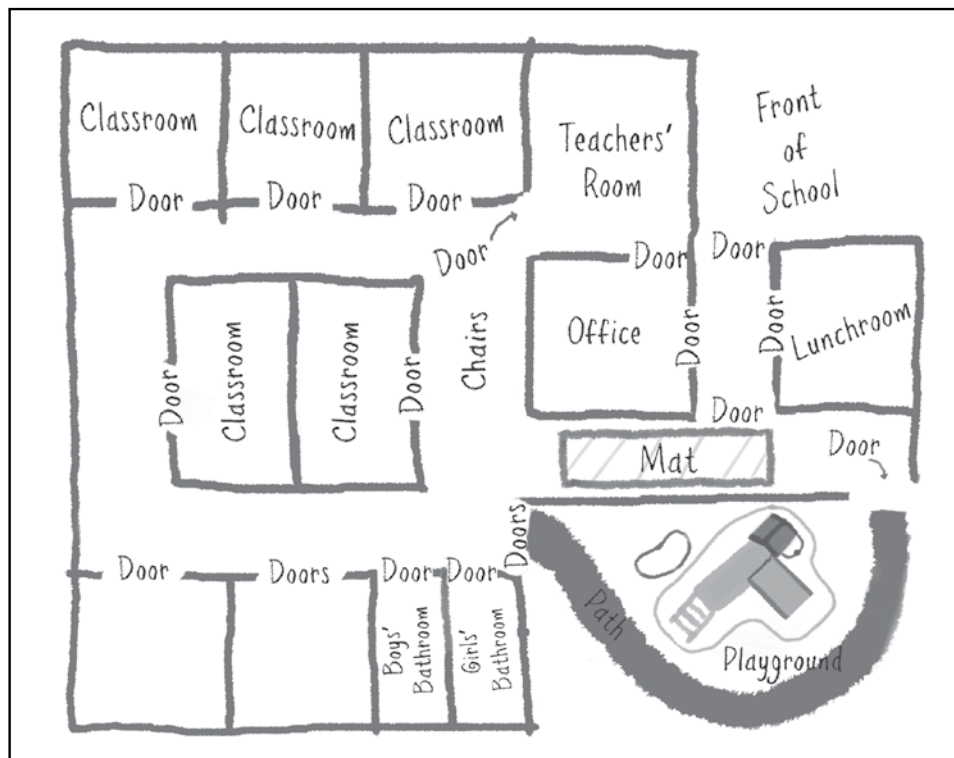
- PWs 82, 83 and 84 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 82 could be kept in the child's portfolio
- Complete Running Record (page 178)

Name: _____ Date: _____

A school map

You will need: pencil, coloured pencils or crayons

- Read the instructions and make the changes to the map.
1. Colour the mat red and blue.
 2. Label the art room.
 3. Colour the trees in the playground green.
 4. Draw four green chairs by the office.
 5. Label the library.
 6. Colour the bathroom doors yellow.
 7. Count the classrooms. There are ___ classrooms on the map.
 8. Colour the art room door orange.
 9. Count the doors. There are ___ doors on the map.
 10. Colour the doors to the library green.



Main teaching focus

Comprehension: Reading and following instructions.

Other teaching focus

Comprehension: Gaining meaning from text.

Teacher's note

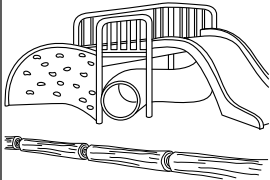
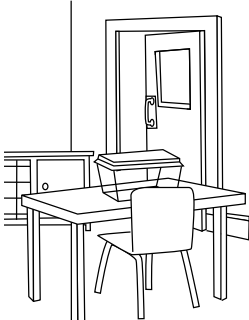
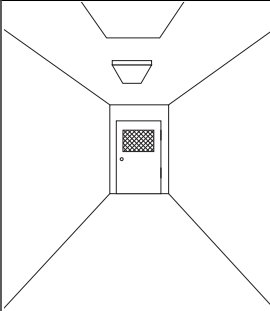
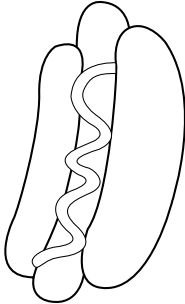
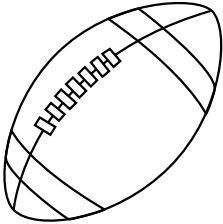
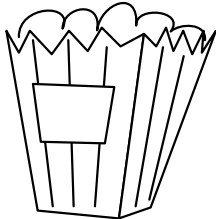
Children read the sentences and then make the changes to the picture based on the instructions.

Name: _____ Date: _____

Compound words

You will need: pencil, coloured pencils or crayons

- Read the words at the bottom of the page.
- Match words together to make compound words.
- Write the correct compound words next to the pictures. Colour the pictures.

_____		_____	
_____		_____	
_____		_____	

foot	pop	play	ball	ground	hall
hot	way	class	dog	corn	room

Main teaching focus

Graphophonics: Compound words.

Other teaching focus

Phonemic awareness: Recognising beginning and ending sounds of words.

Teacher's note

Children read the words at the bottom of the page and match them up to form compound words. They then write the compound words next to the correct pictures and colour the pictures.

Name: _____ Date: _____

Sentences

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

- Cut out the sentence beginnings and endings.
- Match them together so the sentences make sense.
- Paste them on a piece of paper.



The map will help her

The art room has

We are so happy that

I had to draw



all the places we go to at school.

our paintings hanging on the walls.

you have come to our school.

to find her way around the school.

Main teaching focus

Text conventions: Features of a sentence.

Other teaching focus

Comprehension: Making sentences that make sense.

Teacher's note

Children cut out the boxes with sentence beginnings. They match the beginnings and endings and paste them together onto a piece of paper.

My Day

Level: 14 Non-fiction Word count: 241 Text type: Recount



High-frequency words introduced: as, bring, brother, orange, push, secret, sister, tells, things

High-frequency words consolidated: also, night-time, our

Program links: My Day E-Book, Let's Dance (fiction)

Curriculum link: me/family, community, school, physical activity

Story summary: Find out about 10-year-old Beth, who has a wheelchair to help her move around. Learn about all the things she does every day.

