

LEVELS
15-20

Engage Literacy

TEACHER'S RESOURCE

Extended Edition

Lauren Oxley



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15-20

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Lauren White



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Engage Literacy Teacher's Resource Levels 15-20 Extended Edition

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Please note the following abbreviations that are used in the Teacher's Resource:

PW: Blackline Master **IWB:** Interactive Whiteboard

Introduction

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

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

Engage Literacy components

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

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

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

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

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, PWs and an Running Record for each title. See page vii for more information.

- **E-Books**

All fiction and non-fiction texts in *Engage Literacy* are provided as E-Books for use on individual computers, iPads and IVBs. Features include: spoken text, interactivity and page turning.

- **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.

- **Comprehension Strategy Kits**

The *Engage Literacy Comprehension Strategy Kits* for Levels 9–15 and 16–22 are a precisely levelled resources that address the comprehension needs of individual students and/or small groups. Each box includes 42 individual text cards with 6 copies of each (252 cards), 9 comprehension strategy teaching cards, an overview teaching card, comprehension strategy poster and an extensive teacher's resource guide.

The text cards cover all text types and are a balance of fiction and non-fiction. Each card covers literal, inferential and applied questions and includes 'Your Turn' activities' to further consolidate the skills addressed. Picture glossaries are also included on the back of each card. The strategy teaching cards and the text cards are four-sided and laminated.

- **Shared Reading Big Books**

The *Engage Literacy Shared Reading Big Books* are perfect for sharing in the classroom. With a wonderful collection of poems, rhymes, songs and chants, students are introduced to different genres on a wide range of topics. The poems link directly to *Engage Literacy* fiction and non-fiction texts. The books are a great way to offer oral language practice, including vocabulary that may not be independently accessible to all children.

Go-Kart Surprise

Level 19 Fiction

Word count: 467

Curriculum link: me/family, community, physically active

Text type: narrative

High-frequency words introduced: arrived, knew, really, sped, yelled

High-frequency words consolidated: almost, sadly, thought, wasn't, watch, watched

Example inferential questions:

- Why do you think Justin had to wait until he was eight before he could start go-karting?
- Why wasn't Justin having fun at his party?

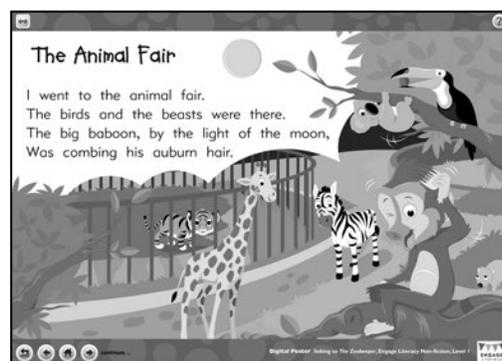
Phonological awareness:

vowel digraphs 'oo', 'ar', 'er', 'c' making 's' sound; consonant digraph 'ph'; 'ould' letter string; contractions 'wasn't', 'didn't', 'you're'; three-letter consonant phonemes 'str'

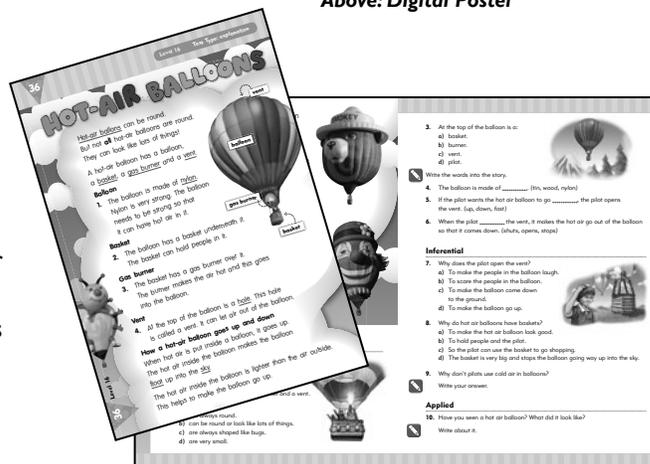
Linking text:

A Go-Kart at School (NF)

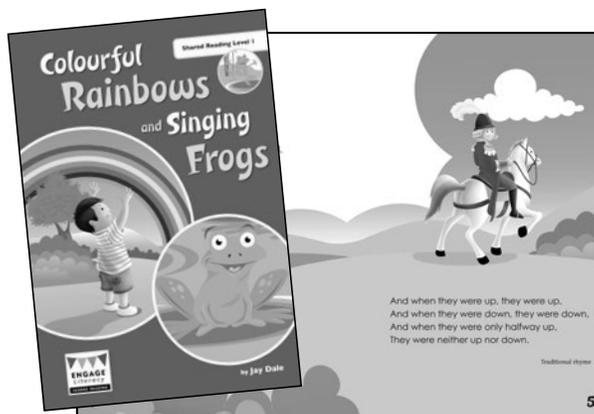
Above: Inside front cover



Above: Digital Poster



Above: Comprehension Cards



Above: Shared Reading Big Books

the editor

Exposition (persuasive): purpose – to persuade or convince others, e.g. advertisement or commercial, letter to the editor, 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 report

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

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

Teacher's Resource

Each *Teacher's Resource* provides comprehensive, easy-to-use teaching notes with accompanying PWs for each title. The *Teacher's Resource* provides different avenues of acquiring knowledge so all children can learn effectively, regardless of differences in ability levels.

Each set of teaching notes provides:

- **Story or text summary**
- **Getting started:** activities that introduce students to the topic/s in the text
- **Predicting:** this section provides page-by-page questions and discussions encouraging children to predict what the text will be about and to form understandings about the text
- **Reading the text:** the teacher explores with the children the following terms – predicting, clarifying/monitoring (word, sentence, phrase), questioning, summarising, visualising/imagery; and when appropriate, models how these strategies help readers understand texts
- **After reading:** detailed teaching notes with ideas for activities, discussion and questioning that can occur after the text has been read
- **English Language Learners:** tasks designed to help with the language development of children who do not have English as their first language in the home environment
- **Assessment:** ideas on how to track and keep a record of individual learning paths. Running Records have been provided for each title.
- **PWs** are embedded in the teaching notes. They can be used individually, in small groups, or with the whole class. Some PWs reinforce concepts beyond the text and therefore can be used at any time.

Each title's teaching notes and PWs comprise a range of activities that can be completed with the texts.

The skills addressed are:

- *Comprehension* – incorporating literal or factual, inferential or interpretive, evaluative/analyzing 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
- *Graphophonics* – initial consonant sounds, alliteration/rhyme, manipulation of sounds in words, segmenting words into sounds (analysis), blending, syllables, word families, contractions, compound words, suffixes/prefixes, plurals, synonyms/antonyms, tenses and generalizations (root words, doubling last consonant)
- *Extending Vocabulary (individual words)* – incorporating high-frequency words and topic words
- *Combining vocabulary for better understanding* – identify and discuss interesting phrases in the text and how/when words are combined to form a phrase and how this gives us a better understanding of the text's meaning
- *Text conventions* – features of text including font emphasis, grammatical features and punctuation
- *Writing activities* – focusing on different text forms and text types, e.g. recount, report, diary, procedural and narrative, enabling students to explore the text and complete related activities in many different contexts.

How to use *Engage Literacy* in your 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 (persuasive/argument), 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 learned 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, graphophonic elements)
- 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.). The following strategies could be developed:

- how to read different genres, e.g. chants, rhymes, 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 learning groups through the following activities:

Group 1 Teaching Group: children work with the 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*).

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. Ask them to complete one of the activities or PW tasks related to the text. Spend the remaining time in the lesson moving 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 PWs 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*).

Group 4 E-Books: children interact with *Engage Literacy E-Books* independently.

Whole-class sharing (5 to 10 mins)

Ask 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. Additional 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 pages 161 to 192) 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 an Running Record?

- An Running Record provides a diagnostic assessment of a child's reading ability.
- An Running Record looks at the strategies a child uses to read and is a useful tool for informed planning.
- An 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 him or her read aloud because you want to learn more about his or her reading.
- Introduce the book to the child by looking at the front cover and the title page with him or her.
- When you are ready, ask the child to start reading.

Making an Running Record

- Using the reading symbols outlined below, mark the text on the 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 in the final column.

Reading symbols

No Errors

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

Errors

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

Reading strategies

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

Interpreting the Running Record

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

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

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.

Our Baby

Level: 15 Fiction Word count: 282 Text type: Narrative



High-frequency words introduced: just, much, soon, when

High-frequency words consolidated: didn't, maybe, peeked, thing

Programme links: Our Baby E-Book, Growing Up (non-fiction)
Digital Poster 'Me'

Curriculum link: me/family, community

Story summary: Rosie is waiting and waiting for their baby to come. One morning when Rosie wakes up, Granny is there and she takes Rosie to the hospital to see her mum and dad and their new baby.

Getting started

- Talk about babies. Ask, *What are babies like? Have you got a baby brother or sister? Have you seen a baby growing in a mummy's tummy before? Where does the mummy go to have her baby?* Discuss what babies look like and how they are different from other children. Ask children to role-play being a baby. Ask, *Can you crawl like a baby? Can you cry like a baby?*

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?* Ask 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, *What do you think this story is going to be about? What do you think the characters are going to do?*
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Who is Rosie looking at? Who has a big, round tummy? When do you think the baby will come?*
- pages 4–5: Ask, *Is Mum's tummy still big and round the next day? Do you think Rosie wants the baby to come? Did the baby come today?*
- pages 6–7: Ask, *Where has Rosie put her hand? What did she rub up and down on Mum's tummy? Do you think the baby would answer Rosie when she says hello?*
- pages 8–9: Ask, *Who was on the couch the next morning when Rosie woke up? Where do you think Mum and Dad are? Why would Mum and Dad be at the hospital?*
- pages 10–11: Ask, *How did Granny and Rosie get to the hospital? What colour is the taxi? Where did the taxi take them?*
- pages 12–13: Ask, *What are Granny and Rosie walking past? Where do you think their baby is?*
- pages 14–15: Ask, *What did Granny and Rosie see when they peeked around the door? What is Mum sitting on? Is her tummy big and round? What did Rosie see next to Dad?*
- page 16: Ask, *Is that their baby? Why are they all smiling?*

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, *Is there a baby in your family?*
- Get children to retell the story in their own words. Talk about the beginning, middle and end of the story.
- Discuss how this text is a narrative and talk about the orientation, complication and resolution of the story.
- Talk about the characters and their role in the story.
- Ask inferential questions such as: *Why is Mum's tummy big and round? Why was Rosie putting her hand and cheek on Mum's tummy? Why didn't the baby say anything? Why was Granny in the house? Why did Rosie and Granny take a taxi to the hospital? Why isn't Mum's tummy big and round any more?*

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, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Sequencing:** Get children to recall the events of the story. Ask, *What happened in the beginning/middle/end of the story?* Ask children to talk about what the characters did throughout the story. Ask, *What was Rosie doing in the beginning of the story? What was Mum doing at the end of the story?* Write sentences from different pages of the text on strips of paper. Give each child a strip of paper and ask them to read the sentences and sequence them in the correct order. Get children to complete **PW 1**, sequencing the sentences and pasting them in the correct order on a strip of paper. Children draw matching pictures under each

box.

- **Summarising:** Turn to pages 2–3 and ask children to re-read the text and look at the illustrations. Ask them to summarise what happened at this part of the story. Discuss how summarising means identifying the most important things. Ask, *What was the main thing that happened at this part of the story?* Record children's responses. Repeat with the remaining pages.

Phonological awareness/Graphophonics

- Talk about the word 'our'. Discuss the vowel digraph 'ou' and the sound these letters make when sounded together. Get children to brainstorm other 'ou' words.
- Talk about the contractions in the text: 'didn't', 'that's' and 'where's'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'did not' and 'didn't' and show how the apostrophe is written instead of the 'o' when the words are joined. Repeat for 'that's' and 'where's'. Find the contractions in the text. Get children to complete **PW 2**, cutting out the words in boxes and matching them to the contractions.
- As a group, clap the syllables in 'hospital'. 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.
- As a group, find 'coming' in the text. Talk about the sound that 'ing' makes at the end of the word. Brainstorm and record other 'ing' words.
- 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 '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.
- Talk about the final consonant blend 'nd'. Discuss how these letters are blended together to make one sound. Find 'hand' in the text and get children to identify the 'nd' blend. Talk about the other consonant blends in the text: 'ng' and 'nt'. Get children to practise blending these sounds and find them in the text.
- As a group, talk about the consonant digraph 'wh' in 'when'. Talk about how we sound these letters together to make one sound, rather than separately as 'w-h'. Model the sound these letters make together. Ask children to find other 'wh' words in the text.

Vocabulary

- **Visual recognition of high-frequency words:** 'just', 'much', 'soon', 'when'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.
- Get children to make a word search 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 a capital 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? How do you know where the sentence ends?* Get children to count the number of sentences in the text.
- **Text emphasis/bold font:** Talk about how some words in the text are bold. Discuss how we use a bigger voice or emphasise these words as we read them. Turn to page 8 and get children to practise this skill by reading the sentences and changing their tone for the bold text.

Writing

- Ask children to recall why Rosie's mum went to hospital. Talk about why people go to hospitals. Discuss how doctors and nurses take care of people. Get children to write about why hospitals are important. Have them use sound–letter correspondence in their writing.

► English Language Learners

- Talk about the different people in families. Ask, *Who is in your family?* Get children to brainstorm and record people who could be in a family, e.g. mum, dad, brother, sister, auntie, uncle, granny, grandpa, baby, cousin. Get children to draw a picture of their family and label the people.
- Get children to talk about babies and the things that they need. Ask, *What have you got at home to help take care of your baby brother or sister?* Talk about things that babies don't need. Discuss how some things are dangerous for babies. Bring in a variety of baby items such as nappies, toys and dummies. Ask children to name and describe each item. Ask, *What would we use this for if we took care of a baby?* Support and enhance children's language development during discussions. Get children to complete **PW 3**, sorting pictures of things babies need and don't need into columns.

► 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 301).

Name: _____ Date: _____

Sequencing

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



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



The next morning, when Rosie woke up, Granny was sitting on the sofa.

“Mum and Dad are at the hospital,” said Granny.

Rosie looked at Mum. Her tummy was big and round.

“When will our baby come?” asked Rosie.

“Soon,” said Mum.

Granny and Rosie walked by lots of babies.

“Is this our baby?” asked Rosie.

“No,” said Granny. “That’s not our baby.”

Granny and Rosie got into a big black taxi.

They went down the street and up the hill.

The next day, Rosie put her hand on Mum’s tummy.

Then she put her cheek on top. “Hello, Baby,” she said.

But the baby didn’t say a thing.

Mum was sitting up in bed.

Her tummy was not big and round. Rosie saw a little bed.

“Is this our baby?” asked Rosie. “Yes!” smiled Mum.

Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Visualising – drawing pictures to match sentences.

Teacher’s note

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

Name: _____ Date: _____

Contractions

You will need: scissors, glue

- Cut out the boxes at the bottom of the page.
- Match and paste them under the correct contractions.

didn't	that's	where's	let's

I'm	can't	don't	it's



let us	can not	did not	where is
I am	do not	that is	it is



Main teaching focus

Graphophonics: Contractions.

Other teaching focus

Text conventions: Apostrophes for contractions.

Teacher's note

Children cut out the boxes at the bottom of the page, then match and paste them under the contractions.

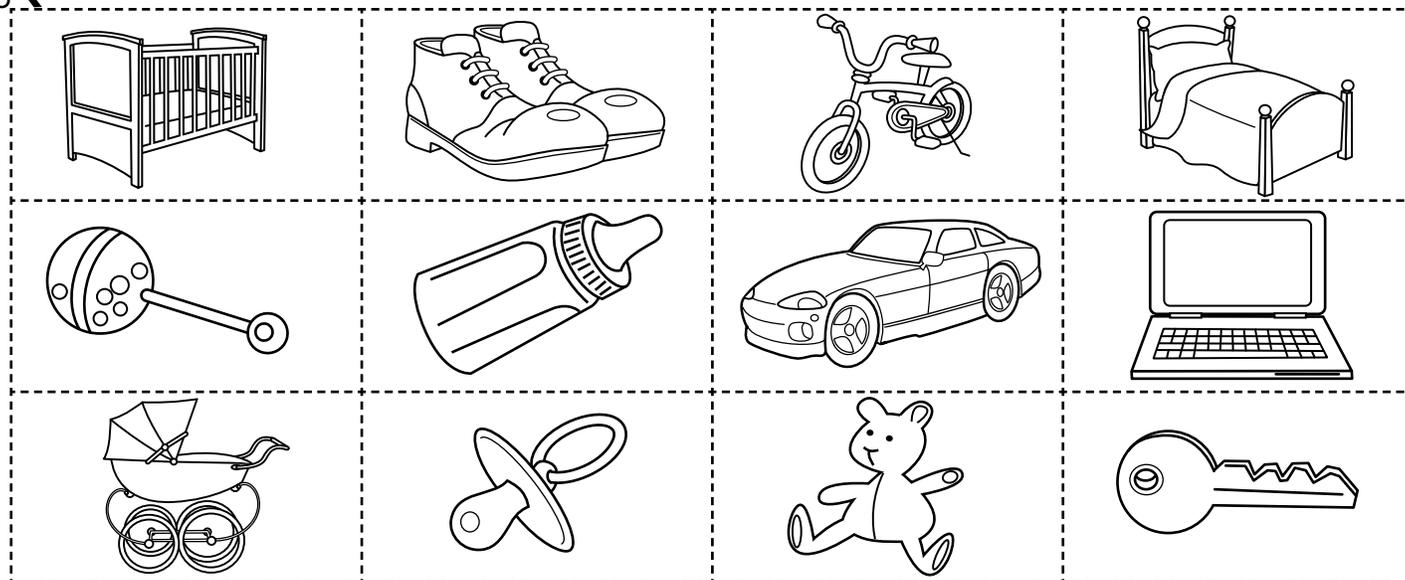
Name: _____ Date: _____

What does a baby need?

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

- Colour and cut out the pictures.
- Paste the things a baby needs under the ✓.
- Paste the things a baby doesn't need under the ✕.

✓	✕



Main teaching focus

Oral language: Discussion and awareness of the needs of babies.

Other teaching focus

Oral language: Comparing and contrasting items; discussing an object's purpose.

Teacher's note

Children colour and cut out the pictures. They sort the items into two groups – *things babies need* and *things babies don't need*. Children then paste the pictures in the appropriate columns.

What is the Matter, Mrs Long?



Level: 15 Fiction Word count: 287 Text type: Narrative

High-frequency words introduced: could, just, knock, matter, must, purple, sudden, when

High-frequency words consolidated: as, Mrs, well, what

Programme links: *What is the Matter, Mrs Long?* E-Book, *Letter to Sam* (non-fiction)
Digital Poster *'The Lady with the Crocodile Purse'*

Curriculum link: community, celebrations

Story summary: Mrs Long feels quite ill when she sees a tiger, a dinosaur and a little fairy. Mr Lee takes her to the doctor and on the way he sees them too! At the doctor's, there is a knock on the door and in comes the tiger, dinosaur and fairy – children dressed up for Halloween.

Getting started Ask children to talk about a time when they have felt ill. Ask, *What is a synonym for the word 'ill'? What made you feel sick? What did you do to get better? Did you go and see the doctor when you were sick?*

- Talk to children about Halloween. Ask children if they have dressed up in costumes or if they have gone trick-or-treating'. Talk about why it is important to have Mum or Dad with you if you go trick-or-treating.

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, *What do you think is wrong with Mrs Long? How do you think she is feeling? What do you think is going to happen?* 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, *Whose shop has Mrs Long run into? Why would Mr Lee be asking her what is the matter?*
- pages 4–5: Ask, *What did Mrs Long see when she was walking down the street? Where was the black and yellow tiger running? What colour was the big dinosaur? What was the big green dinosaur doing? What colour was the little fairy?*
- pages 6–7: Ask, *Who is feeling very ill? Where do you think Mr Lee is going to take Mrs Long?*
- pages 8–9: Ask, *Who has walked out the door and is going down the street? What have they seen all of a sudden? What can they see that is black and yellow running in the park? What can they see jumping up and down? What colour is the big dinosaur? What is the fairy holding?*
- pages 10–11: Ask, *Who else feels ill now? Where are they running as fast as they can?*
- pages 12–13: Ask, *Who are they talking to? What colour tiger did they see running in the park? What type of dinosaur did they*

see jumping up and down? What colour fairy did they see with a purple wand?

- pages 14–15: Ask, *Who does the doctor say is very, very ill? Who has come into the doctor's? Who has come running in this way and that? Who is jumping up and down? Who has come in with a purple wand?*
- page 16: Ask, *Why do the children shout, 'Trick or treat'?*

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 seen something that was scary or made you feel ill? Have you gone trick-or-treating?*
- Get children to retell the main parts of the story.
- Discuss how this text is a narrative and talk about the orientation, complication and resolution.
- Talk about the characters and their role in the story.
- Ask inferential questions such as: *Why do you think Mrs Long ran into the shop? Why would Mrs Long think she was ill after seeing the tiger, dinosaur and fairy? Why are they going to the doctor? Why have the tiger, dinosaur and fairy come into the doctor's office? Why are the children carrying baskets?*

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. Ask, *Who were the characters in the story? What did they do?* Talk about the plot.

Get children to summarise what happened. Flip through the text and ask them to use the illustrations to help their explanations. Ask, *What happened in the beginning/middle/end of the story?* Talk about the setting. Ask, *Where did the story happen?* Get children to complete **PW 4**, recording the characters, setting and plot of the story.

- *Inferring characters' feelings:* Ask children to name the characters. Turn to pages 2–3 and encourage children to role-play the characters' actions. Ask, *How were the characters feeling at this stage of the story?* Repeat for other pages. Get children to complete **PW 5**, drawing and writing how characters were feeling.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ow' in 'down'. Discuss and model the sound that these letters make. Get children to brainstorm other 'ow' words, e.g. 'cow' and 'now'.
- Talk about the vowel digraph 'ou' in 'out'. Discuss and model the sound that these letters make. Get children to brainstorm other 'ou' words, e.g. 'shout' and 'hour'. Compare the 'ou' and 'ow' digraphs and discuss how these letters can make the same sound.
- Talk about the vowel digraph 'ee' in 'Lee'. Discuss the sound that these letters make when they are together. Get children to find and read other 'ee' words in the text.
- Talk about the final consonant digraph 'ck'. Talk about how these letters are sounded together as 'ck', rather than separately as 'c-k'. Find 'black' in the text and get children to identify the 'ck' at the end of the word. Ask, *What sound would these letters make?*
- As a group, find 'ill' in the text and discuss strategies for sounding this word. Talk about how we can make new words by adding letters to the front of this word. Write 'ill' on paper and get children to add letters to make new words, e.g. 'hill', 'pill'.
- As a group, find 'jumping' in the text. Talk about the sound that 'ing' makes at the end of the word. Brainstorm other words that end in 'ing'. Get children to circle the 'ing' suffix.
- Discuss the consonant digraph 'th'. Talk about 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 occur at the beginning, middle or end of a word.

Vocabulary

- *Visual recognition of high-frequency words:* 'could', 'just', 'knock', 'matter', 'must', 'purple', 'sudden', 'when'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play Concentration.

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

- *Question marks:* Talk about how a question mark rather than a full stop is at the end of a question. Encourage children to identify the question mark on page 3. Get children to ask each other questions and record them on paper with a question mark at the end.

- *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 6–7 on a sheet of paper. Tell children to colour over the words that are between the speech marks. Ask them to role-play the conversation by reading the text between the speech marks.

Writing

- Get children to look at and describe the picture on pages 8–9. Ask, *What are the characters doing? How do you think they feel? Where are they? What are they going to do next?* Ask children to write a description of this picture.
- Talk about how adjectives are words that describe things. Turn to pages 4–5 and support children in finding the adjectives, e.g. 'big', 'green'. Explain how these words describe the dinosaur. As a group, think of adjectives to describe other characters in the story. Get children to complete **PW 6**, writing adjectives to describe Mr Lee and Mrs Long.

► English Language Learners

- Provide a variety of costume items for children to wear and look at. Get children to describe each other while they are wearing the costumes. Support children in using adjectives. Encourage them to role-play different people.
- Talk about doctors and what they do and what they use, e.g. thermometers, stethoscopes. Discuss how when people go to the doctor, they are called a 'patient'. Get children to role-play being a doctor and a patient. Ask children to draw and label a picture of themselves going to the doctor.

► Assessment

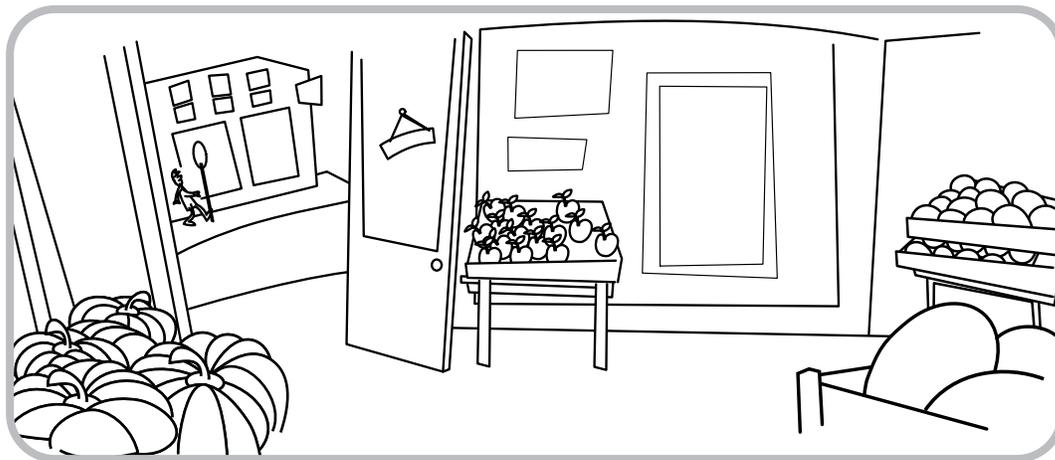
- PWs 4, 5 and 6 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 4 could be kept in the child's portfolio
- Complete Running Record (page 302).

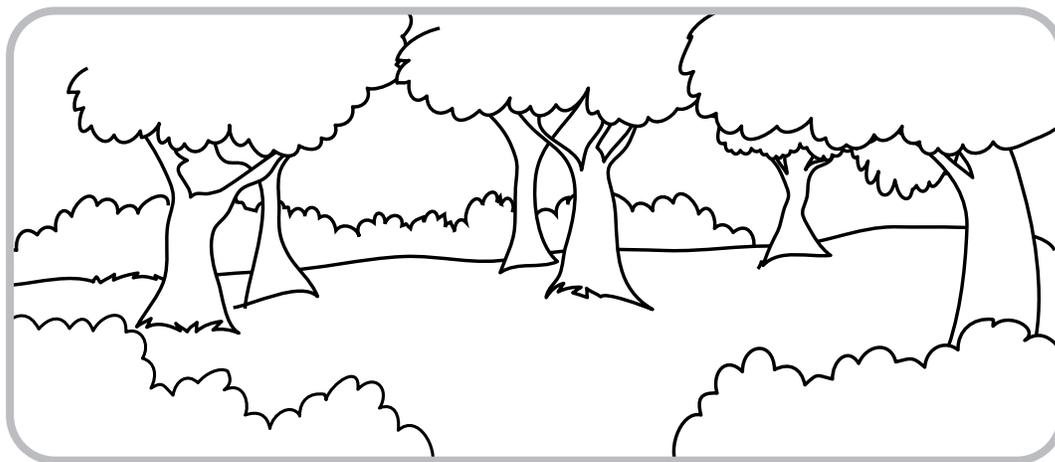
Name: _____ Date: _____

What did they do?

You will need: coloured pencils or crayons

- Draw the characters and what they were doing at the different settings in the story.
- Write what the characters were doing under the pictures.





Main teaching focus

Comprehension: Recalling the characters, setting and plot of the story.

Other teaching focus

Writing: Writing sentences to match pictures.

Teacher's note

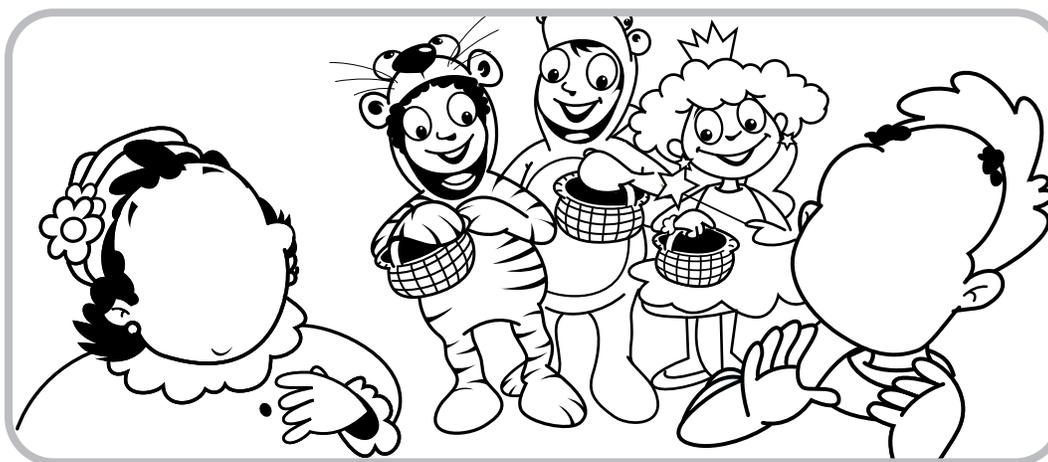
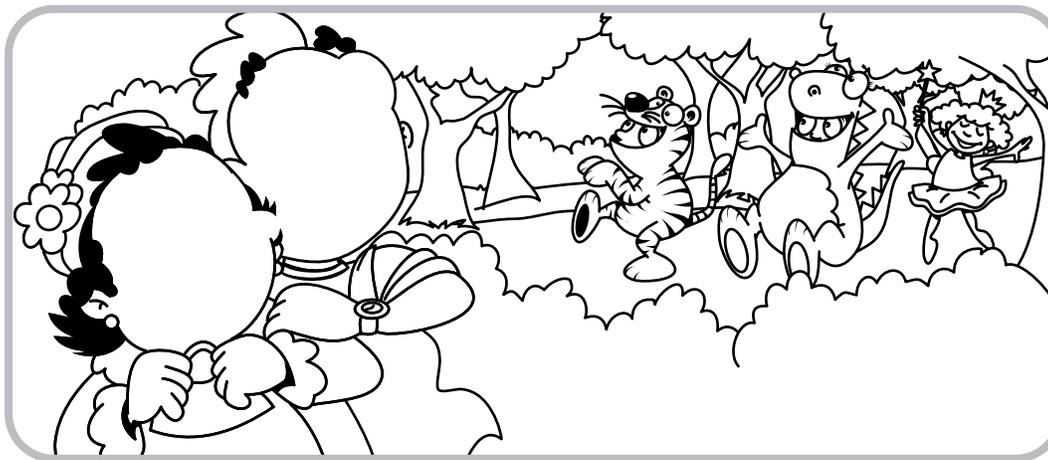
Children draw the characters at different settings in the story and what they were doing. They then write sentences under the pictures to explain their drawings.

Name: _____ Date: _____

How did they feel?

You will need: coloured pencils or crayons

- Draw the characters' faces to show how they were feeling.
- Write sentences to explain why they felt like that.



Main teaching focus

Comprehension: Inferring characters' feelings.

Other teaching focus

Writing: Using capital letters and full stops in writing.

Teacher's note

Children draw the expressions on Mrs Long and Mr Lee's faces to show how they were feeling. They then write sentences to explain why they were feeling that way.

Name: _____ Date: _____

Adjectives

- Write adjectives to describe things in the picture.
- Draw lines from the adjectives to the picture.



Main teaching focus
Writing: Using adjectives.

Other teaching focus
Oral language: Identifying and naming familiar objects; describing items.

Teacher's note
Children write adjectives to describe different parts of Mrs Long and Mr Lee. They draw lines from the picture to the adjectives.

The Littlest Clown



Level: 15 Fiction Word count: 296 Text type: Narrative

High-frequency words introduced: could, don't, everyone, grow, matter, short, whatever

High-frequency words consolidated: didn't, orange, people, purple, sick, well

Programme links: *The Littlest Clown E-Book, The Jobs People Do* (non-fiction)

Curriculum link: me/family, community

Story summary: Clancy Brown is the littlest clown at the Tip Top Circus. One day, Clancy is very sad because he doesn't want to be a clown anymore. He wants to be a firefighter. His mum says she wants to be a doctor and his dad says he wants to be a farmer, so they leave the circus and everyone is happy.

Getting started

- Ask, *What do clowns do? What do they look like? Where might you see a clown?* Talk about how clowns are funny and make people laugh. Encourage children to role-play being a clown.
- Discuss the word 'little'. Ask, *What are some words that mean the same as 'little'? What is the opposite of little?* Ask children to identify little and big things around the classroom.

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 littlest clown might do? 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 Clancy Brown is known as the littlest clown at the Tip Top Circus? What is the colour of his fuzzy hair? What colour is his big nose? Why do you think he runs around and jumps up and down at the circus?*
- *pages 4–5:* Ask, *What do Clancy's mum and dad do at the circus? What colour is Mrs Brown's short hair? What colour is her funny nose? What colour are Mr Brown's big trousers? What colour are his long shoes? Why do you think the Browns are the best clowns at the Tip Top Circus?*
- *pages 6–7:* Ask, *What has happened? Is Clancy running around and jumping up and down? Why do you think he has stopped? How is he feeling? Why do you think he looks sad?*
- *pages 8–9:* Ask, *What might Mrs Brown be saying to Clancy after the show? Why do you think Clancy is so sad? Who has big tears running down his face? Do you think Clancy wants to be a clown? What does Clancy want to be? What colour fire engine does he want to ride in? What type of hat does Clancy want to put on?*
- *pages 10–11:* Ask, *What is Mr Brown's problem? What do they need a little clown for? What will they do? Why do you think Clancy wants to be a firefighter?*
- *pages 12–13:* Ask, *Who is Mrs Brown looking at? Why doesn't*

Mrs Brown want to be a clown? What does she want to be? Why do you think she wants to be a doctor? Who would she help if she were a doctor? Why doesn't Mr Brown want to be a clown? What does he want to be? What would he grow if he were a farmer?

- *pages 14–15:* Ask, *What do Clancy Brown and his mum and dad do the very next day? Why have they left the circus? Why have they gone a long way away? Why do you think they have not come back to the circus?*
- *page 16:* Ask, *What is Clancy now? What is Mrs Brown? What is Mr Brown? Do you think everyone is happy?*

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, *What job might you want to do when you are older? Have you ever seen a clown at the circus?*
- 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 children to retell the text in their own words.
- Ask, *What is the message in this story? What is it trying to teach us?* Talk about how it shows us that it is important to do things that make you happy.
- Ask inferential questions such as: *Do you think Clancy will miss being a clown? Why/why not? Do you think Mr Brown and Mrs Brown were really happy when they were clowns? Why/why not? Why didn't the Browns ever come back to the circus?*

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

Choose from the following activities.

Comprehension

- *Answering literal questions:* As a group, discuss the events in the story. Ask children to recall the characters, setting and plot. Write the literal question ‘What colour is Clancy Brown’s hair?’ on the board. Write children’s answer next to the question. Repeat with other literal questions, e.g. ‘What circus were the Browns in?’ If children are unsure of the answer, discuss referring back to the text and finding the answer. Get children to complete **PW 7**, answering literal questions.
- *Sequencing – time-order words:* Flip through the text and ask children to discuss the events. Ask, *What happened in the beginning/middle/end?* Write ‘first’, ‘then’, ‘next’, ‘after’, ‘later’ and ‘finally’ on flash cards. Get each child to draw a different event from the text. As a group, ask children to sequence their pictures and place the flash cards next to the appropriate picture. Get children to use the pictures and time-order words to summarise the story.

Phonological awareness/Graphophonics

- Find the word ‘clown’ and discuss the vowel digraph ‘ow’. Model the sound that these letters make in this word.
- Ask children to identify other ‘ow’ words in the text, e.g. ‘brown’. Ask children to record these words and circle the ‘ow’ digraph in each one. Then find ‘around’ and identify the vowel digraph ‘ou’. Discuss how the ‘ou’ in this word makes the same sound as the ‘ow’ in ‘clown’.
- Discuss the vowel digraph ‘oo’ in ‘looked’. Model the sound these letters make together.
- Find ‘brown’, ‘down’ and ‘clown’ in the text. Talk about how these words rhyme because they have endings that sound the same. 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. Get children to complete **PW 8**, identifying rhyming 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 ‘nose’ and ‘ride’ in the text and get children to practise sounding them. Brainstorm and record other words that end with a silent ‘e’, e.g. ‘bake’, ‘bike’, ‘poke’.
- Find ‘truck’ and identify the consonant digraph ‘ck’. Discuss that these letters are sounded together to make one sound, rather than separately as ‘c-k’.

- Discuss the consonant digraph ‘sh’. Talk about the sound these letters make when they are together. Get children to identify ‘sh’ words in the text. Brainstorm and record other ‘sh’ words.
- Talk about the strategy of segmenting words. Discuss how ‘truck’ can be sounded as ‘tr-uck’. Emphasise the importance of blending the initial consonants. Encourage children to find other words in the text that can be read using this strategy, e.g. ‘j-ump’.

Vocabulary

- *Visual recognition of high-frequency words:* ‘could’, ‘don’t’, ‘everyone’, ‘grow’, ‘matter’, ‘short’, ‘whatever’. 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.
- Ask children to write each of the high-frequency words in a sentence to show they understand their meaning.

Fluency

- Discuss the concept 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 points:* Talk about how exclamation points influence the way the text is read. Have them practise reading sentences with exclamation points and compare this with how they would be read if there were no exclamation points.

Writing

- Talk about the descriptions in the text. Find the sentences that describe what the characters look like. Discuss how the author used adjectives (describing words) when writing about the characters’ appearance. Identify adjectives in the text, e.g. ‘fuzzy’, ‘big’. Get children to complete **PW 9**, writing descriptions and circling adjectives.

► English Language Learners

- As a group, look at pictures of clowns and ask children to describe what they look like. Provide children with dress-up items, e.g. wigs, hats, baggy clothes. Have them wear different costume items and role-play being clowns. Encourage them to perform tricks for the class. Focus on enhancing children’s vocabulary and language during the activity.

► 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 303)

Name: _____

Date: _____

Answering questions

You will need: pencil



- Read and answer the questions about the story.

Was Clancy Brown little or small? _____

What colour was Clancy Brown's hair? _____

Why did Clancy Brown feel sad? _____

Why didn't Clancy Brown want to be a clown? _____

What did Mrs Brown want to be? _____

What did Mr Brown want to be? _____

Who left the circus? _____

Main teaching focus

Comprehension: Answering literal questions about the text.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children read the questions and write the correct answers

Name: _____ Date: _____

Rhyming words

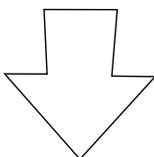
You will need: pencil

- Fill in the missing letters.
- Draw lines to match up each pair of rhyming words.



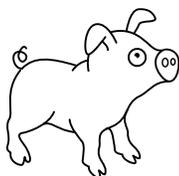
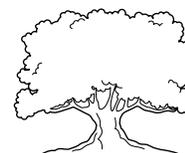
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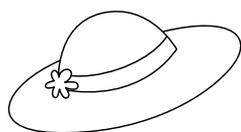
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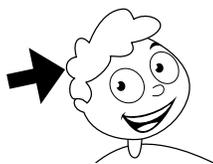
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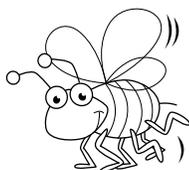
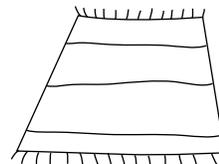
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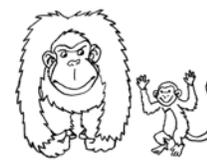
b _ _

r _ _ _



s _ _

b _ _



Main teaching focus
Graphophonics: Rhyming words.

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

Teacher's note
Children identify the pairs of rhyming words. They then draw lines to match the words.

A Special Kimono

Level: 15 Fiction Word count: 300 Text type: Narrative



High-frequency words introduced: could, gave, just, lifted, seven, when, years

High-frequency words consolidated: as, didn't, orange, sorry

Programme links: A Special Kimono E-Book, Special Celebrations and Festivals (non-fiction)

Curriculum link: celebrations, me/family, community

Story summary: Rika is excited about going to buy a red kimono to wear for Children's Day. But when they get to the shop, there are no red kimonos left. Then Mum gives Rika the red kimono that she wore when she was Rika's age.

Getting started

- Show children a picture of a kimono and talk about how it is worn by girls in Japan. Encourage children to describe what it looks like and compare it to other types of clothing. Ask, *Who might wear this special type of clothing? Why might it be worn? What type of celebration might it be worn for?*

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 might wear the special kimono? Why might it be a special kimono? 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, *Who is running down the stairs? Where do you think they are going? Who is going to buy Rika a new red kimono for Children's Day? Why do you think Rika is so happy?*
- pages 4–5: Ask, *Why do you think that Children's Day is a very special day in Japan?*
- Where do children who are three, five or seven go on Children's Day?*
- What do the girls put on? What do the boys put on?*
- Do you think there is lots of yummy food to eat on Children's Day?*
- Why might Children's Day be just like a big party?*
- pages 6–7: Ask, *Which shop are Mum and Rika at? What is Rika looking at when she runs inside? Are there lots of lovely kimonos?*
- Where is the green kimono with orange and white flowers? Where is the blue kimono with green leaves? Can Rika see a red kimono?*
- pages 8–9: Ask, *Are there any red kimonos in the shop? Where do you think all the red kimonos have gone?*
- pages 10–11: Ask, *Why is Rika sad? Why do you think a little tear is running down her cheek? What colour does Rika love?*

Do you think she wants a green or blue kimono? Can Mum see that Rika is sad? What special gift might Mum have for Rika at home?

- pages 12–13: Ask, *Where does Mum go when they get home? What colour is the big box that Mum comes back with? What does Rika see as she lifts up the lid? Who do you think this kimono belonged to when she was seven years old? Whose kimono is it going to be now?*
- pages 14–15: Ask, *Who gives Mum a big hug? Do you think Rika loves the red kimono? What did Rika put on the next day? Who did she go to the temple with? Does Rika look lovely?*
- page 16: Ask, *Does Rika look just like Mum did when she was a little girl?*

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, *When have you been given a special gift?*
- 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 Rika's problem? Who helped her solve her problem?*
- Ask children to retell the text in their own words.
- Discuss why the kimono was a 'special' kimono.
- Ask inferential questions such as: *Why was Rika's kimono special? Do you think Rika would have liked Mum's kimono if it wasn't red? Why/why not? In what other ways could Rika have solved the problem?*

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

Choose from the following activities.