Tuning in

- As a group, brainstorm and record things that children do every day. Ask, *What things do you do in the morning? What things do you do at school? What do you do in the afternoon or evening?*
- Ask, *What are wheelchairs? Why do some people use a wheelchair? How do wheelchairs help people?* Discuss how people in wheelchairs are able to do lots of different things.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What do you think we will learn by reading this text? What things might the girl do during her day?* Discuss how the title and pictures help us make predictions about a 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, *Where is Beth? Why might Beth be in a wheelchair? What things do you think she does every day? Where are Beth's mum and dad? Does Beth have a brother and sister?*

pages 4–5: Ask, *What things does Beth have in her bedroom? Why do you think she has lots of books? Where is her desk and bed? How would Beth's wheelchair help her move around? How does she bring her books to school? Where is her bag? Why do you think her bag is always at the side of her wheelchair?*

pages 6–7: Ask, *How does Beth get to school? Who puts Beth in the car to go to school? What would Mum do when they get to school? How does Beth get from the playground to the classroom? How do the ramps at school help Beth? Who waves at Beth as she goes to her classroom? Why do you think some of her friends run over to her?*

pages 8–9: Ask, *Where do children do their schoolwork? What colour is the table? Who does Beth sit with at the table? Where do children have storytime? Why do you think the teacher always lets a friend sit on a chair next to Beth?*

pages 10–11: Ask, *Where does Beth like to play with her friends? What do they like to do under the secret tree? Who would help to push Beth's chair?*

pages 12–13: Ask, *What does Beth like to play with at recess? Is Beth very good at sports? Why would her teacher tell her she is very good at sports?*

pages 14–15: Ask, *What does Beth do at night-time? Where does she read her book? What do you think Beth dreams about when she goes to sleep? What things might she dream about doing at school?*

page 16: Ask, *Why are these words and pictures here? How might the glossary help us as we read this text? What do these words mean?*

Reading the text

- Get children to 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?* Discuss how looking at the pictures can help with reading.
- Ask children to relate the text to their own experiences. Ask, *What does Beth do during the day that is similar to what you do? Do you have a friend who uses a wheelchair? What things does he or she do every day?*
- Talk about how a recount is a text that retells an experience or events. Ask, *What was Beth retelling? What would be the author's purpose for writing this text?* Discuss how the text shows us all the things that children in wheelchairs are able to do. Discuss with children how the text makes them see that Beth is similar to them.
- Get children to summarise the text in their own words.
- Ask inferential questions such as: *Why might Beth need a wheelchair? How is Beth's day similar to your own?*

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

Choose from the following activities.

Comprehension

- *Connections*: As a group, recall things that Beth did during her day. Get children to connect the events in the text with their own personal experiences. Ask, *Is Beth's day similar to your day? Why/why not? What things did Beth do that you also do?* Discuss how Beth's day is similar to theirs, even though she uses a wheelchair to move around. Get children to complete **PW 85** (page 143), writing about how their day is similar to Beth's.
- *Cloze*: Flip through the book and ask children to explain what was happening in different parts. Copy sentences from the text onto paper, but leave a word out in each sentence. 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. Get children to re-read the sentence to check the meaning. Repeat with other sentences in the text.

Phonological awareness/Graphophonics

- Talk about the consonant digraph 'th'. Discuss how we sound these letters together as 'th', rather than separately as 't-h'. Get children to find 'th' words in the text. Discuss how 'th' can be at the beginning, middle and end of words.
- Find 'day' in the text and talk about the sound the 'ay' digraph makes. Get children to think of and record other 'ay' words and circle the 'ay' in each one. Repeat with 'ee' in 'wheelchair' and 'sleep'.
- Find 'desk' in the text. Talk about the consonant blend 'sk' and how these letters are blended to make one sound. Ask children to think of other words that end with 'sk'. Discuss how the 'sk' consonant blend can also be at the beginning of words, e.g. 'skin'.
- Find the homophones 'to' and 'too' in the text. Get children to read these two words aloud. Talk about how they sound the same, even though they are written differently and have different meanings. Give examples of when you would use 'to' and 'too'. Get children to write the words in sentences to show their understanding.
- Find the word 'wheelchair' and explain that it is a compound word because it is made by two words being joined together. Get children to identify the words 'wheel' and 'chair'. Get children to find and discuss the compound words 'classroom' and 'playground'. As a group, brainstorm and record other compound words.
- Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous

vowel, instead of a short vowel sound. Find 'wave' in the text and get children to practise sounding it. Brainstorm and record other words that end with a silent 'e', e.g. 'bake', 'ride', 'poke'. Get children to complete **PW 86**

(page

144), identifying the silent 'e' in words and matching words and pictures.

- Find 'all' in the text. Discuss how new words can be made by adding letters to the start of this word. Get children to find the word 'ball'. Ask, *Can you see the word 'all' in this word? What other words could we make by putting letters in front of the word 'all' (e.g. 'tall', 'hall', 'fall', 'call')?* Record these words and get children to underline the 'all' in each one.

Vocabulary

- *Visual recognition of high-frequency words*: 'as', 'bring', 'brother', 'orange', 'push', 'secret', 'sister', 'tells', 'things'. Get children to complete **PW 87** (page 145), finding high-frequency words in the word search.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading pages of the text to each other.

Text conventions

- *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 children might not recognise and that they are in the glossary. Show children how they can find the meaning of the words by looking at the glossary on page 16.

Writing

- Ask, *What did you do yesterday? Where did you go? Who were you with?* Get children to write the title 'My Day' and ask them to write a recount that explains everything they did.

English Language Learners

- Show children pictures of wheelchairs, glasses, walking sticks, hearing aids and slings. Ask, *What do these objects have in common?* Discuss how these objects help people's bodies. Ask, *Why might people need to use these things?* Talk about how people are able to do many different things because of these items. Ask, *Can you think of any other things that help people?* Get children to draw pictures of the items and write about how they help people.

Assessment

- PWs 85, 86 and 87 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 85 could be kept in the child's portfolio
- Complete Running Record (page 179)

Name: _____ Date: _____

Compare and contrast

You will need: pencil

- Look at the pictures of what Beth does during the day.
- Write sentences about how your day is the same as Beth's day.

Beth's Day



My Day

Main teaching focus

Comprehension: Connections – connecting the text with personal experiences

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children look at the pictures of the things that Beth does during her day. They then write about how their day is similar to Beth's day.

Name: _____ Date: _____

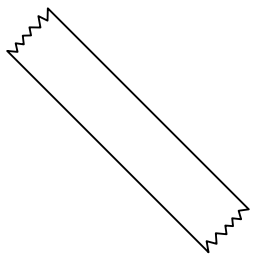
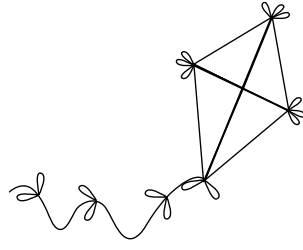
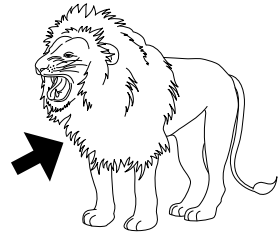
Silent 'e'

You will need: pencil, coloured pencils or crayons

- Circle the silent 'e' in each word. Read the word and draw a picture to match.

wave	bike	ride	cake
cone	rope	gate	rake
bite	cape	note	hide

- Unscramble the letters to spell a silent 'e' word to match the picture.

		
peat	ekit	neam
_____	_____	_____

Main teaching focus
Graphophonics: Silent 'e' words.