Comprehension

- **Book report:** As a group, recall and draw the characters on the board. Ask children to talk about and draw the setting on the board. Ask children to retell the plot. As a group, write a summary of the main events on the board. Identify the author and illustrator of the text. Ask children to share their opinion of the text. Ask, *Did you like this story? Why/why not?* Get children to use **PW 10** to write a book report.
- **Characters:** Ask children to discuss the characters. Look at a picture of Rika in the text and ask, *What type of character was Rika? What things did she do in the story? What was she thinking at different stages of the story? What things did she say?* Discuss how you can find out what type of person a character is by thinking about the things they do, say and think. Repeat, having children describe the character of Mum. Ask children to complete the character study of Rika on **PW 10**.

Phonological awareness/Graphophonics

- Find 'leaves' in the text and discuss the vowel digraph 'ea'. Model the sound that these letters make when they are together in this word. Get children to identify other 'ea' words in the text, e.g. 'eat'. Ask children to record these words and circle the 'ea' digraph in each one. Then find 'green' and identify the vowel digraph 'ee'. Discuss how 'ee' in this word makes the same sound as the 'ea' digraph in 'leaves'.
- Discuss the vowel digraph 'ou' in 'around'. Model the sound these letters make together in this word. Ask children to think of other 'ou' 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 'late' and 'five' in the text and get children to practise sounding these words.
- Talk about the contractions in the text: 'can't' and 'I'm'. 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'. Find the contractions in the text.
- Find 'happy' in the text. Discuss the sound the 'y' makes in this word. Explain that it makes the sound of the 'ee' vowel digraph. Get children to find other words in the text that have a 'y' that makes this sound, e.g. 'party', 'yummy', 'sorry'.

Vocabulary

- **Visual recognition of high-frequency words:** 'could', 'gave', 'just', 'lifted', 'seven', 'when', 'years'. 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 games such as Concentration.

- Ask 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 a capital 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?* Discuss other punctuation that they can see in the sentences, such as speech marks and commas. Explain their purpose in the text. Get children to complete **PW 11**, identifying capital letters and punctuation marks.
- **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 pages 8–9 on a piece of paper. Get 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.
- **Exclamation points:** Talk about how exclamation points influence the way the text is read. Ask 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 they have received a special gift. Ask, *What was it? Who gave it to you? Why was it so special?* Ask children to write a text describing the present and explaining who gave it to them and why it was so special.

► English Language Learners

- Provide children with pictures relating to the country of Japan, or search together for pictures or information on the Internet. Discuss how Japan is a country and talk about special Japanese landmarks or icons. Get children to draw a picture about Japan and label the items they have drawn.

► 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 304).

Name: _____ Date: _____

Book report

You will need: pencil, coloured pencils or crayons

- Write the title, author and illustrator of the text.
- Write and draw about the characters, setting and plot.

Title
Author
Illustrator
Characters
Setting
Plot

Main teaching focus

Comprehension: Recalling the characters, setting and plot of a text.

Other teaching focus

Text conventions: Identifying title, author, and illustrator.

Teacher's note

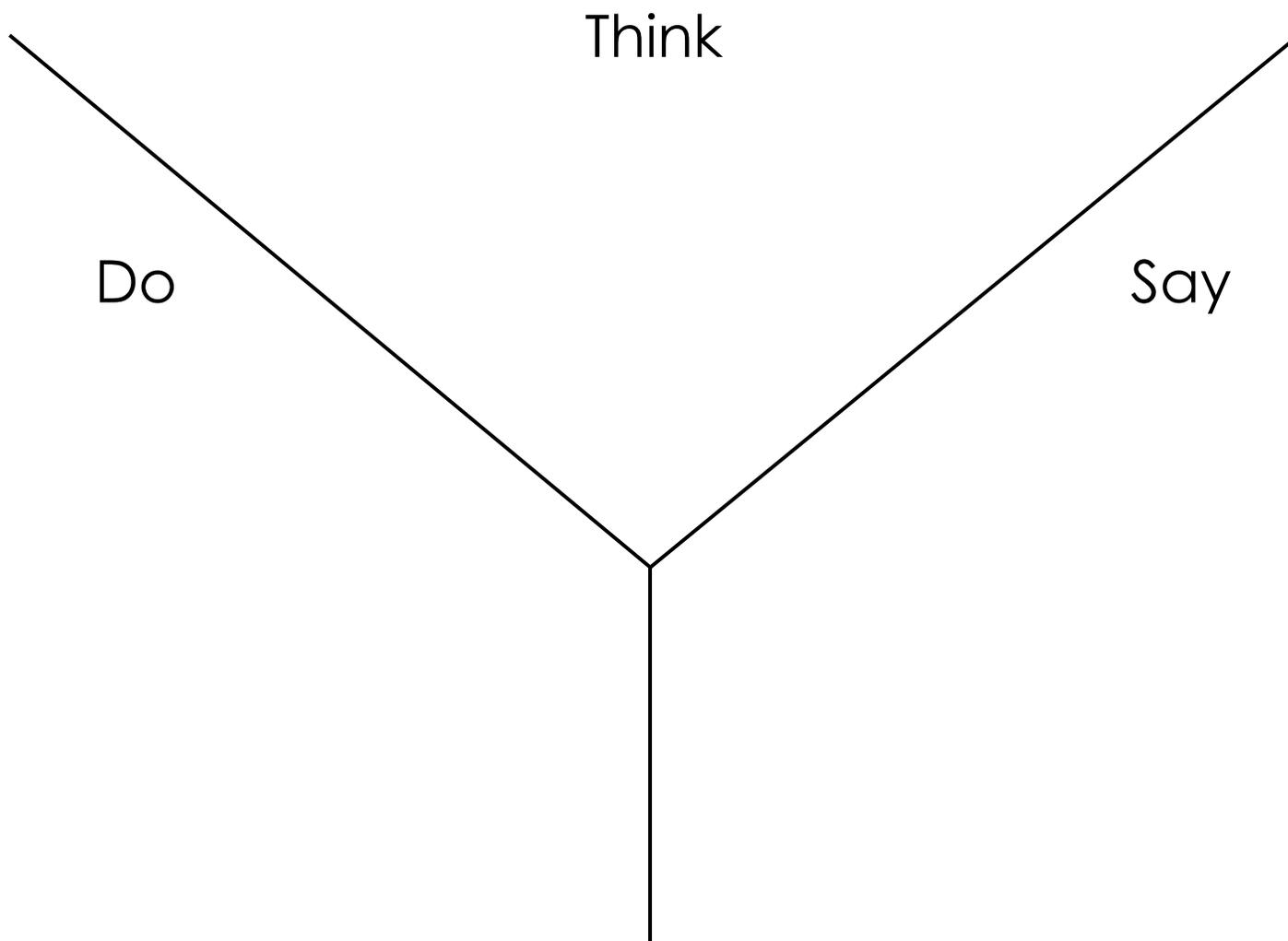
Children fill in the boxes by writing the title, author and illustrator of the text. They then write and draw about the characters, setting, and plot.

Name: _____ Date: _____

Character study

You will need: pencil

- Think about the character, Rika.
- Write about what she was doing, thinking and saying in the story.



- Write about what type of person you think Rika is.

I think Rika is _____

Main teaching focus

Comprehension: Recalling events from the text.

Other teaching focus

Comprehension: Analysing characters in a text.

Teacher's note

Children fill in the sections in the chart about what Rika did, said and thought during the text. They then write about what type of person Rika is by completing the sentence starter 'I think Rika is ...'

Name: _____ Date: _____

How many sentences?

You will need: coloured pencils or crayons

- Colour the capital letters red. (ABC)
- Colour the exclamation points yellow. (!)
- Colour the speech marks brown. (" ")
- Colour the full stops blue. (.)
- Colour the commas purple. (,)
- Complete the table at the bottom of the page.

“Look!” said Mum.

“Here is the kimono shop.”

Rika ran inside and looked around.

There were lots of lovely kimonos.

There was a green kimono with orange and white flowers.

And a blue kimono with green leaves.

But Rika could not find a red kimono.

“Oh, dear!” said Rika.

“I can’t find a red kimono.”

“I’m so sorry,” said Mrs Ono.

“But all the red kimonos are gone.”

I found ___ capital letters. (ABC) I found ___ full stops. (.)

I found ___ exclamation points. (!) I found ___ sets of speech marks. (" ")

I found ___ commas. (,) I found ___ sentences.

Main teaching focus

Text conventions: Identifying capital letters, full stops, exclamation points, speech marks, commas and sentences.

Other teaching focus

Text conventions: Features of a sentence.

Teacher’s note

Children identify and colour the punctuation marks according to the instructions. Children count and record how many there are in the passage. They then count the number of sentences.

Nature Neighbours

Level: 15 Fiction Word count: 298 Text type: Narrative



High-frequency words introduced: belong/s, could, found, more, much, second, seven, there, these, think, write (academic)

High-frequency words consolidated: five, four, orange, thin, things

Program link: *My Bird Nest* (non-fiction)

Curriculum links: me/family, animals, environment

Story summary: Tessa and her mum are going camping. Tessa has a journal so she can draw and write about the things she sees and finds. Tessa records in her journal that she found a blue feather and animal tracks. She finds out that the feather belongs to a blue bird and the tracks belong to a rabbit and a fox.

Tuning in

- Talk about nature. Discuss the meaning of the word and get children to share personal experiences they have had with nature. As a group, brainstorm words relating to nature, such as trees, animals, grass, sunshine and camping.

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 do you think Tessa and her mum are doing? What colour is Tessa's tent? Has Tessa found a good place for her tent?*

pages 4–5: Ask, *What do you think Tessa and her mum are going to be doing for the next seven days? Do you think they like to be out in nature? What has Tessa brought with her? What might she do with her journal? Why do you think she is going to draw and write about all the things she sees in her journal?*

pages 6–7: Ask, *Why do you think the text is written like this? Does it look a page of Tessa's journal? What did Tessa and Mum see on Day 1? What might this blue feather belong to?*

pages 8–9: Ask, *What did Tessa and Mum see on Day 2? What type of tracks can you see? Can you see the two little spots and the two long toes? Who could have made these tracks? What did Tessa and Mum see on Day 3? How many shapes and spots are there? Could the spots be claws? Who could these tracks belong to?*

pages 10–11: Ask, *What did Tessa and Mum see on Day 4? What colour bird did they see by the tent? What colour bush was it in? What type of feathers does it have? Could the blue*

feather Tessa found belong to this bird?

pages 12–13: Ask, *What did Tessa see when she came out of her tent on Day 5? What colour was the little rabbit? What type of tracks did the rabbit leave? Can you see the two little spots and two long toes? Do you think the first tracks they found could belong to a rabbit?*

pages 14–15: Ask, *What did Tessa and Mum see on Day 6? What did the fox run past? Did it leave some tracks? What type of tracks did the fox leave? Could the second tracks they found belong to a fox?*

page 16: Ask, *What are Tessa and Mum doing on Day 7? Do you think they had the best time on their camping trip? Is camping fun? What did they see when they were camping? Were the blue bird, a little brown rabbit and a red fox their nature neighbours?*

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 been camping? What things have you seen in nature?*
- 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.
- Ask inferential questions such as: *What other animals might Tessa and Mum see on their camping trip? Why do you think Tessa likes camping? How did Tessa's journal help her work out which animals left the tracks?*

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 'journal', 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?* Write the words 'who', 'what', 'when' and 'where' each on a flashcard. Ask children to choose a card and then recall that information about the story. For example, if they select the 'where' card, they need to recall where the story happened. Get children to complete **PW 13**.
- **Sequencing:** Ask children to recall the events of the story. Ask, *What happened at the beginning/middle/end of the story?* Copy the sentences from pages of the text onto pieces of paper. Jumble up the papers and present them to the children. Get children to read the sentences, talk about what happened in that part of the story and then sequence the sentences into the correct order.

Phonological awareness/Graphophonics

- Discuss the final consonant blend 'nt'. Talk about how these letters are blended together as 'nt', rather than sounded separately as 'n-t'. Ask children to identify words in the text that contain 'nt'. Repeat with the consonant blends 'ng', 'nd' and 'st'.
- Talk about the vowel digraph 'ou' in 'out'. 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. Repeat for words containing 'oo'.
- Find 'camping' in the text. Talk about the sound 'ing' makes at the end of the word. Brainstorm and record other 'ing' words. Ask children to circle the 'ing' in each word.
- Talk about the contraction 'I'm'. 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. Get children to think of other contractions they know.
- As a group, talk about the consonant digraph 'ck'. Talk about how these letters are sounded together as 'ck', rather than separately as 'c-k'. Ask children to find and record words in the text that contain 'ck' and have them circle the 'ck' digraph in each word. Repeat for 'th' and 'sh'.
- Discuss homophones and explain that they are words that are pronounced the same but have different meanings. Find 'to', 'two' and 'too' in the text. Get children to read the word and then emphasise that they sound the same when we read them. Highlight to children that they are spelled differently. Encourage children to explain the meaning of 'to', 'two' and 'too'. Read the words in a sentence to show the meaning of the words.

Vocabulary

- **Visual recognition of high-frequency words:** 'belong', 'belongs',

'could', 'found', 'more', 'much', 'second', 'seven', 'there',

'these', 'think', 'write', 'five', 'four', 'orange', 'thin', 'things'. 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.

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?* Get children to count the number of sentences in the text.
- **Speech marks:** Discuss speech marks. Explain that text between the speech marks is what a character is saying. Ask 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 are between the speech marks. Have them role-play the conversation by reading the text between the speech marks.
- **Text features:** Discuss how parts of this text are written and organised as a journal. Turn to pages 8–9 and get children to talk about the features of a journal entry. Identify the titles 'Day 2' and 'Day 3' and talk about their purpose. Discuss how the text on each page is the 'writing' in Tessa's journal.

Writing

- Ask children to imagine that they were going on a camping trip. Ask, *What would you do on a camping trip? Where would you go? What might you see? Who would you go camping with?* Get children to write journal entries about their camping trip. Ask children to record their journal entries on **PW 14**.

► English Language Learners

- As a group, recall the animals that Tessa saw on her camping trip. Talk about the tracks that the animals left. Ask, *If you see an animal track, how can you work out which animal left it?* Get children to think of the shape of the animal's feet and body and the way the animal moves. Ask children to brainstorm other animals and draw pictures of the type of track they might leave. 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 305)

Name: _____ Date: _____

Who, what, when, where

You will need: coloured pencils

- Write sentences about the story.
- Think about: Who was in the story? What happened in the story? When did the story happen? Where did the story happen?
- Draw pictures to match your sentences.

Who	What
When	Where

Main teaching focus

Comprehension: Recalling events from the text

Other teaching focus

Comprehension: Characters, setting and plot

Teacher's note

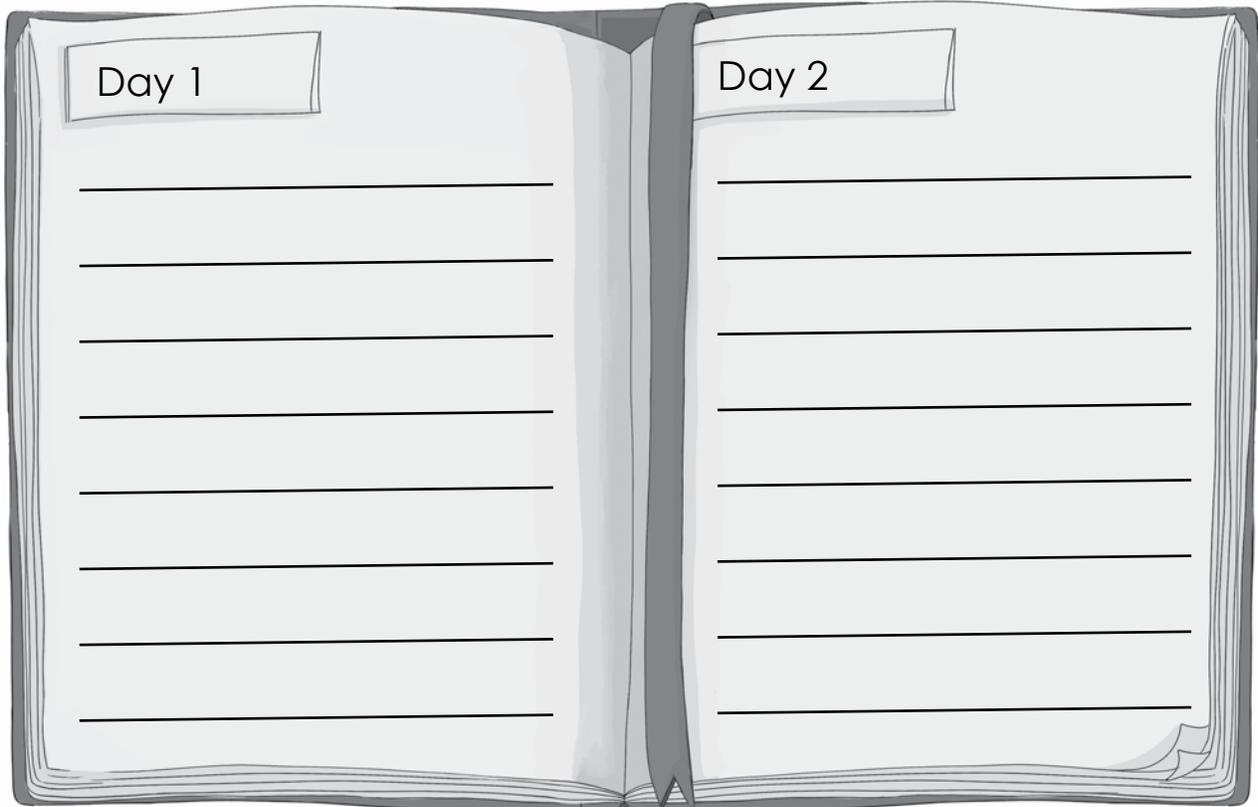
Children write about who was in the story, where the story happened, when the story happened and what happened in the story. They can draw pictures to match their sentences.

Name: _____ Date: _____

Diary entries

You will need: coloured pencils

- Imagine you are going on a camping trip.
- Write diary entries about what happened each day. Draw pictures, too!



Main teaching focus

Writing: Composing an imaginative text (diary entries)

Other teaching focus

Comprehension: Making connections; drawing on information in a text

Teacher's note

Children imagine they are going camping. They write two diary entries about what they did on their camping trip. Then they draw a picture to match their writing.

Name: _____ Date: _____

Animal tracks

You will need: scissors, glue, paper

- Cut out the boxes.
- Paste the animal tracks next to the animal that left them.

Main teaching focus

Oral language: Discussing animals and their tracks

Other teaching focus

Oral language: Comparing and contrasting

Teacher's note

Children cut out the boxes. They match each animal with their track and glue them together on the paper.

Growing Up

Level: 15

Non-fiction

Word count: 297

Text type: Report



High-frequency words introduced: could, hold, just, lift, older, own, rest, when, would, year/s

High-frequency words consolidated: been, five, four, herself, himself, their, things, what

Programme links: *Growing Up* E-Book, *Our Baby* (fiction)
Digital Poster 'You Grow Up, Too'

Curriculum link: me/family, community, physical activity

Text summary: Every year you grow older and you learn to do lots of new things. Find out what new things children are able to do as they grow from one year old to five years old!

Getting started

- Get children to talk about what they were like when they were babies. Ask, *What did you look like when you were little? What things can you do now that you couldn't do when you were a baby?* Make a list of children's responses.
- Show photos of children and babies. Ask, *What types of things would this child/baby be able to do?* Discuss how the older children are, the more things they are capable of.

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, *What do you think this text is going to be about? Do you think this is going to be an information book or a storybook?*
- 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 is the mum holding? How old do you think the baby is? Does everybody look like this when they are born? What could you do when you were a bit older? Where is this baby resting her tummy? What can she do with her head?*
- pages 4–5: Ask, *What can this baby do? What do you think this baby says? Can you remember if you said 'Goo-ga' when you were a baby? What is this baby doing? Can this baby smile and laugh? Who is holding her bottle?*
- pages 6–7: Ask, *How old is this baby? Do you think he can walk by himself? What does he like to eat? What can babies say when they are one? Can you remember if you said 'Mamma', 'Dadda' or 'Bubba'?*
- pages 8–9: Ask, *How old is a toddler? Do you think she can jump up and down? What can she hold in her hand? Can a toddler do new things?*
- pages 10–11: Ask, *How old is this boy? Where do some children go when they are three? What can this boy make with the blocks? Do you think he can fasten his own buttons?*

Can children talk a lot when they are three?

- pages 12–13: Ask, *Where do lots of children go when they are four? Can children paint when they are at preschool? What can this boy do when he is four? Do they like to look at books? Who do they like to play with? Did you play with your friends at preschool?*
- pages 14–15: Ask, *How old is this little girl? Where do you think she has just started to go? Do you think she can skip and get dressed by herself? Can she start to read now that she is five? What things can you do when you are older?*
- page 16: Ask, *Why are these words and pictures here? How would these words help us read the 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?* Encourage children to go back and self-correct.
- Ask children to relate the text to their own experiences. Ask, *What were you like when you were a baby? What things could you do when you were one/two/three/four/five?*
- Get children to summarise the text in their own words.
- Discuss how this is an information text. Ask, *Why can't a baby walk? Why do babies say 'Mamma', 'Dadda' and 'Bubba'?*

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

Choose from the following activities.

Comprehension

- *Sorting/comparing and contrasting:* On a large sheet of paper, write the ages 0–5 down the left-hand side. Ask children what the babies/children were able to do at each age.

Record their responses next to the appropriate number. Get children to complete **PW 16**, sorting the sentences into the appropriate columns of the chart.

- **Sequencing:** Ask children to flip through the text and talk about what the children were able to do at different ages. Write sentences from the text on strips of paper. Give the sentences to the children to sort into the correct order. Discuss strategies for completing the task, such as finding the things that babies are able to do first. Ask children to draw matching pictures.

Phonological awareness/Graphophonics

- The word ending is the part of the syllable that consists of its vowel and any consonant sounds that come after it. Point out to children the word 'jump', for example, as 'j-u-mp' (highlighting the vowel sound) but explain that the beginning is 'j' and the word ending is 'ump' (which includes the vowel). Find 'jump' in the text. Get children to practise segmenting the word 'jump'. Repeat with the words 'h-old', 'r-est' and 'l-ift'.
- Talk about rhyming words. Get children to find 'look' and 'book' in the text. Discuss how these words have the same letters at the end. Explain how words that sound the same at the end are rhyming words. Ask, *Can you think of other words that rhyme with 'look' and 'book'?*
- Talk about the vowel digraph 'ee' in 'been'. Model the sound these letters make. Ask children to think of other 'ee' words. Record these words and get children to circle the 'ee' digraph.
- Discuss the vowel digraph 'ay'. Talk about how we sound these letters together, rather than separately as 'a-y'. Get children to find 'ay' words in the text.
- Talk about the sound that the letters 'ar' make when they are together. Find 'started' in the text and model how to read this word by sounding the 'ar' in the middle of the word. Ask children to think of and record other 'ar' words.
- Discuss the 'ould' word ending in 'could'. Model the sound that these letters make. Ask children to think of words that rhyme with 'could', e.g. 'would', 'should'. Record these words and get children to circle the 'ould' word ending in each.

Vocabulary

- **Visual recognition of high-frequency words:** 'could', 'hold', 'just', 'lift', 'older', 'own', 'rest', 'when', 'would', 'year/s'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.
- Ask children to put 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 a capital 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? How do you know where the sentence ends?* Ask children to count the sentences.
- **Text emphasis/bold font:** Discuss the bold word on page 15. Discuss how we use a bigger voice or emphasise these words as we read them. Get children to practise this skill by reading the text on page 15 and changing their tone for the bold text.
- **Commas:** As a group, discuss commas and ask 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. Get children to complete **PW 17**, identifying the commas, capital letters, full stops, exclamation points and question marks.

Writing

- Get children to talk about the things they could do when they were a baby, a toddler, at preschool and at school. Ask children to predict things that they will be able to do when they are older – a teenager or an adult. Ask them to finish the sentences: 'When I am a teenager ...', 'When I am an adult ...'. Ensure they write about the things they will be able to do then that they aren't able to do now. Support children in using capital letters and full stops in their writing.

► English Language Learners

- Ask children to bring in photos of when they were little and photos of themselves now. Have them look at the pictures and comment on how they are the same and how they are different. Provide photos of other people such as grandparents, teenagers, mums and dads for children to look at and discuss. Encourage children to compare and contrast their appearance and also the things that they would or wouldn't be able to do. Support and extend children's language development during discussions. Get children to complete **PW 18**, comparing and contrasting the pictures of people.

► Assessment

- PWs 16, 17 and 18 completed
- Note the child's 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 306)

Name: _____ Date: _____

Sorting

You will need: scissors, glue

- Cut out the sentences.
- Paste them into the correct boxes.

<p>This boy is three years old. He can go to preschool.</p>	<p>This baby can walk by himself and he likes to eat baby food!</p>	<p>This little girl is five years old. She has just started school.</p>
<p>This girl can skip. She has just started to read.</p>	<p>This boy can fasten his own buttons. He can talk a lot, too!</p>	<p>This baby can say, "Mamma," "Dadda," and "Bubba."</p>

Main teaching focus

Comprehension: Sorting sentences; comparing and contrasting.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children cut out the sentences and sort them into the appropriate group – one year old, three years old or five years old. They then paste them into the table.

Name: _____ Date: _____

Sentences

You will need: coloured pencils or crayons

- Colour the capital letters red. (ABC)
- Colour the full stops blue. (.)
- Colour the exclamation points yellow. (!)
- Colour the question marks green. (?)
- Colour the commas purple. (,)

Lots of children go to preschool when they are four.

Children at preschool can paint.

They can hop on one leg, too.

They love to look at books and play with their friends.

Did you play with your friends when you were at preschool?

This little girl is five years old. She has just started school.

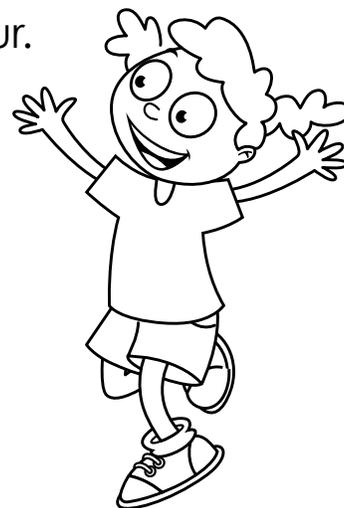
There are lots and lots of things she can do.

She can skip. She can dress herself.

She has also just started to read!

Did you start to read when you were five?

Now that you are older, what can you do?



I found ____ capital letters. (ABC) I found ____ full stops. (.)

I found ____ exclamation points. (!) I found ____ question marks. (?)

I found ____ commas. (,) I found ____ sentences.

Main teaching focus

Text conventions: Identifying capital letters, full stops, exclamation points, question marks, commas and sentences.

Other teaching focus

Text conventions: Features of a sentence.

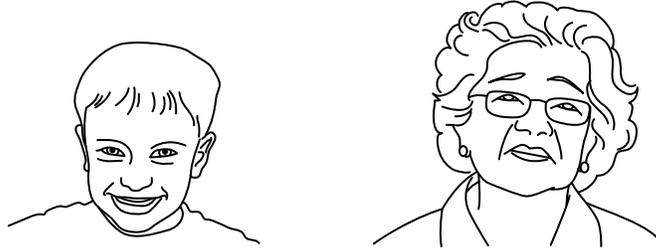
Teacher's note

Children identify and colour the punctuation marks according to the instructions. Children count and record how many there are in the passage. They then count the number of sentences.

Name: _____ Date: _____

Comparing and contrasting

- Look at the pictures.
- Write how these people 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: Comparing and contrasting.

Other teaching focus

Writing: Using capital letters and full stops in writing.

Teacher's note

Children compare and contrast the pictures, then record the similarities and differences in the boxes.

Letter to Sam



Level: 15 Non-fiction Word count: 260 Text type: Recount

High-frequency words introduced: better, could, everyone, face, hope, much, purple, seven

High-frequency words consolidated: as, brother, orange, picture/s, sick, sister, sorry, try

Programme links: Letter to Sam E-Book, *What is the Matter, Mrs Long?* (fiction)
Digital Poster 'The Smile'

Curriculum link: me/family, community, creative play, celebration

Text summary: Casey writes a letter to Sam to tell him about his birthday. He had a fancy dress party where they played games, ate popcorn and little cakes and had lots of fun.

Getting started

- Talk about letters. Bring in letters for children to look at and discuss their features and purpose. Ask, *Why do people write letters? Who delivers letters? Have you ever written a letter? Have you ever received a letter?* Ask children to write a letter to a partner, put it in an envelope and then give it to their partner to read.
- Get children to talk about birthday parties. As a group, brainstorm all the things that people do at parties.

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 illustration on the front cover and link to children's personal experiences. Ask, *What do you think this text is going to tell us? Who do you think Sam is? What do you think the letter to Sam will be about?*
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text.
- When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Whose birthday is it? What type of party is it? Does the party look fun? Why do you think Sam wasn't at the party? Do you think people would have missed him?*
- pages 4–5: Ask, *What did Akio come to the party as? Why did he look funny? What was on top of his head? What colour were his legs?*
- pages 6–7: Ask, *What did Karla dress up as? What colour was her long tail? What did she have in her hair? Why do you think everyone laughed at Sally? What did Sally dress up as? What colour face and tail did she have?*
- pages 8–9: Ask, *What did his sister Jill dress up as? What clown tricks do you think she showed them? What did his brother Mel dress up as? Who was helping Dad to cook the burgers? What did Mel put on?*
- pages 10–11: Ask, *What did everyone play at the party?*

- *Who played pin the tail on the donkey and hide-and-seek? What else did they have at the party? What came out when they hit it?*
- pages 12–13: Ask, *What size cakes did they eat at the party? What else did they eat? What cake did Gran make for him? What colour was his cake? What did it look like? How many candles were on the cake? Do you think he blew out all the candles?*
- pages 14–15: Ask, *Who dressed up as the tiger? What colour was his face? What colour whiskers were on his face? Do you think everyone missed Sam? Do you think Sam would like all the pictures from the party?*
- page 16: Ask, *Where did we see these words in the 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?* 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 birthday party? What have you dressed up as before? Have you ever written or received a letter?*
- Get children to summarise the text in their own words.
- Discuss how this text is a recount and its purpose is to tell us of someone's experience.
- Talk about how this text is a letter written to Sam. Identify and talk about the features of letters.
- Talk about who attended the party and get children to compare and contrast these characters.
- Ask inferential questions such as: *Who is the boy on the front cover? What is the name of the birthday boy? How old is Casey turning? What might they be singing when they have the cake? Why do you think Casey wrote the letter to Sam? Why would Casey have put photos with the letter?*

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

Choose from the following activities.

Comprehension

- *Matching sentences and pictures:* Say a sentence to the children and have them find the illustration in the text that matches what you said. Get children to complete **PW 19**, matching the sentences to the correct picture from the party.
- *Prediction:* Talk about what happened at the end of the text. Ask, *What do you think everybody did after they had the cake? What do you think Casey did when everybody went home?* Give each child a piece of paper and have them draw a picture of what they predict happened next. When finished, get children to share their predictions with the group.

Phonological awareness/Graphophonics

- As a group, talk about the double consonant blend 'ss'. Find the word 'dress' in the text and ask children to point to the 'ss' blend. Talk about how we only sound the 's' once. Ask children if they can think of any other words that end with 'ss'. Repeat for 'tt' in 'better'.
- Find 'sister' and discuss the vowel before 'r' ending – 'er'. Talk about the sound that these letters make when they are together. Get children to find other words in the text that end with 'er' and practise sounding them.
- Talk about the long vowel digraph 'ow' and model the sound these letters make. Discuss how we sound these letters together, rather than separately as 'o-w'. Get children to find 'ow' words in the text and practise reading them.
- Discuss the word 'hope' 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. Ask children to practise sounding 'hope'. As a group, identify other words in the text that can be sounded using the silent 'e' strategy, e.g. 'cake', 'came'.
- As a group, talk about the consonant digraph 'wh' in 'white'. Talk about how we sound these letters together, rather than separately as 'w-h'. Model the sound these letters make together. Ask children to find other 'wh' words in the text.
- Talk about the final consonant digraph 'ck'. Talk about how these letters are sounded together as 'ck', rather than separately as 'c-k'. Get children to find and record words in the text that contain 'ck' and have them circle the 'ck' blend in each word.

Vocabulary

- *Visual recognition of high-frequency words:* 'better', 'could', 'everyone', 'face', 'hope', 'much', 'purple', 'seven'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.

- *Theme words – colours:* Get children to find the colour words in the text. Write these words on cards and ask children to place each card next to an item of that 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

- *Exclamation points:* Talk about how exclamation points influence the way the text is read. Ask children to identify exclamation points in the text. Practise reading sentences with exclamation points and compare this with how they would be read if there were no exclamation points.
- *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

- Discuss how this text is a letter from Casey to Sam. Talk about the features of letters and identify these in the text. Ask, *What is the purpose of a letter? Why did Casey write this letter to Sam?* Ask children to discuss a personal experience of being at a party. Ask children to describe who was there and what they did. Using the template on **PW 20**, get children to write a letter to someone who wasn't at the party. Ask children to write a recount of what they did and draw a 'photo'.

► English Language Learners

- Get children to use **PW 21** to make puppets of the characters at the party. Ask children to colour in and cut out the pictures and tape craft sticks to the back to make the puppets. Encourage children to use the puppets to re-enact the events of the text.
- Bring in a variety of 'birthday party' items, e.g. balloons, games, party hats, candy, cakes. Help children in identifying and describing each of the items. Encourage them to use adjectives and to talk about the purpose of each item.

► 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 16 could be kept in the child's portfolio
- Complete Running Record (page 307)

Name: _____ Date: _____

Matching sentences and pictures

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

<p>Akio came to the party as a big orange pumpkin.</p>
<p>Karla dressed up as a mermaid. She had a long purple tail and shells in her hair.</p>
<p>Sally dressed up as a dinosaur. She had a green face and a long green tail.</p>
<p>Mel dressed up as a big yellow banana. He helped Dad to cook the hamburgers.</p>
<p>We also had a piñata. I hit it and lots of sweets came out!</p>
<p>Gran made me a big orange cake that looked like a tiger.</p>



Main teaching focus

Comprehension: Reading sentences and matching with pictures.

Other teaching focus

Comprehension: Visualising – drawing pictures to match text.

Teacher's note

Children read the sentences and draw a line to match them to the correct picture.

Name: _____ Date: _____

Puppets

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

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



Main teaching focus

Oral language: Role-playing with puppets.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

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

The Jobs People Do

Level: 15

Non-fiction

Word count: 263

Text type: Explanation



High-frequency words introduced: better, could, everyone, grow, how, matter, think, when, would

High-frequency words consolidated: people, quickly, tell, their, well, what

Programme links: *The Jobs People Do* E-Book, *The Littlest Clown* (fiction)

Curriculum link: me/family, community

Text summary: Learn about different jobs that adults can do. Children can do jobs too, to help their family.

Getting started

- Discuss different jobs. Ask, *What is a job? Who can do jobs? Can children do jobs? What jobs can grown-ups do?* Ask children to brainstorm different jobs. Get them to share what job they might like to do when they are an adult.

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 are some jobs that people do?* 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, *Who can have jobs? Can grown-ups have jobs? Can children have jobs? Are there lots of jobs that grown-ups can do? What are some of the jobs that grown-ups can do?*
- pages 4–5: Ask, *Where does a doctor work? What does a doctor do at a hospital or clinic? How does a doctor help sick people? Why might a doctor look in your ears or listen to you breathe? Does a doctor tell you what medicine you need to help you get better?*
- pages 6–7: Ask, *Where does a vet work? What does a vet do at a clinic or zoo? How does a vet help animals when they are sick? What animals can a vet help? Can a vet help horses, elephants and tigers? Do you think it would be tricky for vets to help some animals? Why might it be tricky for a vet to help a fish or a tiger?*
- pages 8–9: Ask, *Where does a gardener work? What does a gardener do outside in gardens and in parks? What does a gardener help take care of? Do gardeners help make a garden grow and look lovely?*
- pages 10–11: Ask, *Who do teachers help? Where do they work? How does a teacher help you to read and write? Does a teacher help you to do math, too? What does a builder make? How do builders make houses? What things does a builder need? What does a builder use wood, hammer and nails for?*
- pages 12–13: Ask, *What jobs can children do? What jobs could you do? What could you do around the house to help your family? What jobs could you do in the kitchen? Would setting the table, washing the dishes or making your lunch be good jobs for you to do? Do jobs get done quickly if everyone*

helps?

- pages 14–15: Ask, *Can you find a job to do no matter how old you are? What jobs could you do in your bedroom? Could you put your clothes in the laundry basket, put your toys away or make your bed? What other jobs could you do to help around the house? What job do you think you would like to do when you grow up?*
- 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

- 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 pictures can help with reading.
- Ask children to relate the text to their own experiences. Ask, *What jobs do you do to help people? What jobs do you see grown-ups do? What job might you like to do when you grow up?*
- Discuss how this is a non-fiction text and we can learn things from reading it. Talk about how it explains different jobs that adults do and how they help us.
- Ask children to summarise the text in their own words.
- Ask inferential questions such as: *Why is it important for you to do jobs at home? What other jobs do grown-ups do to help us? What might happen if grown-ups didn't do these jobs? What do grown-ups do to learn how to do their job?*

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

Choose from the following activities.

Comprehension

- **Recall:** Ask children to talk about the jobs in the text. Ask them to recall where doctors, vets, teachers and gardeners work and what they do to help. Write the words 'doctor', 'vet', 'teacher' and 'gardener' each on a piece of paper.

Then ask children to write information about the jobs. Get children to complete **PW 19**, recording information about the jobs.

- **Cloze:** Flip through the book and ask children to explain what was happening in different parts. Copy sentences from the text on paper but leave a word out in each sentence. Talk about gaining meaning from the sentence and thinking about what word would make sense. Fill in the missing word. Ask children to re-read the sentence to check the meaning. Repeat with other sentences in the text. Get children to complete **PW 20**, writing words into sentences.

Phonological awareness/Graphophonics

- Find the word 'flower' and discuss the vowel digraph 'ow'. Model the sound that these letters make when they are together in this word. Then find the word 'grow' and discuss the sound the 'ow' vowel digraph makes in this word. Discuss how 'ow' sometimes makes a long vowel sound. Repeat for 'ou' in 'outside'. Talk about how the 'ou' in 'outside' makes the same sound as the 'ow' in 'flower'.
- Find the word 'teacher' and discuss the 'ea' vowel digraph. Model the sound that these letters make when they are together in this word. As a group, brainstorm and record other 'ea' words and get children to circle the 'ea' digraph.
- Find the words 'well' and 'tell'. Discuss that these words both contain the 'ell' word ending. Model the sound that these letters make when sounded together. Get children to cover the 'w' in 'well' and the 't' in 'tell' to identify the 'ell' word ending. Ask children to think of other words that end with this word ending, e.g. 'bell', 'fell', 'smell'.
- As a group, discuss the double consonant blend 'tt'. Find the word 'better' and get children to point to the 'tt' blend. Talk about how we only sound the 't' once. Ask children if they can think of any other 'tt' words. Repeat for the double consonant blends 'ff', 'll' and 'mm'. Find 'gardener' and discuss the vowel before the first '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'.
- Discuss the 'es' suffix. Find the word 'dishes' and talk about how because the word ends with 'sh', 'es' is added to indicate the plural.

Vocabulary

- **Visual recognition of high-frequency words:** 'better', 'could', 'everyone', 'grow', 'how', 'matter', 'think', 'when', 'would'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and ask children to practise them. Use the cards to play a game such as Concentration.
- Get children to cut out letters from magazines and paste them onto a piece of paper to spell the high-frequency words.

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

- **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 children to think about what job they might like to do when they are a grown-up. Ask, *Where would you like to work? What might you like to do? How would you help when you are older?* Encourage children to role-play their chosen job. Have them write a text explaining what job they would like to do when they are older.

► English Language Learners

- Encourage children to talk about the jobs that they do to help at home. Get children to complete **PW 21**, making a list of jobs that they can do to help out at home.

► 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 308).

Name: _____ Date: _____

Recall

You will need: pencil

- Think about people who do different jobs – vet, gardener, doctor, teacher.
- Write where they work and how they help.

Where do they work?	How do they help?
vet	
gardener	
doctor	
teacher	

Main teaching focus

Comprehension: Recalling information from the text.

Other teaching focus

Comprehension: Compare and contrast.

Teacher's note

Children fill in the table by recording where each job is done and how it helps.

Name: _____ Date: _____

Cloze

You will need: pencil

- Choose the correct words from the bottom of the page to complete the sentences.

A doctor works in a hospital or clinic.

A doctor helps sick _____ get well again.

Doctors can look into your _____. They can listen to you breathe, too.

They can tell you what medicine you need to help you get _____.

A gardener works outside in gardens and in _____.

Gardeners help to take care of trees, flowers and _____.

Their work helps the garden _____ and look lovely.

A teacher helps people.

Teachers work in a _____.

A teacher can _____ you to read and write.

ears	parks	people	grow
help	better	school	grass

Main teaching focus

Comprehension: Cloze activities; re-reading to check for meaning.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children write the words at the bottom of the page to complete the sentences.

Name: _____ Date: _____

Helping at home

You will need: pencil

- Make a list of things that you can do to help at home.

Helping at home

1 _____

2 _____

3 _____

4 _____

5 _____

Main teaching focus

Oral language: Discussion about different types of jobs adults and children do.

Other teaching focus

Writing: Writing grammatically correct sentences.

Teacher's note

Children write a list of helpful jobs that they can do at home.

Special Celebrations and Festivals

Level: 15

Non-fiction

Word count: 291

Text type: Report



High-frequency words introduced:

everyone, growing, grows, seven, there's, when, year

High-frequency words consolidated:

every, ground, people, their, things, what

Programme links:

Special Celebrations and Festivals E-Book, *A Special Kimono* (fiction)

Curriculum link:

celebrations, community, me/family, environment, festivals

Text summary:

Find out about four special celebrations around the world: Diwali in India, Chinese New Year, the Yam Festival in Africa and Shichi-go-san in Japan. Learn about what people celebrate and the special things they do.

Getting started

- Discuss the meaning of 'celebrate'. Ask, *What things do you celebrate? What celebrations do we have during the year?* Discuss the way that we celebrate these occasions.
- Provide children with a globe or map of the world. Encourage them to talk about what they know about countries around the world. Ask children to find different countries on the globe or map.