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

Teacher's note
Children circle the silent 'e' in each of the words. They then read the words and draw pictures to match. At the bottom of the page, children unjumble the letters to spell a silent 'e' word to match the picture.

Name: _____ Date: _____

High-frequency words

You will need: pencil

- Find all the high-frequency words in the word search.
- Practice spelling the high-frequency words.

as	bring	brother	orange
push	secret	sister	tells
things	also	night-time	our

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

Main teaching focus

Vocabulary: Visual recognition of high-frequency words.

Other teaching focus

Spelling: Spelling of high-frequency words.

Teacher's note

Children find the high-frequency words in the word search. They can then practice spelling the high-frequency words.

Alike and Different



Level: 14 Non-fiction Word count: 260 Text type: Explanation

High-frequency words introduced: as, quickly, strong, their, thin, turn, what

High-frequency words consolidated: has, also, tiny

Program links: *Lea's New Kittens* (fiction)

Curriculum links: science, animals

Story summary: Find out how things are alike and different. Learn how trees, birds and elephants are alike and different. Read about frogs and tadpoles. They are alike in some ways, but they are also very different. Think about how a cat and her kittens are alike and different.

Tuning in

- Discuss the meaning of the words 'alike' and 'different'. Ask, *What does it mean if things are alike? What does it mean if things are different?* Show children two different coloured pencils. Ask children to explain how they are similar and different. Ask, *How are these pencils alike? How are they different?*

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? What familiar words can you see in the title?* Ask children to predict words that might be in the text. Discuss the pictures on the front cover and link to children's personal experiences. Encourage children to use the title and front cover pictures to make predictions about the text.
- Flip through the book, discussing the text 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, *Where are the plants and animals? Are the plants and animals alike in some ways? Are they also different? How are they alike and different?*

pages 4–5: Ask, *Can you see the trees? Are they alike? Do they both have trunks, branches and leaves? Are the trees different, too? What type of leaves does this tree have? What happens to the leaves on these trees in autumn? What type of leaves does this tree have? Do the leaves on this tree fall off in autumn or stay on all the time?*

pages 6–7: Ask, *What animals can you see here? Are they alike in some ways? How many eyes do the birds have? Do they have the same number of legs and wings? Do both birds have feathers? Do their babies come out of eggs?*

pages 8–9: Ask, *Are the birds different? What size is this bird? Can it use its wings to fly? What type of beak does it have? What size is this bird? Is it able to use its wings to fly? What does it use its strong legs for?*

pages 10–11: Ask, *What animal can you see here? Are they alike in some ways? Do they all have trunks, ears*

and tusks? What colour skin do all of the elephants have? Are the elephants different, too? What size is the mother elephant? What size is the baby? How long is the mother's trunk? What size is the baby elephant's trunk? pages 12–13: Ask, *Where are the tiny tadpoles? What do they grow into? How are tadpoles and frogs alike? Can they both swim in water? How are tadpoles and frogs different? Do tadpoles have tails? What do they use their tails for? What do frogs have to help them jump?* pages 14–15: Ask, *Where is the cat with her kittens? How are they alike? Are they also different in some ways? What do you see when you look at their ears and fur?* page 16: Ask, *Where did you see these words in the text? What did we learn about these things?* Discuss that the glossary shows us words that are in the text. Read through the glossary with the children and talk about what the words mean.

Reading the text

- Ask children to 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 relate the text to their own experiences. Ask, *What things have you seen that are alike and different? Can you see anything that is alike and different in this room?*
- Ask children to retell the information in the text in their own words.
- Encourage children to ask questions about the text while reading.
- Talk about the purpose of the text and the author's reason for writing the book.
- Encourage children to reflect on what this text has taught them. Ask, *What have you learned about things that are alike and different?*
- Ask inferential questions such as: *What do frogs and tadpoles use to help them swim? Why do you think an ostrich cannot fly? How might an ostrich get food if it doesn't*

have a long beak? In what ways are the cat and kittens alike?
What other plants can you think of that are alike and different?

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 'leaves', discuss strategies such as sounding out, rereading or looking at the pictures.

Choose from the following activities.

Comprehension

- *Sentence sorting:* As a group, discuss what it means if something is alike or different. Talk about how some sentences in the text were telling us how things were alike and some sentences were telling how things were different. Flip through the text and read sentences to children. Have them decide if the sentence was telling if something was alike or different. For example, on pages 4–5, 'They have trunks, branches and leaves' is telling us how the trees are alike and 'This tree has big, flat leaves' is telling us something that is different about one of the trees. Ask children to complete **PW 88**.
- *Cloze:* Flip through the book and ask children to explain what was happening in different parts. Copy sentences from the text onto paper but leave a word out in each sentence, e.g. 'Their babies come _____ of eggs.' 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. Ask children to reread the sentence to check the meaning. Repeat with other sentences from the text.

Phonological awareness/Graphophonics

- Discuss the final consonant blend 'nk'. Talk about how these letters are blended together as 'nk', rather than sounded separately as 'n-k'. Ask children to identify words in the text that contain 'nk'. Repeat with the consonant blends 'ng', 'nt' and 'mp'. Ask children to complete **PW 89**.
- Discuss how 's' on the end of a word changes how we read it and also changes the meaning. Talk about how 'trees' means there is more than one tree. Get children to cover the 's' ending to identify the word 'tree' and talk about how it means one tree. Draw pictures to illustrate.
- Ask children to identify the double consonant blend 'ff' in 'off' and 'different'. Talk about how when we read these words we only sound the 'f' once. Brainstorm other words that contain 'ff'. Repeat with other double consonant blends, including 'gg' and 'nn'.
- Find 'alike' and 'time' and discuss the long vowel rule for words that end with 'e'. Explain that usually when a word ends with 'e', the 'e' is silent and you make a long vowel sound for the previous vowel, instead of a short vowel sound. As a group, brainstorm and record other words that use this long vowel rule (e.g. 'woke', 'make', 'ride').
- Discuss the vowel digraph 'ee' and model to children the sound these letters make when they are sounded together. Find 'trees' in the text and discuss the 'ee' digraph.

Brainstorm and record other 'ee' words, e.g. 'bee', 'feet', 'meet', 'sweep', 'three'. Get children to circle the 'ee' in these words and discuss strategies for reading them. Repeat for the digraph 'ay'.