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 are some celebrations that might be discussed in 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 celebrations do people around the world have? What things do people celebrate? Why do you think people celebrate things like the New Year, birthdays and special food? What celebrations from around the world might be in this book?*
- pages 4–5: Ask, *In what months of the year do lots of people in India celebrate Diwali? Why do you think the celebrations go on for days and days? What do people light in their homes? What would you always see at night in the sky?*
- pages 6–7: Ask, *What celebration are we going to read about on these pages? In what months of the year do people from all around the world celebrate Chinese New Year? Why do you think they give family and friends special gifts like fruit and money? How do you think people celebrate? Why do you think people put on their best clothes and eat special food?*
- pages 8–9: Ask, *What might you see at the street parties? What colour dragons might you see? What are the dragons made from? Do you think there is always music and dancing?*
- pages 10–11: Ask, *What festival do you think we are going to read about on these pages? In what month of the year do people in Africa celebrate the growing of food? The Yam Festival celebrates the growing of what special food? What type of food is a yam? Where does the yam grow?*

Why do you think people dress up at the Yam Festival?

What instrument do lots of people play? Why do you think people eat mashed yams and cooked eggs on the last day of the festival?

- pages 12–13: Ask, *What celebration are we going to read about on these pages? In what country do lots of boys and girls celebrate Shichi-go-san? In what month of the year do they celebrate? How old are little girls when they can go to the temple in a new kimono? What can a little boy go to the temple in when he turns three and five years old? Does all the family go to the temple?*
- pages 14–15: Ask, *Are there lots of special celebrations all around the world? What do you celebrate?*
- 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

- 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 pictures can help with reading.
- Ask children to relate the text to their own experiences. Ask, *What special occasions do you celebrate? What does your family do when they are celebrating? Do you have special clothes that you wear for celebrations?* Discuss how this is a non-fiction text and we can learn things from reading it. Talk about how it provides information about celebrations around the world.
- Ask inferential questions such as: *What is similar about the different celebrations in the book? Why do you think people have celebrations? Why do you think people often wear new or special clothes for celebrations?*

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

Choose from the following activities.

Comprehension

- *Recall:* Ask children to talk about the four celebrations discussed in the text. Ask, *What were the celebrations? Which countries were the celebrations in? How did people celebrate?* Write sentences from the text on strips of paper. Get children to take a strip, read the sentence and decide which celebration it describes. Get children to complete **PW 25**, matching sentences to celebrations.
- *Compare and contrast:* Turn to pages 6–11 and look at the pictures of the Chinese New Year and Yam Festival celebrations. Ask children to recall what they learned about the two celebrations. Ask, *What is the same/different about these celebrations?* Repeat for Diwali and Shichi-go-san. Get children to complete **PW 26**, using a Venn diagram to compare and contrast the celebrations.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ew'. Model the sound these letters make. Find the word 'new' and identify the 'ew' digraph. Ask children to brainstorm and record other 'ew' words.
- Discuss the vowel digraph 'ou' and model the sound that these letters make in 'around'. Brainstorm other 'ou' words. Get children to practise sounding these words. Repeat for the 'ea' vowel digraph.
- Talk about the consonant blend 'nd' in 'around' and how these letters are blended to make one sound. Ask children to think of other words that end with 'nd'. Repeat with the consonant blend 'st'.
- Find 'night' in the text and discuss the 'ight' word ending. Model the sound these letters make together. Write 'ight' on the board and talk about how new words can be made by placing different letters at the start. Record words such as 'fright', 'tight' and 'light'.
- As a group, clap the syllables in 'celebrations'. Ask, *How many syllables are in this word?* Count the number of syllables in other words from the text. Talk about the 'ed' suffix. Get children to find words in the text that end with 'ed' and practise reading them.
- As a group, find 'growing' in the text. Talk about the 'ing' sound 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.
- As a group, talk about how the 's' suffix changes how we read a word and also changes its meaning, e.g. 'boys' means there is more than one boy. Compare it to 'boy' by covering up the 's'. Draw pictures to illustrate. Ask children to find all words with the 's' suffix in the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'everyone', 'growing', 'grows', 'seven', 'there's', 'when', 'year'. 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 a game such as Concentration.

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

- *Page headings:* Discuss how this text is written in sections with headings at the start of each section. Ask, *How does the page heading help us?* Discuss how it lets readers know what they are going to be reading about on the pages.

Writing

- Ask children to talk about celebrations they have with their family. Encourage them to share how and why they celebrate. Ask, *What is your favourite celebration? What do you celebrate on this occasion? Who do you celebrate with? What special foods do you eat?* Get children to complete **PW 27**, writing about something they celebrate.

► English Language Learners

- As a group, brainstorm and record the names of different countries. Provide children with a map of the world and get them to find the countries on the map. Discuss how each country has its own special landmarks and environment. Talk about how people from different countries have different cultures and traditions. Write the title 'Countries Around the World' at the top of a large sheet of paper and get children to make a poster showing what they have learned about countries and people around the world.

► 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 309).

Name: _____ Date: _____

Celebration sorting

You will need: glue, scissors

- Cut out the sentences at the bottom of the page.
- Match and paste them with the correct celebration.

Diwali	Chinese New Year
The Yam Festival	Shichi-Go-San

Boys and girls celebrate when they turn three, five and seven.	It celebrates the growing of a special food called a yam.
People eat mashed yams and cooked eggs.	People in India celebrate and eat special treats.
People light candles in their homes.	There are lots of street parties with red and yellow dragons.
A little girl wears a new kimono.	People go to see their family and friends.



Main teaching focus

Comprehension: Sorting and classifying information from the text.

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 read them and match and paste them under the name of the correct celebration.

Name: _____ Date: _____

Compare and contrast

You will need: pencil

- Look at the pictures of the Yam Festival and Chinese New Year.
- Write how the celebrations are the same and different.



Main teaching focus

Comprehension: Comparing and contrasting.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children recall facts about the Yam Festival and Chinese New Year. They then compare and contrast them and write how they are the same and different in the Venn diagram.

Name: _____ Date: _____

What do you celebrate?

You will need: pencil, coloured pencils or crayons

- Think of something you celebrate.
- Write about your celebration by answering the questions in the boxes.

What do you celebrate?	Who do you celebrate with?
What do you do?	What do you eat?
What do you wear?	Draw a picture of your celebration.

Main teaching focus

Writing: Writing a text about a familiar topic.

Other teaching focus

Comprehension: Connecting the text to personal experiences.

Teacher's note

Children think of an occasion that they celebrate. They then write about their celebration by answering the questions. Children then draw a picture of their celebration.

My Bird Nest

Level: 15

Non-fiction

Word count: 300

Text type: Procedural



High-frequency words introduced: found, half, hold, own, small, soon

High-frequency words consolidated: ground, thing, things

Linking texts: *Nature Neighbours* (fiction)

Curriculum links: animals, creative play, environment, science

Story summary: Find out how to make a nest and some birds. Read the steps to find out how to use paper plates, scissors, glue, a stapler, grass, leaves and twigs to make a bird's nest. Then make a mother bird using a cone, scissors, paper and googly eyes. Learn how to make a baby bird with a cotton wool ball.

Tuning in

- Talk about bird nests. Provide children with paper and pencils and have them draw a picture of a bird in a nest. Get children to describe their drawing. Ask, *What are bird nests made from? How do birds make their nests? What might you see in a nest?*

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 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, If you look around outside, what things might you find that tell you where birds live? What might it mean if you see bird footprints, feathers or eggshells on the ground? What has the bird used to make this nest? What things did it find in the garden to make its nest? Could you make your own nest? Could you make some birds, too?

pages 4–5: Ask, What will you need to make a bird nest? How do you think you will use the paper plates, scissors, glue, stapler, grass, leaves and twigs? What will you need to make the birds? What will you use the four googly eyes, cotton wool ball, pine cone and yellow and orange paper for?

pages 6–7: Ask, What do you need to make the bird nest? What is the boy cutting in half? Where do you put the half paper plate? Why do you think it goes on top of the other paper plate? What is the adult helping the boy to do? What are they using the stapler for? Are the paper plates starting to look like a nest?

pages 8–9: Ask, What do you need to get next? Where do you glue the leaves? Why do you put some grass and twigs inside the paper plates? Does it look like a nest? What do you need to

make next?

pages 10–11: Ask, What do you need to make the mother bird? How will you use the pine cone, scissors, paper and two eyes? What do you cut out of the yellow paper? Why do you need to cut out two big feet? Do you think the feet need to have claws? What do you cut out next? What colour paper do you use to make the big beak? What do you glue the feet, beak and eyes onto? Where should you put the mother bird?

pages 12–13: Ask, What is the last thing you need to make? What do you use to make two small feet and a small beak for the baby bird? What colour paper do you use to cut out two small feet? What colour paper do you use to make a small beak? What do you glue the feet, beak and eyes onto? Does it look like a baby bird? Where should you put your baby bird?

pages 14–15: Ask, What else can you put into your nest? Why would small rocks look like eggs in your nest? Is your nest finished? Have you made your own nest and birds?

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 story to their own experiences. Ask, *Have you ever made a nest or bird with different materials?*
- 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 did you learn by reading this book? What did this text teach you to make?*
- Ask inferential questions such as: *Why do you think birds might use grass, leaves and twigs to build a nest? Why do you think eggshells might be found on the ground? What could you use to make a mother bird if you didn't have a pine cone? Why is it important to ask an adult to help you with the stapler? Can you think of anything else you could add to your nest?*

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

Choose from the following activities.

Comprehension

- **Sequencing:** As a group, recall how the nest was made in the text. Ask, *What was the first step? What was the next thing that needed to be done?* Get children to draw pictures of the steps on pieces of paper (e.g. cutting the paper plate in half or putting the grass and twigs inside the paper plates). As a group, sequence the pictures so they are in the correct order. Children can also write sentences to match the pictures. Ask children to complete **PW 28**.
- **Following directions:** Provide children with the items used to make the nest and birds in the book – paper plates, scissors, glue, stapler, grass, leaves, twigs, googly eyes, cotton ball, pine cone and paper (orange and yellow). Have them reread the text and follow the instructions to make the nest and the birds. If children are unsure, have them refer back to the text.

Phonological awareness/Graphophonics

- Discuss the final consonant blend 'st' in 'nest'. Talk about how these letters are blended together as 'st', rather than sounded separately as 's-t'. Get children to count how many times they see 'st' in the text. Repeat with the consonant blend 'lp' in 'help'.
- 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. Ask children to cover the 's' ending to identify the word 'bird' and talk about how it means one bird. Draw pictures to illustrate.
- Get children to identify the double consonant blend 'll' in 'will'. Talk about how when we read this word we only sound the 'l' once. Brainstorm other words that contain 'll'. Ask children to find other words in the text that contain double consonant blends. Get children to practise sounding out these words.
- Discuss the vowel digraph 'ee' and model to children the sound these letters make when they are sounded together. Find 'need' in the text and discuss the 'ee' digraph. Brainstorm and record other 'ee' words, e.g. 'bee', 'feet', 'meet', 'sweep', 'three'. Ask children to circle the 'ee' in these words and discuss strategies for reading them. Repeat for the vowel digraph 'ou'.
- Talk about the sound that the letters 'ir' make when they are sounded together. Find 'bird' in the text and model how to read this

word by sounding the 'ir' in the word. Get children to think of and record other 'ir' words.

Vocabulary

- **Visual recognition of high-frequency words:** 'found', 'half', 'hold', 'own', 'small', 'soon', 'ground', 'thing', 'things'. 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.
- Ask children to look for the high-frequency words in the text. Ask, *How many times can you find each of the high-frequency words?* Get children to complete **PW 29**.
- Ask children to write the high-frequency words over and over in different colour to make them look like 'rainbow 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 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?* Ask 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.
- **Text features:** Discuss how this is a non-fiction procedural text. As a group, identify the features of the text including the list of materials needed and the directions or steps. Talk about how the pictures in the text help us understand how to make the nest and birds.

Writing

- After children have made the nest and birds, have them write a recount about their experience. Encourage them to use time order words (i.e. first, then, next, after, finally) to help sequence ideas in their writing.

► English Language Learners

- Show children the picture of the bird nest of the front cover of the text. Ask, *What things can you see that have been used to make the birds and nest?* Get children to point to the materials that were used and name them, such as leaves, grass, pine cone, cotton wool ball and twigs. Ask children to also identify different parts of the bird, such as beak, feet and eyes. Ask children to complete **PW 30**.

► Assessment

- PVs 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 310)

Name: _____ Date: _____

Make a bird nest sequencing

You will need: scissors, glue, paper

- Draw a picture to match each sentence.
- Cut out the boxes and glue them in the correct order.



<p>To make a bird nest you will need: 2 paper plates, scissors, glue, stapler, grass, leaves and twigs.</p>	<p>Put the half paper plate on top of the paper plate, like this.</p>	<p>Put the grass and twigs inside the paper plates. Your nest is done.</p>
<p>Then hold the paper plates. Ask an adult to help you with the stapler.</p>	<p>Next, get some leaves and glue them to the outside of your paper plates.</p>	<p>To make a bird nest, you will need to get two paper plates. First, cut one paper plate in half.</p>

Main teaching focus

Comprehension: Sequencing events from the text

Other teaching focus

Comprehension: Drawing pictures to match sentences; Gaining meaning from text

Teacher's note

Children draw pictures to match the sentences. Then they cut out the boxes, sequence and paste them on the piece of paper.

Name: _____ Date: _____

Word search

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

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

found half hold own small
soon ground thing things

Main teaching focus

Vocabulary: Visually recognising high-frequency words

Other teaching focus

Writing: Spelling – Recognising letter and spelling patterns in high-frequency words

Teacher's note

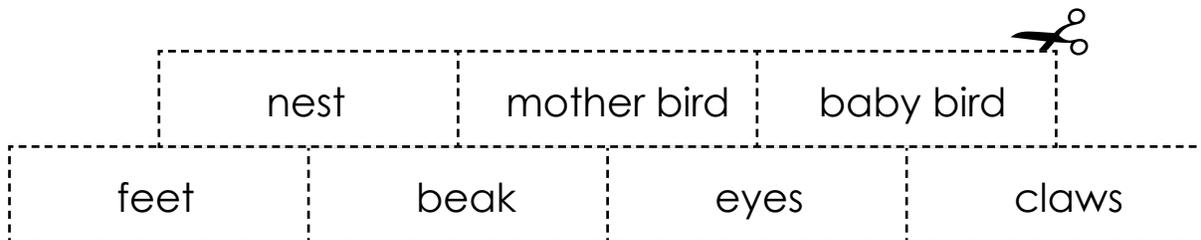
Children find and circle the high-frequency words listed at the bottom of the page in the word search.

Name: _____ Date: _____

Labelling

- Write a list of what was used to make the nest and birds.
- Paste the words at the bottom of the page into the boxes to label the picture.

What was used to make the nest and birds?



Main teaching focus

Oral language: Vocabulary development

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children list the materials used to make the bird nest and birds. Then they cut out the words and paste them in the boxes to label the picture.

Looking for Kate

Level: 16 Fiction Word count: 305 Text type: Narrative



High-frequency words introduced: ate, anywhere, chased, hurry, moved, other, packed, past, poor, something, underneath, you're

High-frequency words consolidated: before, could, ever, just, sorry, sudden, would

Programme links: *Looking for Kate* E-Book, *Playtime Ball Sports* (non-fiction)

Curriculum links: me/family, school, pets/animals

Story summary: Max is very sad one morning when Kate leaves for school without playing fetch. So Max gets his ball and tries to find Kate at school to play one game of fetch!

Getting started

- Give pairs of children a tennis ball and get them to role-play a game of fetch, taking turns as the dog and the owner. Ask questions such as, *Why do you think dogs like to play fetch?*
- Hide a tennis ball in the room and give children 30 seconds to find it. Encourage them to look above, under and behind things. When the ball has been found, ask, *Was it hard to find? How did you find it? What things have you looked for before?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to visualise what they think will happen in the story. Get them to make predictions, using the title and cover illustration as prompts. Ask, *Who do you think Kate is? Who do you think is looking for Kate? Why do you think the dog has a ball in its mouth?* Link to the 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 game do Max and Kate play every morning before school? What does Max fetch every morning?*

pages 4–5: Ask, *Is Kate playing fetch with Max this morning? Is this morning like the other mornings? Why do you think Kate might be late for school?*

pages 6–7: Ask, *How is Kate getting ready for school quickly? What is she packing into her bag? Do you think she plays with Max or runs straight to the door?*

pages 8–9: Ask, *Did Kate play fetch with Max? How does Max look? Why couldn't Kate play fetch? How did Kate go to school?*

pages 10–11: Ask, *What colour ball has Max picked up? What has Max run through? What is Max running down as fast as he can? Who is Max chasing? Is Kate too fast?*

pages 12–13: Ask, *Where is Max? What has he gone underneath to go into the school yard? Has he found Kate at the swings? Has he found Kate at the big tree? Can he find Kate anywhere?*

pages 14–15: Ask, *Who has Kate seen? Who does Max run*

over to? Do you think Kate thinks Max is a good dog or a silly dog? Who else came into the school yard? Who will Max have to go home with?

page 16: Ask, *What do Max and Kate play before Mum takes Max home? Why do you think they play one game of fetch?*

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?*
- Get children to relate the story to their own experiences. Ask, *Have you ever played fetch with a dog? What happened when you were running late one day?*
- Get children to retell the story in their own words.
- Encourage children to talk about the characters and their actions and the setting and plot.
- Ask inferential questions such as: *Why was Max chasing Kate with the ball? Why didn't Kate have time to play fetch with Max? How do you think Max felt when he found Kate? Why did Mum let Kate and Max play one game of fetch before she took Max back home?*

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 'quickly', discuss strategies such as sounding out, re-reading, looking at the illustrations, or using the sentence content.

Choose from the following activities.

Comprehension

- **Inferring characters' feelings:** Discuss the characters and ask children to recall their actions. Write the sentence starters 'I think that Kate was feeling ..' and 'I think that Max was feeling ..' on the board. Turn to various pages and ask children to role-play different events. After each role-play, get children to infer how Kate and Max would have felt. Ask them to verbally complete the sentence starters. Get them to complete **PW 31**, inferring Max's feelings.

- *Sequencing*: Encourage children to talk about the events of the story. Ask, *What happened in the beginning/middle/end?* Give each child a piece of paper and get them to draw a picture of a different event from the story. Collect the children's drawings and then as a group, ask children to sequence the pictures in the same order as the text. Get children to complete **PW 32**, sequencing events.

Phonological awareness/Graphophonics

- Talk about the contraction 'you're'. Write 'you are' and 'you're' on the board and discuss how the contraction has an apostrophe instead of the letter 'a'. Ask children to find and discuss other contractions in the text.
- 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 the words 'late', 'woke' and 'time' in the text. Ask children to practise sounding out these words. Ask them to find other words in the text that use the silent 'e' rule.
- As a group, find and talk about the word 'tree'. Discuss the vowel digraph 'ee' and model the sound these letters make when they are together. Brainstorm and record other 'ee' words and ask children to circle the 'ee' digraph in each word.
- Discuss the consonant digraph 'ch' and how these letters are sounded to make one sound. Find other 'ch' words in the text. Brainstorm and record other 'ch' words.
- Ask children to find 'anywhere' in the text. Cover up 'where' and ask children to identify the word 'any' and then cover up 'any' and get them to identify the word 'where'. Discuss how a compound word has two words joined together. Brainstorm and record other compound words. Get children to circle the two words within each compound word.
- Talk about the suffix 'ed' and how it can be added to the end of words. Ask children to find words in the text that end with 'ed' and practice reading these words. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense). Repeat for 'ing' and 'ly'. Talk about how 'ly' on the end of a word shows that the word is telling us how something is being done.

Vocabulary

- *Visual recognition of high-frequency words*: 'ate', 'anywhere', 'chased', 'hurry', 'moved', 'other', 'packed', 'past', 'poor', 'something', 'underneath', 'you're'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.
- Get children to cut letters from magazines and newspapers and paste them on 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

- *Speech marks*: Explain that text between speech marks is what a character is saying. Ask children to identify speech marks in the text. Copy the text from pages 14–15 onto a sheet of paper. Tell children to colour over the words that are between the speech marks. Get them to role-play the conversation by reading the text between the speech marks.
- *Exclamation points*: Talk about how exclamation points influence the way the text is read. Get children to identify exclamation points in the text. Practise reading sentences with exclamation points and compare this with how they would be read if there were no exclamation point.

Writing

- Ask children to recall what Kate needed to do to get ready for school. Encourage them to talk about how they get ready for school. Make a list of their responses on the board. Ask them to draw pictures on paper to show what they do to get ready for school. Get children to use **PW 33** to write a simple procedural text on how they get ready.

► English Language Learners

- As a group, talk about the things you need to do to take care of a pet dog. Ask, *What do owners need to do to take care of a pet dog? What things would Kate do to take care of Max?* Collect and show children a variety of pet-care items, such as a collar, lead, brush, bowl and toys. Ask children to name and describe each item. Ask, *What would the owners use these things for?* Get children to brainstorm other animals that people can have for pets, such as cats, birds or fish. Encourage children to discuss how owners would need to take care of these different pets. Ask, *Do you take care of all pets in the same way? What things would these animals need? How is the way we take care of them the same or different from how we take care of a dog?* Provide each child with a piece of paper and get them to draw a picture of a pet they have or would like to have. Ask them to list the things they do or would do to take care of their pet.

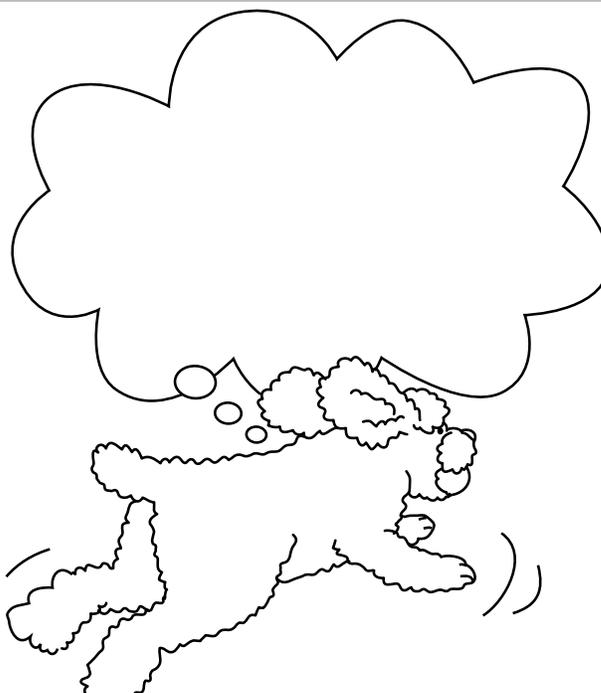
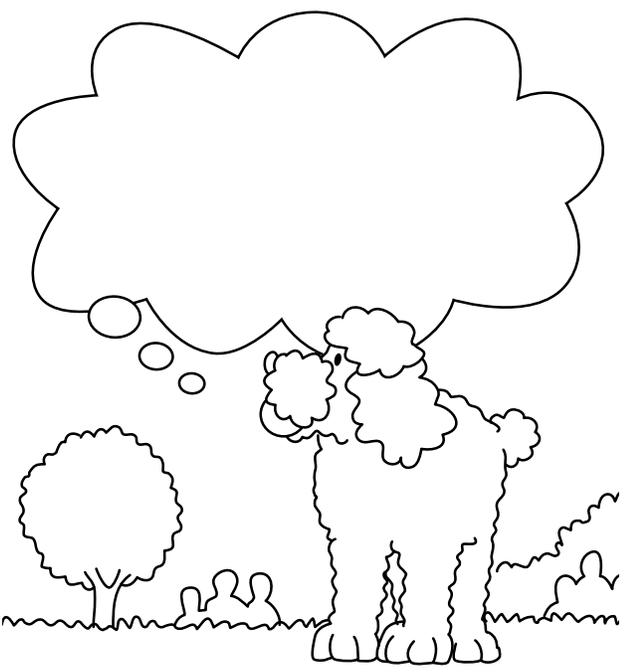
► Assessment

- 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 311).

Name: _____ Date: _____

How was Max feeling?

- Write a sentence that explains how Max was feeling at that part of the story.
- Write the sentences in the thought bubbles.

Main teaching focus

Comprehension: Inferring a character's feelings; drawing inferences from a sentence by reasoning.

Other teaching focus

Comprehension: Recalling events in a story.

Teacher's note

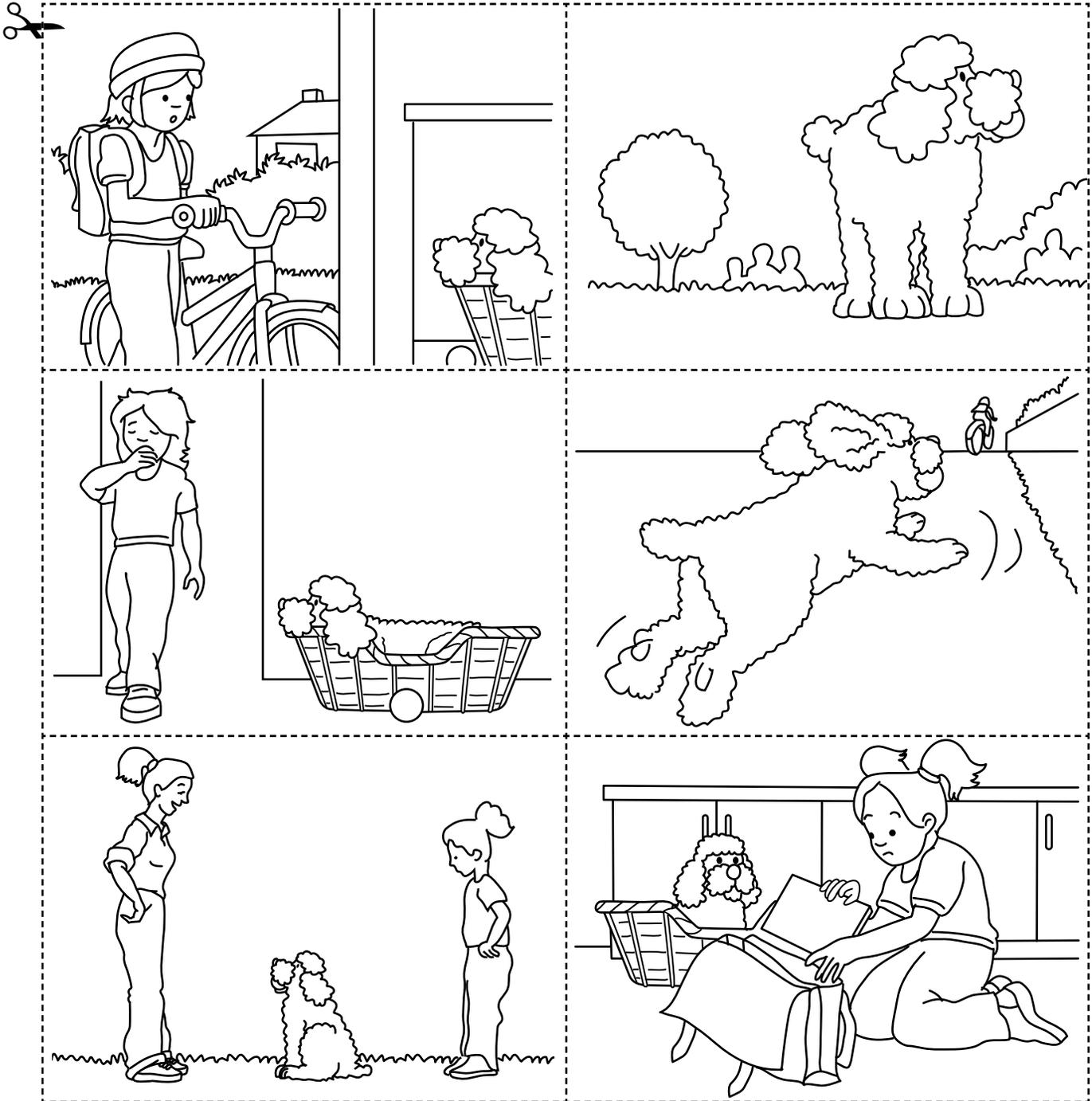
Children infer how Max was feeling at different parts of the story. They write a sentence that explains how he was feeling in the 'thought bubble' on each picture.

Name: _____ Date: _____

Sequencing

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

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

Name: _____ Date: _____

How I get ready for school

You will need: coloured pencils or crayons

- Write or draw the things you need to get ready for school in the box.
- Write instructions on how to get ready for school.
- Draw a picture to match each of the steps.



Things I need to get ready for school

Steps

1 _____

2 _____

3 _____

4 _____

5 _____

Main teaching focus

Writing: Writing a simple procedural text.

Other teaching focus

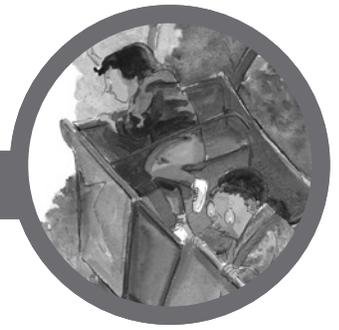
Recall: Recalling events from the text.

Teacher's note

Children write or draw the items they use when they get ready for school. Then they write the steps involved in getting ready for school and draw pictures to match.

Stuck at the Top

Level: 16 Fiction Word count: 338 Text type: Narrative



High-frequency words introduced: beside, both, careful, enormous, forget, move, never, nice, scary, waved

High-frequency words consolidated: could, ever, fright, gave, hold, I'll, just, much, scared

Programme links: *Stuck at the Top* E-Book, *Wheels* (non-fiction)

Curriculum links: me/family, community, physical activity

Story summary: Cam and Granny are on the Ferris wheel. Cam is having a great time, but poor Granny is scared, especially when the wheel stops and they are stuck at the top!

Getting started

- Talk about rides at a fair. Ask, *What rides have you been on before?* Encourage children to talk about what it feels like to go on different rides. Ask, *Have you ever been scared on a ride?*
- Ask children to talk about times when they have been scared. Encourage them to show a scared expression on their face. Ask, *If you are scared of something, what things can you do?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to visualise what they think will happen in the story. Get them to make predictions, using the title and cover illustration as prompts. Ask, *Who do you think is stuck at the top? Where do you think they are?* Link to the 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 are Cam and Granny on? What is going around and around? Who is waving at Cam and Granny from down on the ground?*

pages 4–5: Ask, *Does it look like Granny is having fun or does she look scared? What can she and Cam see when they are all the way at the top? What do you think would make a big bang, crunch and screech? Where are Cam and Granny now that the Ferris wheel has stopped?*

pages 6–7: Ask, *Does Cam look happy to be stuck at the top? Where are Cam and Granny looking? Why would Mum look like a little ant to them?*

pages 8–9: Ask, *Who is having fun when they are at the top? Why do you think Cam is swinging his seat up and down? Why do you think Granny wants Cam to stop?*

pages 10–11: Ask, *Does Granny want Cam to come and sit beside her and hold her hand or for him to stay where he is?*

pages 12–13: Ask, *Why do you think Cam is sitting as still as he can? What would make an enormous boom, brum and chug? How do you think Cam and Granny feel now that the wheel is starting to move?*

pages 14–15: Ask, *Who helped Granny off the Ferris wheel? Who gave Granny and Cam a big hug? Who do you think wants to go on the Ferris wheel again?*

page 16: Ask, *Who have Mum and Cam turned around to look for? Where is Granny going?*

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?*
- Get children to relate the story to their own experiences. Ask, *Have you ever gone on a Ferris wheel? When have you been very scared before?*
- Ask children to retell the story in their own words and talk about what happened in the beginning, middle and end.
- Encourage children to talk about the characters and their actions and the setting and plot.
- Ask inferential questions such as: *Why do you think Mum did not go on the Ferris wheel? Why did Granny walk away after she got off the Ferris wheel? Why do you think Cam likes the Ferris wheel? What might Granny find scary about the Ferris wheel? Why did Mum look like a little ant? Why did Granny want Cam to sit still?*

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 'ground', discuss strategies such as sounding out, re-reading, looking at the illustrations or using the sentence content.

Choose from the following activities.

Comprehension

- **Recall:** Talk about the characters and their actions. Ask, *What did the characters do? How were they feeling?*

Discuss Cam and Granny and compare their experiences on the Ferris wheel. Play a guessing game where children need to identify who said different phrases from the text. Turn to page 9 and read aloud: 'I'm scared and I want to come down'. Ask, *Who said that?* Turn to page 10 and read aloud: 'I'll come and sit beside you and hold your hand'. Ask, *Who said that?* Continue with other phrases. Get children to complete **PW 34**, deciding which character said what.

- *Predicting*: Ask children to recall what happened at the end. Get children to predict what would happen next time the characters saw a Ferris wheel. Give each child a piece of paper and ask them to draw a picture of Cam, Granny and Mum next time they see a Ferris wheel. Encourage children to write sentences to explain their predictions.

Phonological awareness/Graphophonics

- Talk about the strategy of segmenting words. Discuss how 'stuck' can be sounded as 'st-uck'. Emphasise the importance of blending the initial consonants. Ask children to identify other words in the text that can be read using this strategy.
- Talk about the 'ou' digraph in the word 'round'. 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 in these words. Repeat for 'ow'. Write the words 'around' and 'down' on the board and identify the 'ou' and the 'ow' digraphs. Discuss how these digraphs can make the same sound. Get children to brainstorm and record other 'ow' and 'ou' words. Circle the digraph in each word. Get children to complete **PW 35**, identifying 'ou' and 'ow' words.
- Repeat the above for the vowel digraph 'ay'.
- Get children to read 'white' and 'fright' in the text. Ask, *Can you hear anything similar about these words?* Discuss how they rhyme because they sound the same at the end. Ask children to think of other words that rhyme with 'white' and 'fright' (e.g. 'might', 'kite'). Get children to then identify 'around' and 'ground' and talk about how these also rhyme. Look at the 'ound' ending in each of these words.
- Talk about the contractions 'didn't', 'I'm' and 'it's'. Write 'did not' and 'didn't' on the board and discuss how the contraction has an apostrophe instead of the letter 'o'. Repeat for 'I'm' and 'it's'. Find contractions in the text.
- Talk about the suffix 'ed' and how it can be added to the end of words. Ask children to find words in the text that end with 'ed' and practice reading these words. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).

Vocabulary

- *Visual recognition of high-frequency words*: 'beside', 'both', 'careful', 'enormous', 'forget', 'move', 'never', 'nice', 'scary', 'waved'. Ask children to find these words in the text.

Write the words on cards (two cards for each word) and play a game such as Concentration.

- Get children to write each of the high-frequency words in a sentence.

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

- *Commas*: Discuss commas and ask children to identify the commas in the text. Talk about how readers pause at a comma when they are reading. Model this and then ask children to practise, using pages from the text.
- *Question marks*: Talk about how a question mark is at the end of a question rather than a full stop. Ask children to count the question marks in the text. Get them to ask each other questions and record them on paper with a question mark at the end.

Writing

- Ask children to recall a time they have been at a fair. Get them to describe what they did, what they saw and who they went with. Give each child a piece of paper and ask them to draw a picture of themselves at the fair. Ask them to write a recount of their time at the fair. Support them in using capital letters and full stops accurately in their writing and encourage them to use a variety of time-order words ('first', 'then', 'next', 'after', 'finally') to sequence and link ideas.

► English Language Learners

- As a group, talk about fairs. Ask, *What would you see at these events? What would you do? What would you eat?* Ask children to brainstorm what they would see, do and eat at a fair and record their responses. Focus on developing children's language and vocabulary. Provide the children with magazines, advertising flyers and newspapers. Get them to cut out images to make a collage of things that might be found at a fair. Encourage each child share his or her picture and discuss the pictures they chose. Get them to make a picture of a fair by colouring and cutting out the pictures on **PW 36** and pasting them onto a piece of paper. Ask children to draw themselves at the fair and decorate the background.

► Assessment

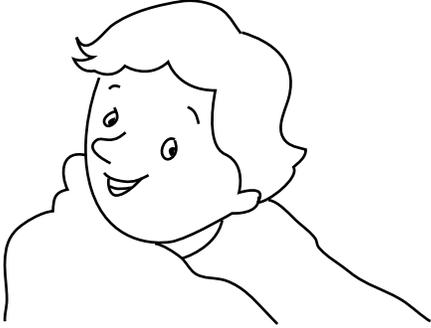
- PWs 28, 29 and 30 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 28 could be kept in the child's portfolio
- Complete Running Record (page 312).

Name: _____ Date: _____

Who said that?

You will need: scissors, glue

- Cut out the sentences.
- Paste the sentence under Cam if it was something that he said.
Paste the sentence under Granny if it was something that she said.



<p>“At last! That’s one ride I will never EVER forget!”</p>	<p>“WOW! It’s so much fun up here!”</p>
<p>“I’ll come and sit beside you and hold your hand.”</p>	<p>“Yippee! We are stuck right at the top!”</p>
<p>“Oh, no! It’s a long way down.”</p>	<p>“Please stop! I’m scared and I want to come down.”</p>

Main teaching focus

Comprehension: Recalling events from the story; matching text

Other teaching focus

Comprehension: Inferring characters’ feelings.

Teacher’s note

Children cut out the sentences at the bottom of the page. They decide if each sentence was something that Cam said or something that Granny said. Children then paste the sentences in the appropriate column.

Name: _____ Date: _____

Words with 'ou' and 'ow'

- Add 'ou' or 'ow' to the words.
- Draw a line from the words to their matching picture.

ou

ow

___t

c___

sh___t

b___

f___nd

d___n

l___d

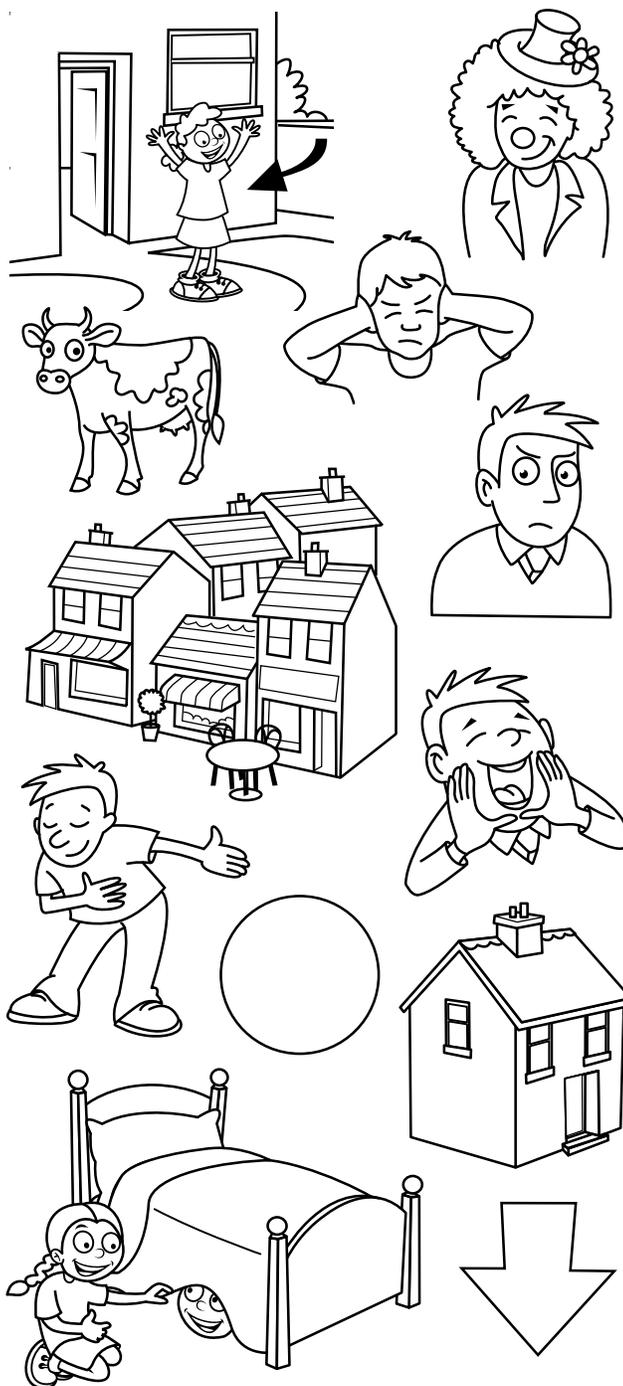
cl___n

h___se

t___n

ar___nd

fr___n



Main teaching focus

Graphophonics: The 'ou' and 'ow' vowel digraphs.

Other teaching focus

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

Teacher's note

Children add the vowel digraphs 'ou' and 'ow' to the words. Then they draw a line from each word to the matching picture in the middle.

Name: _____ Date: _____

A fair

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

- Colour and cut out the pictures.
- Paste them onto a piece of paper.
- Decorate the background and draw yourself at the fair.



Main teaching focus

Oral language development: Development of language and vocabulary.

Other teaching focus

Oral language development: Relating concepts to personal experiences.

Teacher's note

Children colour and cut out the pictures. Then they paste the pictures onto a piece of paper to make a fair scene. Children can add drawings to the picture and draw themselves at the fair.

Kela's Bridge

Level: 16

Fiction

Word count: 329

Text type: narrative



High-frequency words introduced: anyone, build, busy, enormous, everything, rolled, smiling

High-frequency words consolidated: before, just, sudden, think

Programme links: *Kela's Bridge* E-Book, *Materials* (non-fiction)

Curriculum links: science, environmental

Story summary: Mrs Gee provides Kela and her friends a variety of materials to make a long and strong bridge that will hold a car. The only thing left for Kela to use is a newspaper. However, she folds and rolls it to make a long, strong bridge.

Getting started

- Get children to talk about bridges. Ask, *What is the purpose of the bridge?* Encourage children to talk about different bridges they have seen. Discuss the design and structure of different bridges.
- Provide children with a collection of materials such as bottles, newspapers, tape, string, straws, etc. Ask, *What things can you design using these materials?* Give children time to make something using the materials

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, *How do you think Kela is going to make her bridge? What materials might she use to make her bridge? Why do you think she is trying to build a bridge? Do you think it will be a fiction or non-fiction text?* 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 illustrations and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *What has Mrs Gee tipped onto the floor? What things can Kela see? How might the children use everything to build a long, strong bridge that can hold a car?*
- pages 4–5: Ask, *Why do you think the children wanted to use the strong plastic bottles, the wood blocks, the bricks and the rocks? How could they use these materials to build a bridge? What is left for Kela to use? Do you think Kela will be able to build a bridge with a newspaper?*
- pages 6–7: Ask, *Why would Kela be disappointed with the newspaper? Why did she need to stop and think? Do you think she will be able to build a bridge with the thin newspaper that can tear? What do you think Kela realised when she folded and rolled the newspaper?*
- pages 8–9: Ask, *What types of bridges have the children made? How is Bane's bridge so strong? But why would the car roll off?*
- pages 10–11: Ask, *Why wouldn't the car fall off this bridge? Is it long enough? Why is Lani's bridge so bumpy? Why would that make her car stop? Has anyone made a strong and long bridge?*
- pages 12–13: Ask, *How is Kela's bridge strong and long? How would the car be able to get from one table all the way to the*

other table?