- Identify 'fly' in the text. Talk about how the 'y' makes a long 'i' sound in these words. Ask children to think of other words that end with 'y' making a long 'i' sound, e.g. 'fry', 'by', 'cry', 'my'. Record these words so children recognise the 'y' ending.

Vocabulary

- *Visual recognition of high-frequency words:* 'as', 'quickly', 'strong', 'their', 'thin', 'turn', 'what', 'has', 'also', 'tiny'. Ask children to find the words in the text. Write the words on cards (two cards for each word) and play games such as Snap and Memory.
- Get children to take a high-frequency word card and write a sentence using that word. Children could draw a matching picture.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Ask children to practise by reading.

Text conventions

- *Sentence features:* Discuss how sentences begin with an uppercase letter and end with a full stop, exclamation point or question mark. Turn to different pages of the text and ask, *How many sentences are on this page? How do you know where the sentence starts/ends?* Get children to count the number of sentences in the text.
- *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 and they are in the glossary. Show children how we can find the meaning of the words by looking at the glossary on page 16.

Writing

- Ask children to write a text explaining what they learned about how things are alike and different. Use questioning to prompt children's thinking as they compose their text. Ask, *How were the trees alike and different? How were the birds alike and different? How were the elephants alike and different? How were tadpoles and frogs alike and different?*

► English Language Learners

- Show children pictures of two different flowers, such as a rose and a daisy. Get children to compare and contrast the two flowers. Ask, *How are these flowers alike? How are these flowers different?* Focus on promoting children's language development during the discussion. Ask children to complete **PW 90**.

► Assessment

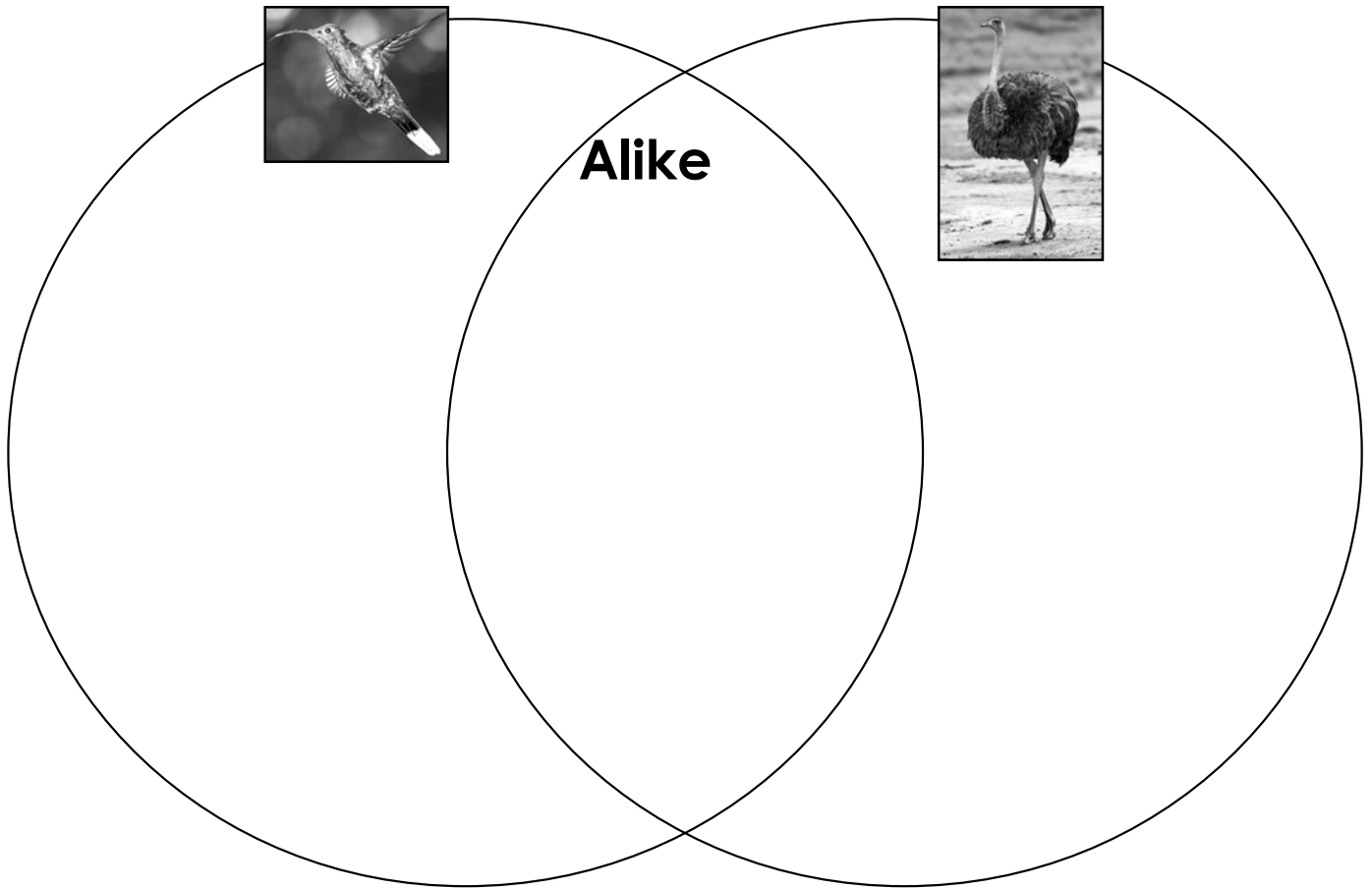
- PWs 88, 89 and 90 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 88 could be kept in the child's portfolio
- Complete Running Record (page 180)

Name: _____ Date: _____

Alike and different sort

You will need: scissors, glue

- Read and cut out the sentences.
- Paste them into the correct part of the Venn diagram.



They have feathers.	It has wings and can fly.	The birds have two eyes, two legs and two wings.	This bird is very big.
This bird is tiny.	It has strong legs to help it run quickly.	It has a long beak to help it get food.	It has wings, but it cannot fly.

Main teaching focus

Comprehension: Sorting sentences from the text; gaining meaning from sentences.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children cut out the sentences. Then they paste them into the Venn diagram, according to whether it is a sentence about how the birds are the same or different.