- pages 14–15: Ask, *Why is the car able to zoom across the bridge? Why is Kela's bridge a very good bridge? How do they know that it is strong and very, very long?*
- page 16: Ask, *Why do you think everyone clapped? How does Kela's bridge help the car go very fast?*

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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Get children to relate the story to their own experiences. Ask, *Have you ever made a bridge out of materials?*
- Ask children to predict what will happen on the next page or how the story might end.
- Talk about the characters in the story and their role.
- Discuss how this text is a narrative and ask children to identify the complication and resolution. Talk about how Kela solved her problem.
- Encourage children to retell the text in their own words.
- Ask inferential questions such as: *Why do you think the newspaper was the only thing left for Kela to use? Would Kela been able to solve her problem if she hadn't stopped to think? What other ways could they have built a long, strong bridge?*

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 the children had difficulty with the word 'bottle', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Close:** Flip through the book and ask children to explain what was happening in different parts of the story. Copy sentences from the text onto paper but leave a word out in

each sentence, e.g. “I can build a long and _____ bridge’, said Kela.” 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 re-read the sentence to check the meaning. Get children to complete **PW 37**.

- **Questioning:** Ask children questions which require them to recall information from the text. For example, ask, *What things did the children use to make their bridges? How did Kela make her bridge?* Provide children with strips of paper and ask them to write their own questions about the text on the strips of paper. Then ask them to swap their questions with a partner and answer the questions. Encourage them to re-read the text to find the answers to the questions if necessary.

Phonological awareness/Graphophonics

- Talk about the ‘ong’ word ending in the word ‘long’. Model the sound these letters make when sounded together. As a group, brainstorm and record other words that contain the ‘ong’ word ending.
- Talk about the ‘ed’ suffix. Ask 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 38**.
- Discuss the consonant digraph ‘th’. Talk about how these letters are blended together as ‘th’, rather than separately as ‘t-h’. Ask children to identify words in the text that contain ‘th’. Discuss how ‘th’ can be at the beginning, middle or end of words. Brainstorm and record words that contain the ‘th’ digraph.
- Ask children to identify the double consonant blend ‘ll’ at the end of the word ‘fall’. Talk about how when we read this blend we only sound the ‘l’ once. Identify other double consonant blends in the text such as ‘ff’ and ‘tt’. Get children to practise reading these words.
- Talk about the vowel digraph ‘ew’. Discuss how these letters are sounded together as ‘ew’ rather than separately as ‘e-w’. Identify the word ‘newspaper’ and ask children to sound the ‘ew’ in the middle of the word. Brainstorm and record other ‘ew’ words.
- Find the word ‘newspaper’ and identify the two words ‘news’ and ‘paper’. Explain that ‘newspaper’ is a compound word where two words have been joined together. Identify the word ‘everything’ and discuss how it is also a compound word. Ask, *Can you think of any other compound words?*

Vocabulary

- **Visual recognition of high-frequency words:** ‘anyone’, ‘build’, ‘busy’, ‘enormous’, ‘everything’, ‘rolled’, ‘smiling’, ‘before’, ‘just’, ‘sudden’, ‘think’. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Get the children to make the sight words using magnetic letters. Ask them to practise reading the words to each other once they have made them.

Fluency

- Discuss the importance of reading smoothly and without

stopping. Demonstrate how to read fluently. Get children to practise by reading the text to each other.

Text conventions

- **Sentence features:** Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? How do you know where the sentence ends?*
- **Capital letters:** Talk about how when we write people’s names we use a capital letter at the beginning. Ask children to find names in the text. Write children’s names, emphasising the capital letter.
- **Exclamation points:** Talk about how exclamation points influence the way the text is read. Ask children to identify exclamation points in the text. Get children to 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. Ask children to identify speech marks in the text. Write the text from pages 10–11 onto a sheet of paper. Tell children to colour over the words that are between the speech marks. Get them to role-play the conversation by reading the text between the speech marks.

Writing

- Provide children with a collection of materials such as bottles, blocks, string, tape and newspaper. Ask them to use the materials to build a bridge. Then get them to complete **PW 39** by recording the materials they used and writing a recount of how they built their bridge.

► English Language Learners

- Present children with photos of famous bridges around the world, such as the Golden Gate Bridge, Sydney Harbour Bridge, Tower Bridge in London and Brooklyn Bridge. Ask children to discuss each of the bridges by describing their shape, what they are built out of, their colour and their structure. Get children to select two of the bridges and compare and contrast them by recording how they are similar and how they are different.

► 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 113).

Name: _____ Date: _____

Cloze

You will need: scissors, glue

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

Kela sat and looked at the floor. All that was _____ was a newspaper.

“_____ is not strong! It can tear!” said _____ to herself.

“What can I do?”

Kela _____ at the newspaper.

“I just have to _____!” she said to herself again.

Kela held the newspaper. _____ felt thin.

She _____ the paper and she rolled it, too.

All of a sudden, Kela _____.

“I can build a long and strong _____!” she said.

And off she went to _____ her bridge.



think	bridge	left	looked	folded
Kela	paper	smiled	make	It

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 in the box and paste them to complete the sentences.

Name: _____ Date: _____

'ed' suffix

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

- Cut out the words and paste them in front of the 'ed' endings.
- Draw pictures to match each of the 'ed' words.

_____ ed		_____ ed	
_____ ed		_____ ed	
_____ ed		_____ ed	
_____ ed		_____ ed	



roll	fold	shout	zoom
look	open	jump	help

Main teaching focus

Graphophones: 'ed' suffix – identifying words ending with 'ed'

Other teaching focus

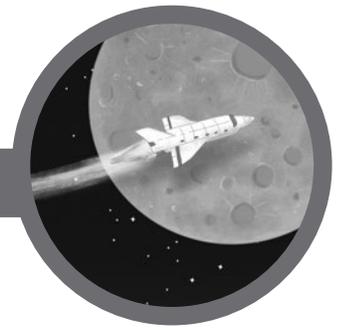
Phonological awareness: Recognising beginning and ending sounds in words.

Teacher's note

Children cut out the words in the box and paste them to complete the 'ed' words. They then draw pictures to match each of the words.

Lost in Space

Level: 16 Fiction Word count: 327 Text type: narrative



High-frequency words introduced: both, busy, dark, laid, nothing, other, past, quiet, scary, should, something, themselves

High-frequency words consolidated: could, everyone, found, hold, just, scared, sudden, there's

Programme links: *Lost in Space* E-Book, *Space and Our Solar System* (non-fiction)

Curriculum links: science, community, me/family

Story summary: Kane, Layla, Dad and Nana are at the museum. They follow everyone into a big room. Layla is scared, but when she opens her eyes she likes looking at the stars, sun and planets. Kane and Layla are scared when a dark shape walks towards them. Luckily it is only Dad!

Getting started

- Discuss museums. Ask, *Have you been to a museum? What things might you see at a museum?*
- Ask children to close their eyes and imagine that they are looking into the night sky. Encourage them to talk about the things they might see in the night sky. Ask, *What do the stars, planets, sun and moon look like?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Get children to predict what they think the text will be about. Ask, *Who might be lost in space? Where might they be? What are they looking at? Do you think it will be a fiction or non-fiction text?* 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 illustrations and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Who is at the museum? Do they look happy to be at the museum? How do you think Layla is feeling? Does Layla look excited to see the dinosaur bones? Why would Dad need to go and get a map?*
- pages 4–5: Ask, *Where is everyone lining up? What might be behind the big black door? What might Nana, Kane and Layla see when they take a quick look inside?*
- pages 6–7: Ask, *What's inside the big room? How do you think Layla felt when the lights went off and the door shut? What is Layla doing to make herself feel better when she is scared?*
- pages 8–9: Ask, *Why do you think Layla would lay her head on Nana and keep her eyes shut tight? What can Layla see when she opens her eyes and slowly looks up?*
- pages 10–11: Ask, *Where can they see the stars and the Moon? Where are they? What can they see zooming past? Do you think they are having fun in the planetarium?*
- pages 12–13: Ask, *What planets can they see? Why would the sun look like a big ball of fire? Does Layla think it is scary anymore?*
- pages 14–15: Ask, *What do you think made the big bang noise?*

What is the dark shape walking towards Kane and Layla? Why might they be a little bit scared?

- page 16: Ask, *Who was it coming towards them? How were Layla, Kane and Nana lost in space?*

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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Get children to relate the story to their own experiences. Ask, *Have you ever been to a museum or planetarium? What things did you see?*
- Ask children to predict what will happen on the next page or how the story might end.
- Talk about the characters in the story and their role.
- Discuss how this text is a narrative and ask children to identify the complication and resolution.
- Encourage children to retell the text in their own words.
- Ask inferential questions such as: *Why do you think Kayla wasn't very excited about going to the museum? How might Kayla feel about going to the museum next time? Why do you think the lights went off? Why was the dark shape scary?*

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 the children had difficulty with the word 'spaceship', 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 40**, pasting the pictures in sequence on a piece of paper.

- **Characters:** As a group, recall the characters in the text and discuss what they did during the story. Talk about how the characters would have been feeling at different parts of the story. Ask children to draw a picture of a character from the text and then write sentences about their thoughts, feelings and actions.

Phonological awareness/Graphophonics

- Find 'dark' and discuss the vowel before 'r' – 'ar'. Talk about the sound that these letters make when they are together. Get children to brainstorm and record other words that contain 'ar' such as 'park', 'far', or 'part'. Ask them to circle the 'ar' in each word.
- Talk about the vowel digraph 'oo'. Find the words 'looked' and 'zoomed'. Discuss how the 'oo' digraph can make either a long sound or a short sound.
- Discuss the consonant digraph 'sh'. Talk about how these letters are blended together as 'sh', rather than separately as 's-h'. Ask children to identify words in the text that contain 'sh'. Discuss how 'sh' can be at the beginning, middle or end of words. Brainstorm and record words that contain the 'sh' digraph. Repeat for the consonant digraph 'th'.
- Find 'dark' in the text. Talk about the strategy of sounding out the word by segmenting it (i.e. d-ark). Discuss how it is easier to read some words by blending some of the sounds. Get children to practise segmenting 'dark'. Repeat with 'black'.
- Talk about the 'ed' suffix. Ask 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).

Vocabulary

- **Visual recognition of high-frequency words:** 'both', 'busy', 'dark', 'laid', 'nothing', 'other', 'past', 'quiet', 'scary', 'should', 'something', 'themselves', 'could', 'everyone', 'found', 'hold', 'just', 'scared', 'sudden', 'there's'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Get the children to complete **PW 41**, locating the high-frequency words in the word search.

Fluency

- Discuss the concept 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 a capital 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? How do you know where the sentence ends?* Ask children to count the number of sentences in the text.
- **Text emphasis/bold font:** Identify the word 'Clunk!' on page 6.

Talk about how it is bolded and larger than the other text. Talk about how readers should use a bigger voice when they read these words. Ask, *Why do you think the author wants us to read this word in a bigger voice?* Get children to locate other words written with this font in the text.

- **Exclamation points:** Talk about how exclamation points influence the way the text is read. Ask children to identify exclamation points in the text. 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 share their personal experience of going to a museum/planetarium. Ask, *What did you see at the museum/planetarium? What interesting things did you learn at the museum/planetarium?* Ask children to write a recount of a time they went to a museum/planetarium. If children have not been to a museum or planetarium, encourage them to write about a different interesting place they have been to.

► English Language Learners

- Ask children to identify the different emotions that the characters displayed in the text (e.g. happy, scared, excited). As a group, make a list of different emotions or feelings. Then encourage children to describe a time they have felt the different emotions. For example, ask, *When have you felt excited? When have you felt scared?* Have the children complete **PW 42**, identifying an emotion from the story and a time when they have felt that same emotion. As a group, discuss strategies children can use to help manage different emotions. For example, discuss what they can do if they are feeling sad, angry or worried.

► 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 314).

Name: _____ Date: _____

Sequencing

You will need: piece of paper, scissors, glue

- Cut out the pictures.
- Put them in the correct order and paste them on the piece of paper.
- Write 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 cut out the pictures. They sequence them in the correct order and paste on the piece of paper. They then write what happened under each picture.

Name: _____ Date: _____

Find the words

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

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

both	busy	dark	laid	nothing
other	past	quiet	scary	should
something	themselves	could	everyone	found
hold	just	scared	sudden	there's

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 in the word search.

Name: _____ Date: _____

How are you feeling?

- Identify the emotion shown in the pictures.
- Write about a time you have felt that emotion.
- Answer the question at the bottom of the page.

	How are they feeling?	A time I have felt ...
		
		
		
		

What are some things you can do if you are feeling sad, angry or scared? _____

Main teaching focus

Oral language: Emotions and feelings.

Other teaching focus

Comprehension: Linking the text to personal experiences.

Teacher's note

Children identify the emotion shown in each picture. They then record a time they have felt that emotion. Children then answer the questions at the bottom of the page.

Where's Farmer Belle?



Level 16

Fiction

Word count: 335

Text type: Narrative

CCSS RF.1.3.b, RF.1.3.c, RF.1.3.e, RF.1.3.f, RF.1.3.g

High-frequency words introduced: anyone, busy, never, other, should, standing, started

High-frequency words consolidated: better, everyone, just, must, scare, seven, soon, think

Programme links: *Harvest Time* (non-fiction)

Curriculum links: community, animals, environment

Story summary: The animals are worried because they are hungry and Farmer Belle is never late. Nell the sheep sees a new farmer standing in the corn field. They animals think Farmer Belle has gone away and there is a new farmer to take her place. When the animals get closer, they see Farmer Belle is in the corn field with a scarecrow.

Tuning in

- Talk about farms. Ask, *What might you see on a farm? What animals live on farms?* Ask children to talk about farmers and what jobs they do on a farm. Ask, *How do farmers look after their animals?* Discuss why a farmer might need a scarecrow on their farm.

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 animals can you see on the farm? What time of day do you think it is if you can see the sun coming up? Why would Harry the horse, Nell the sheep and all the other animals be hungry? Why do you think they are waiting for Farmer Belle to come?*

pages 4–5: Ask, *Why do you think the animals went outside? Do you think Farmer Belle may have slept in? Why do the animals look upset? Do you think Farmer Belle is usually late? Why do you think Farmer Belle hasn't come to the farmyard yet?*

pages 6–7: Ask, *What can Nell the sheep see standing in the corn field? What is the new farmer doing? Why do they think that Farmer Belle has gone away? Where is the new farmer that has come to take Farmer Belle's place?*

pages 8–9: Ask, *How do you think the animals are feeling? Why are they so sad? Do you think the animals love Farmer Belle? Do they want her to go away and have someone else take her place? Why is Harry the horse crying?*

pages 10–11: Ask, *What can Nanny the goat see in the corn field? Where is Farmer Belle? Who is Farmer Belle with? Why is Nell the sheep happy now?*

pages 12–13: Ask, *Where are the animals going? Who went out of the big blue gate and down the lane? Why are they going to take a better look at what Farmer Belle is doing? Who does Farmer Belle see when she turns around?*

pages 14–15: Ask, *Why was Farmer Belle late? Who was eating her corn? Why was Farmer Belle busy making a scarecrow? Why do you think the animals start to laugh?*

page 16: Ask, *Where are they going now? Do you think Farmer Belle is going to give the animals their breakfast now? How might the animals be feeling now?*

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 story to their own experiences. Ask, *Have you ever been on a farm? What things have you seen on a farm?*
- 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.
- Ask 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 were the animals so worried that Farmer Belle had gone away? Why were the animals happy at the end of the story? Why did the animals think that the scarecrow was a new farmer?*

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

Choose from the following activities.

Comprehension

- *Character feelings:* Talk about the events of the story. Flip through the text and ask, *What happened in this part of the story?* Discuss how the characters felt during the story. As a group, brainstorm words that describe feelings, such as 'happy', 'sad', 'worried', 'scared', 'relieved' and 'surprised'. Ask children to identify how Nell the sheep, Harry the horse and Nanny the goat felt at different parts of the story. Ask, *Why did they feel this way at this part in the story?* Get children to complete **PW 43**.
- *Sequencing:* Ask children to flip through the text and talk about what was happening in the beginning, middle and end. Write sentences from the text onto strips of paper. Give the sentences to the children to sort into the correct order. Discuss strategies for completing the task, such as visualising after reading the sentences.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ee' in 'sheep'. Discuss the long vowel sound these two letters make when they are together. Ask children to find other 'ee' words in the text. Ask them to write each of the 'ee' words and circle the 'ee' digraph. Repeat for words containing 'oa' and 'ay'.
- 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 'birds' in the text and compare it to 'bird'.
- Find 'standing' in the text. Talk about the sound 'ing' makes at the end of the word. Brainstorm and record other 'ing' words. Ask children to circle the 'ing' in each word.
- Talk about the contraction 'where's'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'where is' and 'where's' and show how the apostrophe is written instead of the 'i' when the words are joined. Get children to find 'I'm', 'don't' and 'it's' in the text. Discuss these contractions. Ask children to complete **PW 44**.
- Talk about the 'ed' suffix. Get children to find words in the text that end with 'ed'. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).
- Discuss the word 'gate' 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. Ask children to practise sounding 'gate'. As a group, identify other words in the text that can be sounded out using the silent 'e' strategy, e.g. 'lane', 'late'.
- Talk about the letters 'ar'. Talk about how these letters are sounded together as 'ar', rather than separately as 'a-r'. Find 'ar' words in the text.
- Discuss compound words and how it refers to two words that are joined together to create a new meaning. Find 'farmyard' in the text. Get children to identify the two words 'farm' and 'yard'. Discuss the meaning of these words separately and talk about the meaning that is created when they are joined to

make a compound word. Find other compound words in the text (i.e. 'outside', 'anyone', 'scarecrow').

Vocabulary

- *Visual recognition of high-frequency words:* 'anyone', 'busy', 'never', 'other', 'should', 'standing', 'started', 'better', 'everyone', 'just', 'must', 'scare', 'seven', 'soon', 'think'. 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.
- Ask children to make a word find 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.

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?* Ask children to count the number of sentences in the text.
- *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 page 2 onto 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

- Ask children to imagine that they are going to spend a day on a farm. Ask, *What would you do? What animals would you like to see? What jobs might you need to do?* Get children to use their five senses to help them imagine what they might see, hear, smell, feel and taste. Ask, *What would you hear at the farm? What might you smell at the farm?* Ask children to write an imaginative text with the title 'A Day on the Farm'.

► English Language Learners

- As a group, talk about scarecrows. Ask, *Why would a farmer have a scarecrow on their farm?* Brainstorm things that are usually used to make scarecrows – straw, old clothes, old hats, a long stick. Provide children with **PW 45** and have them create their own scarecrow. Provide children with materials, such as straw, fabric and cardboard that they can use to decorate their scarecrow. Once completed, get children to retell how they made their scarecrow.

► Assessment

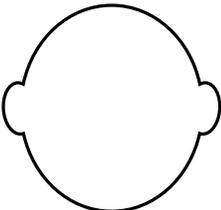
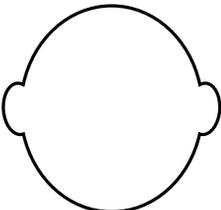
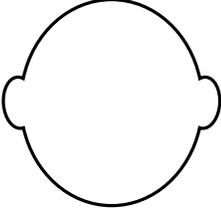
- PWs 43, 44 and 45 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 43 could be kept in the child's portfolio
- Complete Running Record (page 315)

Name: _____ Date: _____

Characters' feelings

- Write how the characters felt at the beginning, middle and end of the story. Draw on the face to show how they felt.
- Write why the characters felt that way.



	How did they feel?		Why did they feel this way?
Beginning			
Middle			
End			

Main teaching focus

Comprehension: Inferring characters' feelings

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children recall how the characters felt at the beginning, middle and end of the text. They write how they felt, draw an expression on the face to match and write why they felt that way.