Name: _____ Date: _____

Finish the words

- Fill in the blanks with 'nk', 'ng', 'nt' or 'mp' to complete each word.
- Draw a line from each word to the matching picture.

nk

ng

nt

mp

pla__

differe__

tru__

wi__

lo__

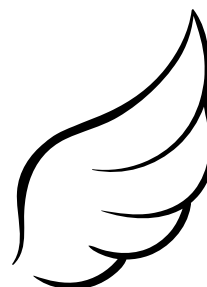
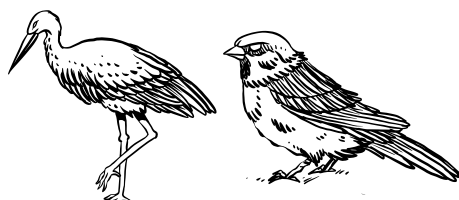
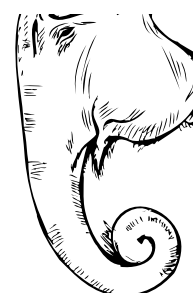
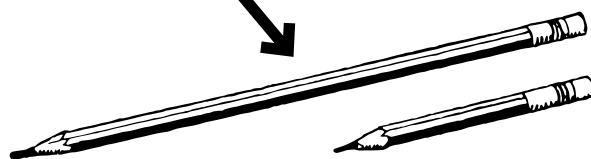
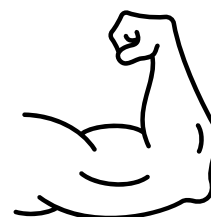
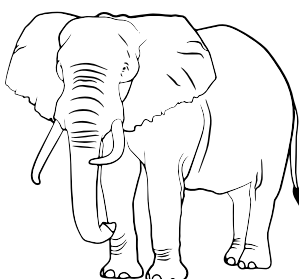
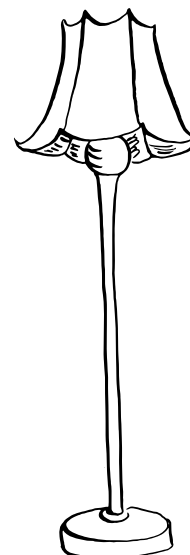
stro__

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Main teaching focus

Vocabulary: Graphophonics: Final consonant blends 'nk', 'nt', 'mp' and 'ng'

Other teaching focus

Phonemic awareness: Recognising beginning, middle and ending sounds in words

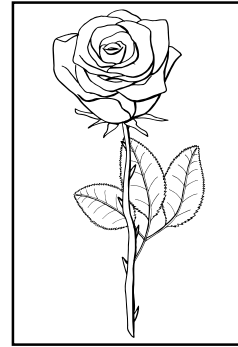
Teacher's note

Children complete each words by adding in 'nk', 'nt', 'mp' or 'ng.' Then they draw a line from each word to its matching picture.

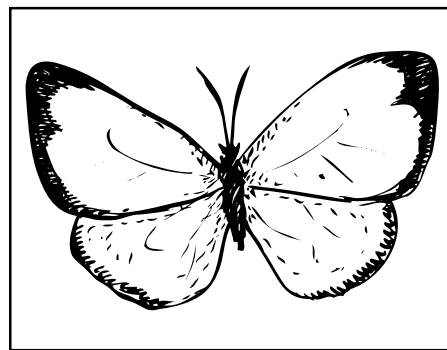
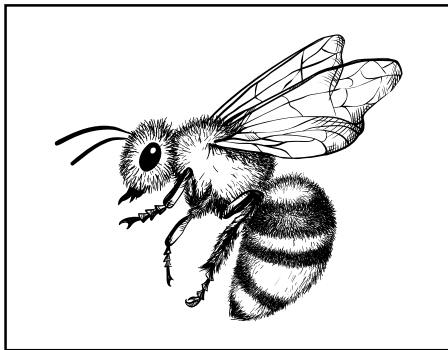
Name: _____ Date: _____

Compare and contrast

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



How are they the same?	How are they different?



How are they the same?	How are they different?

Main teaching focus

Oral language: Discussing features of flowers and insects

Other teaching focus

Oral language : Comparing and contrasting

Teacher's note

Children look at the pairs of pictures and write how they are the same or different in the table.

Running Record



Name: _____ Age: _____ Date: _____

Text: *Where is Sid the Snake?*

Level: 12 Running words: 126

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"Oh, dear!" cried Maya, looking around the big glass box.</p> <p>"Where is Sid the snake? I can't see him."</p>			
3	<p>Sam looked in Sid's box, too. He looked behind some sticks and leaves.</p> <p>"He is gone," said Sam.</p>			
4	<p>Sid was the school's pet snake. All the children loved Sid.</p> <p>"We have to look for him!" said Maya.</p> <p>"He is hiding from us."</p>			
6	<p>The door opened and in walked Mrs Hill with a new teacher.</p>			
7	<p>"Come in," said Mrs Hill to the new teacher.</p> <p>"This is Maya and Sam. They help to look after the school animals."</p>			
8	<p>"We have lots of animals," said Mrs Hill.</p> <p>"We have rabbits and mice, AND we have a pet snake!"</p> <p>"Oh, dear!" said the new teacher.</p> <p>"I don't like snakes at all!"</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *The Secret Tree House*

Level: 12

Running words: 106

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"Come on, Matt," smiled Alex.</p> <p>"Let's play in my tree house.</p> <p>Can you see it?"</p> <p>Matt looked up. "No," he said.</p> <p>"I can't see it."</p> <p>"Look!" said Alex.</p> <p>"My tree house is at the top of the tree."</p>			
4	<p>"Come on, Matt," said Alex.</p> <p>"Let's go up to the top."</p> <p>Alex went up first.</p>			
5	<p>"Look!" shouted Alex.</p> <p>"I'm at the top of the tree.</p> <p>I'm in my tree house."</p>			
6	<p>"Come up, Matt," called Alex.</p> <p>"You have to go up the ladder and along the rope."</p>			
7	<p>"No!" said Matt.</p> <p>"I'm not going up the ladder.</p> <p>It looks too scary!"</p>			
8	<p>"Come on, Matt," called Alex.</p> <p>"You can do it!"</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Clean Up Shelly Beach*

Level: 12 Running words: 127

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>“Let’s go to Shelly Beach on Sunday,” said Dad.</p> <p>“I don’t want to go to Shelly Beach,” said Nick.</p> <p>“We always see rubbish on the sand.”</p>			
3	<p>“Yes,” said Mom. “It’s very sad. It was the best beach around here.”</p>			
4	<p>“It can be the best beach again,” smiled Dad “We can take away lots of the rubbish.” “Yes!” said Nick.</p> <p>“I will ask the children at school to help, too.”</p>			
5	Nick made a big poster. It said			
6	<p>The next day, Nick put up the poster at school.</p> <p>But the children did not stop to read it.</p>			
8	<p>On Sunday, Dad said,</p> <p>“We have lots of work to do today.”</p> <p>“Yes,” said Nick.</p> <p>“It’s a lot of work for one family.”</p>			
9	“We will do the best we can,” smiled Mom.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Mrs Pot's Animal Shelter*

Level: 12

Running words: 126

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"Gran," said Becky. "You look sad today." "Yes," said Belle. "You do look sad."			
4	"Gran," said Becky. "You need a dog. A dog will make you happy." "Yes!" smiled Gran. "A dog will make me very happy."			
5	"Let's go to Mrs Pot's Animal Shelter." said Becky. They have lots of dogs." So off they went!			
7	It was very noisy at Mrs Pot's Animal Shelter.			
8	Mrs Pot took them to see all the dogs. "I like this dog," said Gran. A little brown dog with a pink nose looked at Gran.			
9	"Oh!" said Mrs Pot. "That little dog is a good dog, but it runs and runs. That little dog is too fast for you!" "That's not good" said Gran.			
10	"I like this big dog," said Gran.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Our Special Family Garden*

Level: 12 Running words: 96

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"This is our new home, Rosie," smiled Mom.</p> <p>"It looks so lovely," said Rosie.</p> <p>"But where is the garden?"</p>			
4	<p>Mom smiled.</p> <p>"We are going to make a little garden," she said.</p> <p>"It will be our special family garden."</p> <p>"Yes!" said Dad.</p> <p>"We can all work on the garden. It will be fun."</p>			
6	<p>The next day, Rosie and Mom went shopping.</p> <p>Dad went, too.</p> <p>They got some flowers and some plants.</p> <p>They got a big bag of soil and a big white box.</p> <p>"Where will this big white box go?" asked Rosie.</p>			
7	<p>"You will see!" smiled Dad.</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *The Nature Garden*

Level: 12 Running words: 131

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	At school we have a nature garden. We have lots of plants and animals.			
3	Here is our teacher. She always helps us in the garden. She helps us with the animals, too.			
4	Here is a map of the nature garden.			
6	In the garden we have lots of <i>vegetables</i> . In the garden we have <i>peas, tomatoes</i> and <i>carrots</i> . We have <i>lettuce</i> , too.			
7	We can put the vegetables in a salad. We sit at the <i>picnic tables</i> to eat the salad.			
8	In the classroom we have lots of animals. We always look after them. We have <i>lizards, guinea pigs</i> and a <i>rabbit</i> . We have a pet <i>snake</i> , too.			
9	The rabbits and guinea pigs like to eat carrots from the garden.			
10	The snake is brown and white. It lives in a big <i>glass</i> cage.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Make a Secret Playhouse*

Level: 12 Running words: 116

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	To make a secret playhouse, you will need a big box and a <i>fold-out</i> table.			
3	You will need some <i>pillows</i> , <i>blankets</i> and <i>scissors</i> , too.			
4	Look for a good place to make your playhouse. Put the table up like this.			
5	Now, put a blanket over the table, so that you can't see under it. This helps to make a secret place inside your playhouse.			
6	Then get the big box and the scissors. Cut along the big box, so that it can open and shut like a <i>door</i> .			
7	Next, cut the big box like this. You will need to cut off all the <i>flaps</i> at the back of the box.			
8	Put the big box next to the table.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Recycling*

Level: 12 Running words: 127

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>Have a look inside your house.</p> <p>Take a good look around.</p> <p>Can you see paper that you do not need?</p> <p>Can you see some glass jars, too?</p>			
4	<p>Look at the old plastic bottles.</p> <p>Will you throw them away?</p>			
5	<p>Have a look outside, too.</p> <p>Can you see some old car tires?</p>			
6	<p>If you look around, you will always find lots that you don't need.</p> <p>Old paper and glass jars can be made new again.</p> <p>Old car tires can be made new again, too.</p>			
7	<p>This is called recycling.</p>			
8	<p>Here is some old paper.</p> <p>It can be recycled.</p> <p>The paper can be sent to a big factory and made into new paper.</p>			
9	<p>This little girl is recycling some old paper.</p> <p>She is making a new book with the old paper.</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Puppy School Newsletter*

Level: 12 Running words: 119

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	It's lots of fun to look after a new puppy. But it can be lots of work, too.			
4	It is fun to take your new puppy to puppy school. Puppy school will help your puppy be a good dog. A good dog will sit if you ask it to.			
6	Your puppy will need a soft bed to sleep on. Your puppy will need some toys to play with, too.			
8	You can put water in a bowl for your puppy to drink. Your puppy will need some food to eat, too.			
9	Puppy food is good for your puppy. It helps your puppy to get bigger and bigger.			
10	Your puppy will need to go to the vet from time to time.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Living or Non-living*

Level: 12 Running words: 91

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Look at this dog. Can a dog eat? Is it <i>moving</i> around?			
3	Can it <i>grow</i> ? Yes, the dog can eat, move and grow. It is living!			
4	Here are some birds. Birds can move. Birds need to eat. They eat seeds.			
5	Birds lay eggs. Little baby birds are inside the eggs. The baby birds are growing. Birds can eat, move and grow. Birds are living!			
6	Here are some flowers. Flowers need <i>food</i> and water. They get food and water from the soil. Flowers need sun, too. They move to <i>face</i> the sun.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Our Special Rock Pool*

Level: 13 Running words: 122

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Rosie and Mum were at the beach. The sun was hot and the sky was blue.			
4	Dad ran up the beach. "Come on, Rosie," he smiled. "Are you ready to go swimming with me?" Rosie looked at the big waves. They went up and down. "No!" said Rosie. "The waves are too big for me. I will stay here with Mum."			
6	Mum smiled at Rosie. "Dad will take care of you," she said.			
7	"No!" said Rosie. "The waves will make me fall over, and I will go under."			
8	Dad took Rosie's hand. "Come on," he said. "I want to show you a special little rock pool.			
9	We can go swimming in it." "Are there big waves in the rock pool?" asked Rosie.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Dress-up Day*

Level: 13 Running words: 120

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"Good morning, Tom," said Miss Flora.</p> <p>"Why are you dressed up today?"</p> <p>"It's Dress-up Day," said Tom.</p>			
3	<p>"Oh, no!" said Miss Flora.</p> <p>"I forgot it was Dress-up Day!"</p>			
4	All the children started to come in.			
5	<p>Bec was a tiny fairy.</p> <p>Amber was a big yellow banana.</p> <p>And Lee was a fluffy cat.</p> <p>All the children were dressed up.</p>			
6	<p>Bec and Tom were looking sad.</p> <p>Meg looked sad, too.</p> <p>"Miss Flora," said Bec.</p> <p>"You did not dress up today."</p>			
7	"All the teachers are dressed up," said Tom.			
8	<p>Miss Flora smiled at the children.</p> <p>"Come with me," she said.</p> <p>"I will dress up today!"</p> <p>Miss Flora took the children to a big room.</p> <p>"Look!" said Miss Flora.</p> <p>"Here is a dress-up box."</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Night-time Noises*

Level: 13 Running words: 119

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"Mom!" said Tessa.</p> <p>"Why are you here?"</p> <p>"I came to see if you were cold," said Mom.</p>			
3	<p>"I'm not cold," said Tessa.</p> <p>"But I can't get to sleep.</p> <p>There are lots of night-time noises."</p>			
4	A brown owl with big round eyes went			
5	<p>"See!" said Tessa.</p> <p>"I can't sleep with all that night-time noise."</p>			
6	<p>"Come inside," said Mom.</p> <p>"You can sleep in your big soft bed."</p> <p>"No, Mom!" said Tessa.</p> <p>"I want to sleep in my big new tent."</p> <p>"Do you want me to sleep with you?"</p> <p>asked Mom.</p> <p>"No!" said Tessa.</p> <p>"I'm a big girl now.</p> <p>You can go inside."</p>			
8	<p>Mom smiled.</p> <p>"You can call out if you need me," she said.</p>			
9	Mom went back to the house. CLICK!			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *No Scooter for Scott*

Level: 13 Running words: 121

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>"Oh, dear," said Mom.</p> <p>"We don't have Scott's red scooter. He will have to stay here with me."</p>			
3	<p>"No, thanks," said Scott.</p> <p>"I don't want to stay with you. I want to ride a scooter. I want to go to the playground with Dad and Lin."</p>			
5	<p>"You can still come to the playground," smiled Dad.</p> <p>"We will ride our scooters and you can walk."</p> <p>"No, thanks," said Scott.</p> <p>"I want to ride a scooter to the playground."</p>			
7	<p>"Oh, dear," said Mom.</p> <p>"We have two scooters. We have a big scooter for Dad and a little scooter for Lin. We don't have three scooters."</p>			
8	<p>Scott looked sad.</p> <p>He sat down at the picnic table.</p> <p>"I want to ride a scooter," he said.</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Silly Old Pirates are Lost*

Level: 13 Running words: 88

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>“Get up! Get up!” shouted the captain. “I want to go to Treasure Chest Island. I want to find treasure!”</p>			
4	<p>“Yes, Captain!” said the two silly old pirates. “But do we go left? Or do we go right?”</p>			
5	<p>“Take this map,” said the captain. “And find out. I’m going to take my morning nap.”</p>			
6	<p>The big pirate with the little hat looked at the little pirate with the big hat. “Can you read a map?” asked the big pirate.</p>			
7	<p>“No,” said the little pirate. “But I can try!”</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *My Rock Pool*

Level: 13 Running words: 131

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	To make a rock pool you will need: some card, some blue cellophane, a box, string, tape and scissors.			
4	There are lots of sea animals you can put into your rock pool.			
5	You can make a sea horse, a starfish, a fish and a crab.			
6	You need to make the rock pool first. To make your rock pool get a box. Put the box onto its side.			
7	Cut out the blue cellophane. Put it on the inside of the box, so that it looks like the sea.			
8	You can also cut out strips of blue cellophane. Stick the strips on the box, so that it looks like the sea.			
9	Then cut out some rocks from brown card. Put the rocks around the box, so that it looks like a rock pool.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Circus Tricks*

Level: 13 Running words: 128

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	It's fun to be a <i>clown</i> in the circus. Look at this funny clown. He's playing with some balls.			
3	We are going to be funny clowns today. We are going to do some clown tricks. It will be lots of fun!			
4	At the circus, clowns can go along a <i>tightrope</i> . You can try this, too. But your tightrope will be on the <i>ground</i> !			
6	You need to get a <i>rope</i> and a <i>beanbag</i> .			
7	Put the rope down on the ground. You can make the rope <i>straight</i> , or you can make it <i>wiggly</i> .			
8	Put the beanbag on your <i>head</i> . Now put your <i>hands</i> out from your <i>body</i> . Try to walk very slowly along the rope. Your head will need to be very still, so that the beanbag stays on top.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Owls*

Level: 13 Running words: 124

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	An owl is a bird. Owls have two wings.			
3	Owls have long toes. The toes are called talons. The talons help them to get food. Owls do not have teeth.			
4	Some owls are tiny and some owls are big. Look at the owl and look at the pencil. It's as tiny as the pencil.			
5	This owl is very big. Look at the owl, and look at the skateboard. It's as long as the skateboard.			
6	Owls sleep when it is daytime. Owls eat and go looking for food at night-time. They can eat rats, mice, frogs, lizards, and snakes. They can also eat worms and insects.			
7	Owls have big, round eyes to help them look for food in the dark.			
8	Owls are called nocturnal animals.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Scooter Fun*

Level: 13 Running words: 128

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	This is a red scooter. A scooter has a handlebar. It also has a footboard and wheels.			
3	This red scooter has 2 wheels. But some scooters can have 3 or 4 wheels.			
4	If you ride a scooter, you need to put on a helmet. You need to put on knee pads and elbow pads, too. They will help you to be safe.			
6	If you are riding a scooter, you will need to do lots of work. Scooters don't have engines, like cars. You make them move with your legs and feet.			
8	We make the pedals of a bike go around and around with our feet. This makes a bike move.			
9	We can also make a scooter move with our feet.			
10	To ride a scooter you need to stand.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Maps Can Tell Us Things*

Level: 13 Running words: 115

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>Maps help us.</p> <p>They show the things that are around us.</p> <p>This map is showing you where my house, yard and <i>playhouse</i> are.</p> <p>It shows you where the dog <i>kennel</i> is, too.</p>			
5	<p>This map shows you around my town.</p> <p>Can you see the red cross?</p> <p>It shows where the <i>hospital</i> is.</p> <p>My town has a pool.</p> <p>Can you see the <i>blue rectangle</i>?</p> <p>Can you see any <i>roads</i>?</p> <p>Can you see the <i>train track</i>, too?</p>			
6	<p>Maps can help us to find our way around.</p> <p>This map shows the way from the pond to the playground.</p>			
7	<p>This map is showing the way to the top of the hill.</p> <p>This map is showing the way to the store.</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Bobby Brown's Cat*

Level: 14 Running words: 126

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Bobby Brown was new in town. "I don't like it here," Bobby said to his mum. "I don't have any friends."			
4	"I have a friend for you," smiled Mum. "Come with me."			
5	Mum and Bobby went into the kitchen. On the floor was a big brown box.			
6	What was inside the box? "Is it a puppy?" asked Bobby. Mum smiled. "Open the lid and find out," she said. Bobby opened the lid and peeped inside. He saw a big grey cat.			
8	Bobby turned to Mum. "I don't want a cat," he said. "I want a puppy."			
9	"Purr! Purr!" said the big grey cat. It jumped out of the box, and went over to Bobby. "Purr! Purr!"			
10	The big grey cat went after Bobby all day long.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Captain Ross and the Old Sea Ferry* Level: 14 Running words: 122

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	<p>Sara and Mum got on the ferry.</p> <p>"Good morning, Captain Ross," said Sara.</p> <p>"Good morning, Sara," smiled Captain Ross.</p> <p>Sara and Mum sat behind Captain Ross.</p>			
3	<p>The old sea ferry left the jetty.</p>			
4	<p>Sara took the ferry to school every day.</p> <p>Some children went by bus,</p> <p>and some children went by train.</p> <p>But Sara went to school on a ferry.</p>			
5	<p>The ferry went slowly across the sea.</p> <p>The waves went up and down.</p> <p>Two big ships went by.</p>			
6	<p>Oh, no!</p> <p>The old sea ferry stopped!</p> <p>A big ship blew its horn.</p>			
7	<p>"Look out!" shouted the big ship's captain.</p> <p>"Oh, dear!" said Captain Ross.</p> <p>"The old sea ferry will not go!"</p>			
8	<p>"Look!" said Sara.</p> <p>"Here comes Captain Mel</p> <p>in her big red tugboat.</p>			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Silly Old Pirates Look for Treasure* Level: 14 Running words: 123

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Two silly old pirates walked along the beach. "Where is the hidden treasure?" said the little pirate with the big hat. "We have been looking all day." "Yes," said the big pirate with the little hat. "We have been looking all day long."			
4	"Look!" said the little pirate. "Here is a treasure map. Our captain has left it behind."			
5	"This map will help us find the hidden treasure," smiled the big pirate.			
6	The silly old pirates looked at the treasure map. Then they went to look for treasure. First they hopped over six black rocks. Next they walked across an old log. At last, they came to a big cave.			
8	"Oh!" shouted the little pirate. "The treasure will be in this big cave."			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Let's Dance*

Level: 14 Running words: 120

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	"I don't want to go to the big dance," said Josh. "I can't dance."			
3	Dad turned on the music. "Oh, yes you can dance!" he laughed.			
4	Dad took Josh's hands and began to dance. Dad turned him around and around.			
5	"Oh, Dad!" said Josh. Then he began to laugh.			
6	"Come on," smiled Dad. "It's time to get ready for the big dance." Josh did his hair and then Dad helped him to pick a new orange T-shirt.			
7	"Looking good!" smiled Dad, as they went out to the car.			
8	"Hello, Josh," said Josh's best friend, Tim. "I'm so happy you came." Lots of Josh's friends were outside the dance hall. They were all very happy he had come to the dance.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Lea's New Kittens*

Level: 14 Running words: 106

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Lea was very happy. Her cat, Kitty, was now a mother. She had three new kittens.			
3	The kittens were called Tiger, Tip and Tiny.			
4	"Oh," said Lea after school one day. "The kittens are getting bigger and bigger every day."			
5	"Yes," said Dad. "They like to sleep a lot. But they like to run around, too."			
6	Then Tiger woke up. And Tip woke up. And then Tiny woke up, too.			
7	They began to run around the house.			
8	"Oh, no!" shouted Lea. "Tiger is running up the curtain!" "Oh, dear," said Dad. "Tip has jumped onto the sofa."			
9	"Dad!" cried Lea. "Tiny has your ball of yarn."			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Big Cats*

Level: 14 Running words: 126

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	There are big cats in the <i>jungle</i> , and there are big cats in the <i>desert</i> .			
3	There are big cats in the <i>grasslands</i> , and there are big cats in the <i>snow</i> .			
4	Baby big cats are called cubs. They are soft and playful.			
5	Look at their <i>teeth</i> . Look at their <i>claws</i> . They are tiny now, but they will get bigger and bigger!			
6	Tigers are very big and strong. They live in the jungle and in the grasslands. Tigers jump or <i>leap</i> to get their food.			
7	Some tigers are orange and some tigers are white. But all tigers have black <i>stripes</i> . The stripes help them to stay hidden.			
8	Lions live in the desert and in the grasslands. The male (boy) lions have long <i>manes</i> . This makes them look scary.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Ways We Come to School*

Level: 14 Running words: 131

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Some children go to school on a <i>bus</i> .			
3	Look at the children. They are going to school on a big yellow bus. The bus will take them all the way to school.			
4	Some children go to school on a <i>train</i> .			
5	Look at this boy and his sister. They go to school every day by <i>train</i> .			
6	Some children go to school on a <i>tram</i> .			
7	A tram is like a train, but it is not as long. This tram goes up and down the <i>street</i> – all the way to school.			
8	Some children go to school on a <i>bike</i> .			
9	This boy is going to school on his bike. He puts on his bike <i>helmet</i> and rides along the <i>path</i> . He has to look out for people.			
10	Some children go to school in a <i>car</i> .			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *A School Map*

Level: 14 Running words: 125

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	We have a new girl in our class. She is going to look at the map I have made. The map will help her to find her way around her new school.			
4	The map took me a long time to make. I had to draw all the places we go to at school. I had to label or name all the places, too. I am going to walk with the girl as she looks at the map.			
6	The map goes like this ... Start at the blue classroom door, and walk down the hallway.			
7	Then turn right and go by the four green chairs. You will see the office on your left.			
8	Next turn left at the office, and walk across the red and blue mat.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *My Day*

Level: 14 Running words: 126

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	My name is Beth and I am 10. This is my mom and this is my dad. I have a little brother and a big sister, too.			
4	In my bedroom I have lots of books and toys. I also have a desk and a big bed.			
5	This is my wheelchair. It helps me to move around. I bring my books to school in my blue bag. My blue bag is always on the side of my wheelchair.			
6	My mom puts me in the van to go to school. At school, my mom gets me out of the van.			
7	My school has ramps so that I can go from the playground to my classroom. Some of my friends wave to me as I go to my classroom.			
Totals				

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Alike and Different*

Level: 14 Running words: 97

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	Look at the <i>plants</i> and <i>animals</i> . They are alike in some ways. But they are also different.			
4	Look at the trees. They are alike in some ways. They have <i>trunks</i> , <i>branches</i> and <i>leaves</i> .			
5	But the trees are different, too. This tree has big, flat leaves. The leaves turn brown and fall off in autumn. This tree has thin leaves. The leaves stay on the tree all the time.			
6	Here are two birds. They are alike in some ways.			
7	The birds have two eyes, two legs and two wings. They have feathers. Their babies come out of eggs.			
Totals				

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