Name: _____ Date: _____

Contractions

You will need: scissors, glue

- Cut out the boxes.
- Match and paste two words for each contraction.

didn't		
where's		
I'm		
it's		
don't		
let's		

let	it	did	I
us	is	where	am
do	not	not	is



Main teaching focus
Graphophonics: Contractions

Other teaching focus
Text conventions: Apostrophes for contractions

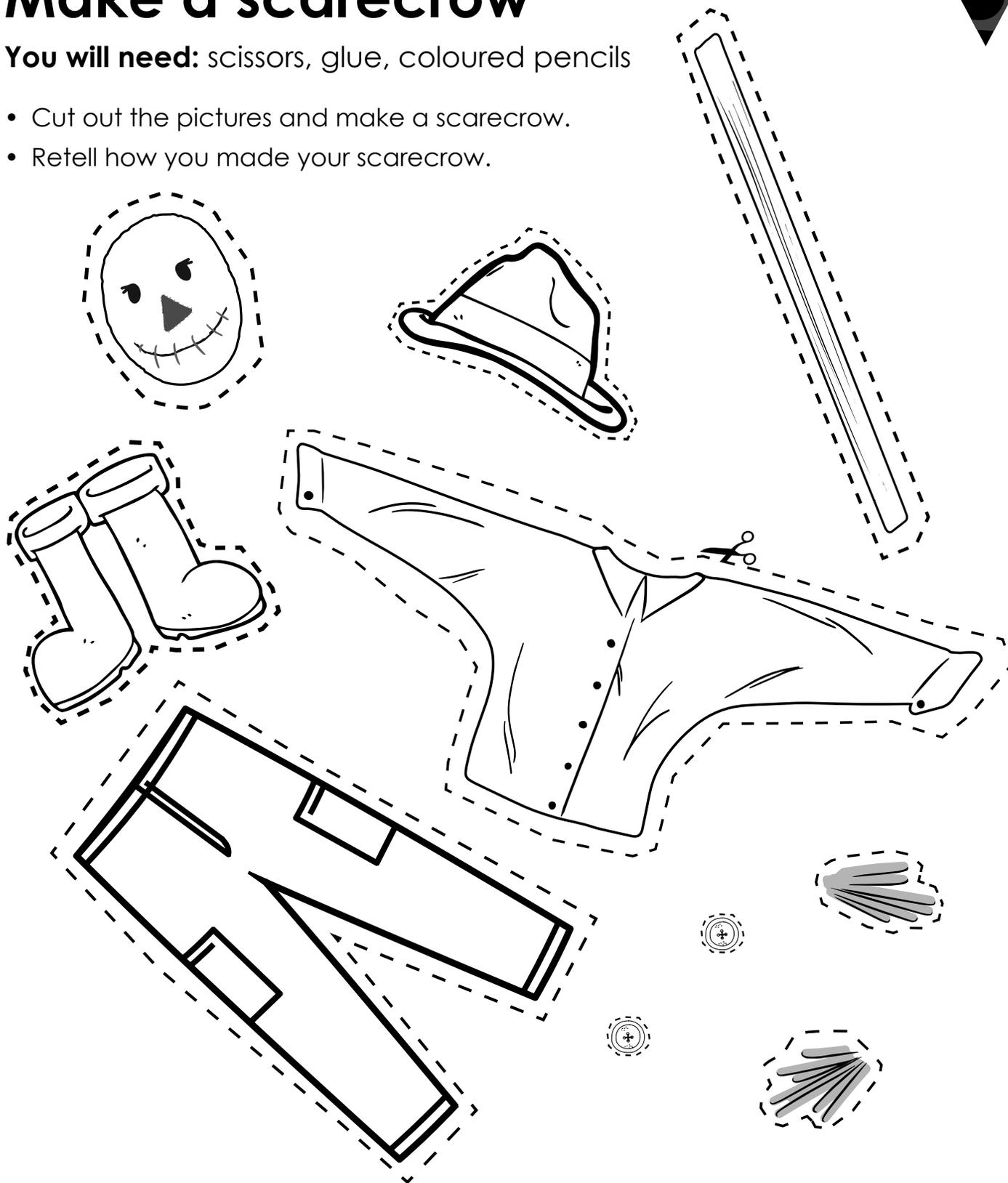
Teacher's note
Children cut out boxes at bottom of the page and then match and paste them with the correct contraction.

Name: _____ Date: _____

Make a scarecrow

You will need: scissors, glue, coloured pencils

- Cut out the pictures and make a scarecrow.
- Retell how you made your scarecrow.



Main teaching focus

Oral language: Discussing scarecrows and materials

Other teaching focus

Oral language: Retelling an experience

Teacher's note

Children cut the pictures and make a scarecrow. They retell how they made their scarecrow.

Playtime Ball Sports

Level: 16 Non-fiction Word count: 327 Text type: Explanation



High-frequency words introduced: anyone, anywhere, careful, catch, far, near, once, only, other, should, sometimes, stand, toss

High-frequency words consolidated: how, just, marked, must, these, when

Programme links: *Playtime Ball Sports* E-Book, *Looking for Kate* (fiction)

Curriculum links: me/family, school, creative play, physical activity

Text summary: Find out how to play three different ball games: Four Square, Wall Ball and Toe-touch Catch. These games are fun to play. You can play them with your friends at school!

Getting started

- Show children different balls and ask, *What are these balls used for? What games can you play with these balls?* Ask children to describe the balls and talk about how the balls are similar and different. Take the balls outside and ask children to demonstrate different ways of using the balls (e.g. bouncing, throwing, kicking, hitting, rolling).

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to consider what the text will be about. Ask children to make predictions, using the title and cover illustration as prompts. Ask, *What ball games do you think they are playing? When do you think they play the ball games?* 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 could you do with the balls at school? Where do you think these children are going to play their ball games? Who do you think can play these games?*
- pages 4–5: Ask, *How many squares do you need to play Down Ball? What could you use to mark the squares? Where do you and your three friends need to stand?*
- pages 6–7: Ask, *Where do you bounce the ball when you are ready? Are the children catching the ball or tapping it? What would you need to do if you missed the ball? How could you play with three friends?*
- pages 8–9: Ask, *What do you need to play Wall Pat? Is the girl standing next to the wall or a little bit away from the wall? Where does the ball go when the girl pats it with her hand? What would you do as the ball bounces back?*
- pages 10–11: Ask, *Where could you play Toe-touch Catchy at school? What do you need to play Toe-touch Catchy? What part of your bodies is touching? Who do you toss the ball to? Would it be easy when you are farther away?*

- pages 12–13: Ask, *Are the boys taking a step forwardss or backwardss every time they catch the ball? Do you think you are allowed to drop the ball? Where do you go if you drop the ball?*
- pages 14–15: Ask, *What ball games can you see the children playing at school?*
- page 16: Ask, *Where did we see these words in the text? What do these words mean?* Discuss that the glossary shows us the meaning of words that are in the text. Read the words with the children and talk about what they 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?*
- Ask children to relate the text to their own experiences. Ask, *What ball games do you play?*
- Get children to retell in their own words how to play the three different ball games. Encourage them to talk about how the games are the same and different.
- Discuss how the purpose of this text is to teach readers how to play the different ball games. Ask, *How would readers know how to play the games?*
- Ask inferential questions such as: *Why would these games be good to play at school? Why do the children need squares to stand in when they are playing Down Ball? Why does Toe-touch Catchy become more tricky as you step backwardss?*

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 'anyone', discuss strategies such as sounding out, re-reading, looking at the illustrations or using the sentence content.

Choose from the following activities.

Comprehension

- *Comparing and contrasting:* Write the names of the three ball games on three flash cards. Get the children to sit in a circle and show one of the flash cards to them. Ask the first child to recall something about the game that is shown on the flash card. Continue until all children have had a turn. Repeat with the other flash cards. When all games have been discussed, ask, *How are these games similar? How are they different?* Get children to complete **PW 46**, writing how the games are the same and different.
- *Recall:* Ask children to recall the three ball games. Write the names of each game on a piece of paper. As a group, ask children to draw pictures on the paper to show how each game is played. Encourage them to write sentences explaining the rules of the game. Get them to complete **PW 47**, sorting the sentences and pictures to match the correct game.

Phonological awareness/Graphophonics

- Identify 'catch' in the text and discuss the consonant digraph 'ch' and how these letters are sounded as 'ch' rather than 'c-h'. Brainstorm and record 'ch' words. Repeat with 'th'.
- Say 'ball' and ask, *Can you find a word in the text that rhymes with 'ball'?* Talk about how 'ball' and 'wall' rhyme because they have the same ending sound. Brainstorm and record other words that rhyme with 'ball' (e.g. 'hall', 'call', 'tall'). Get children to circle the 'all' ending in each word. Repeat with other words from the text such as 'play' or 'pat'.
- Find 'start' in the text. Discuss the sound made when the letters 'ar' are together. Talk about how 'start' can be read by sounding 'st-ar-t'. Ask children to identify 'ar' words in the text and practice reading them. Brainstorm and record other words containing 'ar'.
- Talk about the contraction 'don't'. Write 'do not' and 'don't' on the board. Discuss how the contraction has an apostrophe instead of the letter 'o'. Repeat for 'it's'.
- As a group, discuss the word 'play'. Talk about the vowel digraph 'ay' and model the sound these letters make together. Ask children to count how many times they can find 'ay' in the text. Get them to think of other words that end with 'ay'.
- As a group, find and talk about the word 'need'. Discuss the vowel digraph 'ee' and model the sound that these letters make together. Brainstorm and record other 'ee' words. Get children to circle the 'ee' digraph in each word.
- Identify the antonyms 'throw' and 'catch' in the text. Discuss how antonyms are words that mean the opposite. Give children a ball and get them to show how tossing and catching have opposite meanings. Find and discuss the words 'near' and 'far'. Give children a piece of paper and as a group, get them to think of and record other antonyms (e.g. 'up'/'down', 'good'/'bad'). Get children to complete **PW 48**, matching the antonyms.

Vocabulary

- *Visual recognition of high-frequency words:* 'anyone', 'anywhere', 'both', 'careful', 'catch', 'far', 'near', 'once', 'only', 'other', 'should', 'sometimes', 'stand', 'toss'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.
- *Action words:* As a group, talk about the word 'bounce' and how it is a verb or action word. Discuss how verbs are words that describe an action. Give children a ball so they can demonstrate the action of bouncing. As a group, find other verbs in the text.

Fluency

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

Text conventions

- *Titles:* Turn to page 4 and discuss how the words 'Down Ball' are shown in large, bold font at the top of the page. Talk about how these words are similar to a title as they are telling readers what they are going to read about on these pages. Ask, *Can you find any other titles in this text?* Get children to find the titles 'Wall Pat' and 'Toe-touch Catchy'. Ask, *What would readers learn about on these pages?*
- *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. Show children that these words are in the glossary on page 16.

Writing

- After children have had the opportunity to play the ball games in the text, ask them to retell and describe how they played the games. Get them to write a recount of playing the games. Ensure they use capital letters and full stops accurately in their writing and encourage them to include sufficient details and information. Ask children to use a variety of time-order words ('first', 'then', 'next', 'after', 'finally') to sequence and link ideas.

► English Language Learners

- Show children a variety of sports equipment. Ask them to describe each item and talk about what it is used for. Focus on developing children's descriptive language and building their vocabulary. As a group, make a list of the sports and games the children know. Ask children to compare and contrast different sports. Encourage them to record their comparisons.

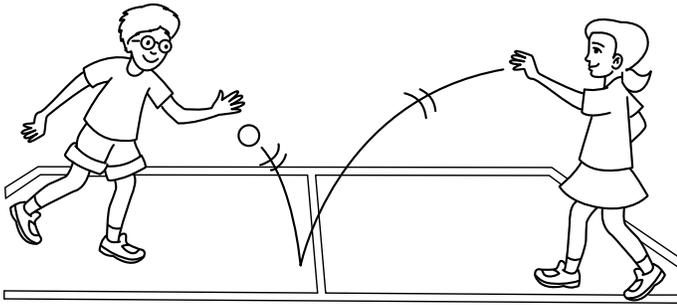
► Assessment

- 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 316).

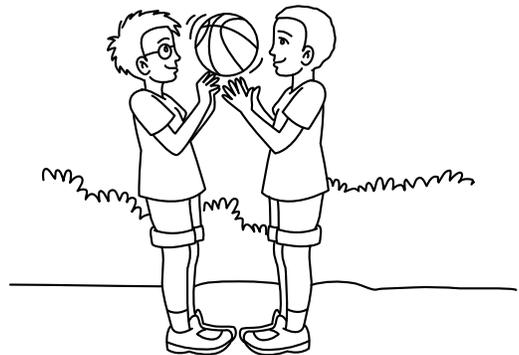
Name: _____ Date: _____

Compare and contrast

- Write how the two ball games are the same.
- Write how the two ball games are different.



Down Ball



Toe-touch Catchy

How are the games the same?	How are the games different?

Main teaching focus

Comprehension: Comparing and contrasting information from the text.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children look at the pictures of the two ball games and recall how the games are played. Then they compare and contrast the games and write how they are the same and how they are different.

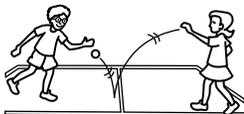
Name: _____ Date: _____

Which ball game?

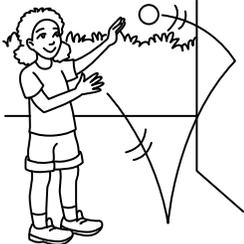
You will need: scissors, glue

- Cut out the sentences.
- Paste the sentences into the correct box.

Down Ball



Wall Pat



You only need a wall and a ball.

When you are ready, bounce the ball into your friend's square.

Pat the ball down with your hand once.

The ball should bounce and then hit the wall.

Sometimes you can play with four friends and four squares.

Main teaching focus

Comprehension: Comparing and contrasting information from the text.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

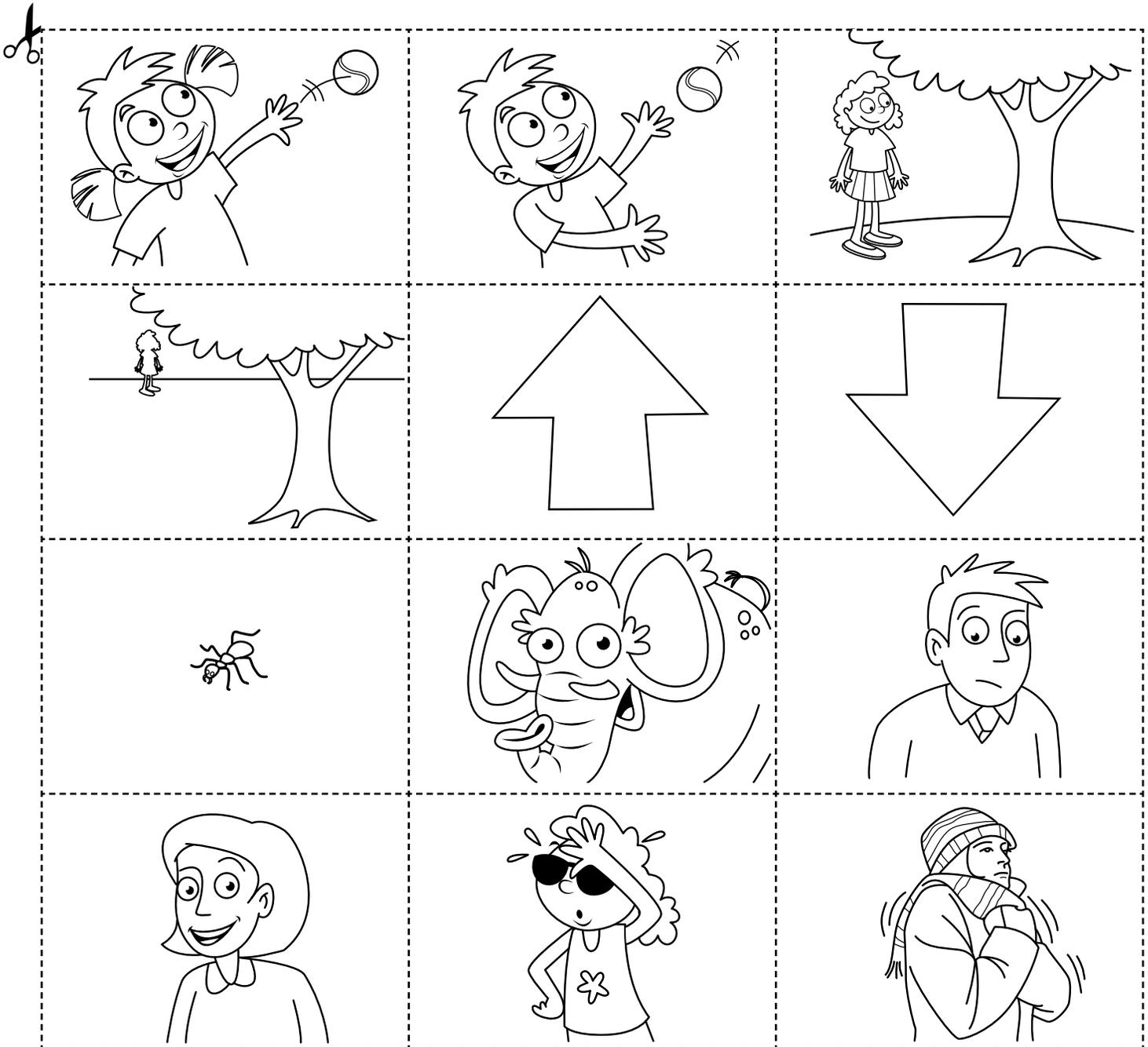
Children cut out and read the sentences at the bottom of the page. Then they sort and paste them into the appropriate boxes.

Name: _____ Date: _____

Antonyms

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

- Colour and cut out the pictures.
- Match the antonyms and paste them next to each other on the piece of paper.
- Write the words under the antonyms.



Main teaching focus

Graphophonics: Antonyms.

Vocabulary: Word meanings.

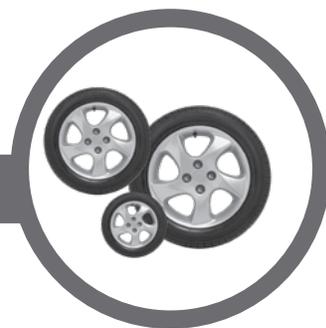
Other teaching focus

Writing: Spelling – sounding out unknown words.

Teacher's note

Children colour and cut out the pictures. Then they match the pictures and paste them next to each other on a piece of paper. Children then write the words under the pictures. Encourage children to sound out unknown words.

Wheels



Level: 16 Non-fiction Word count: 296 Text type: Report

High-frequency words introduced: enormous, everywhere, heavy, move, often, roll
High-frequency words consolidated: could, pull, small, these, think, when, would
Programme links: *Stuck at the Top* (fiction)
Curriculum links: science (transportation), creative play, physical activity
Text summary: Find out about wheels, what they do, how they help us and how you can find them everywhere. Imagine what it would be like if there were no wheels!

Getting started

- Show children different items or pictures of things with wheels (e.g. toy cars, skateboards, bikes). Get children to identify and count all of the wheels. Ask, *Why do these things have wheels? How do the wheels help these things move?* Give each child a piece of paper and ask them to brainstorm and draw pictures of things that have wheels.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to consider what the text will be about. Ask children to make predictions, using the title and cover pictures as prompts. Get children to identify all the wheels on the front cover. Link to the children's personal experiences.
- 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 are the wheels on this page? What shape are wheels? How do wheels help things move? What helps move things from one place to another?*
- *pages 4–5:* Ask, *How do you make a wheel move? Which children are pushing or pulling the wagon to move it along? What do wheels do when they move? What is going around and around on the bike?*
- *pages 6–7:* Ask, *How do wheels help us? Could you push a heavy box along the ground? Could you push a heavy box if it was in a wheelbarrow or on a skateboard?*
- *pages 8–9:* Ask, *What can you think of that has wheels? What do they need wheels for? Could you ride a scooter or a skateboard if they did not have wheels? Could you push a baby in a buggy if it didn't have wheels?*
- *pages 10–11:* Ask, *Where else can you find wheels? Where are the wheels at the fairground? Is a wheel at a fair a small wheel or an enormous wheel? What is another Ferris wheel that you find at the playground?*
- *pages 12–13:* Ask, *What size are wheels? Can they be big and small? Are there any wheels that we can't see? Where are the wheels inside the car engine? What would the wheels*

- *inside the engine do? Where are the tiny wheels inside the watch? How do you think the tiny wheels inside the watch help it to go?*
- *pages 14–15:* Ask, *Where do we find wheels? How do wheels help us push or pull things? How do wheels help make things work? How do wheels help us to have fun? Where can you see wheels? What would it be like if there were no wheels?*
- *page 16:* Ask, *Where did we see these words in the text? What do these words mean?* Discuss that the glossary shows us the meaning of words that are in the text. Read the words with the children and talk about what they 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?*
- Ask children to relate the text to their own experiences. Ask, *What toys do you have that have wheels? How many wheels does your car have?*
- Encourage children to retell in their own words what wheels do, where you can find them and how they help us.
- Discuss how this is an information text that teaches readers about wheels. Ask, *What did you find out about wheels when you read this text?*
- Ask inferential questions such as: *What would happen if wheels were square instead of round? Is there a way we could move things from one place to another if there were no wheels? How are the wheels on the bike getting pushed along? Why does an aeroplane need wheels if it flies?*

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 'enormous', discuss strategies such as sounding out, re-reading, looking at the pictures or using the sentence content.

Choose from the following activities.

Comprehension

- **Cloze:** Ask children to recall things that they learned about wheels while reading the text. Flip through the text and ask, *What facts did we learn about wheels on this page?* Copy sentences from the text onto paper, but leave out a word in each sentence. 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 re-read the sentence to check the meaning.
- **Summarising:** At the top of three pieces of paper, write the headings (one per page): 'What is a wheel?', 'Wheels help us' and 'Where we find wheels'. As a group, ask children to recall what they learned about wheels and record sentences under the headings. Encourage children to draw pictures that relate to the headings. Get children to complete **PW 49**, recording facts about wheels.

Phonological awareness/Graphophonics

- Talk about the word 'wheel'. Discuss the vowel digraph 'ee' and model the sound that these letters make together. Brainstorm and record other 'ee' words and ask children to circle the 'ee' digraph in each word. Repeat for 'ou' ('around') and 'oy' ('toy') words.
- As a group, identify the initial consonant digraph 'wh' at the beginning of 'wheels'. Discuss how these letters are sounded to make one sound. Get children to brainstorm other 'wh' words.
- As a group, clap the syllables in 'wheelbarrow'. Ask, *How many syllables are in this word?* Discuss the beginning, middle and ending sounds in the word. Count the number of syllables in other words from the text. Ask, *Can you find words in the text that have one/two/three syllables?* Get children to complete **PW 50**, identifying the number of syllables in words.
- Find 'skateboard' in the text. Ask, *Can you find the two words in this word?* Cover up 'board' so that the children can see 'skate'. Then cover 'skate' so that children can see 'board'. Discuss how compound words are made of two words that are joined together. Ask children to find and record other compound words in the text. Ask them to circle the two words in each compound word.
- 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 the words 'make' and 'ride' in the text. Get children to practise sounding out these words. Ask them to find other words in the text that use the silent 'e' rule.
- Talk about how the suffix 's' changes the way we read a word. Ask children to find 'wheels' in the text. Get them to cover the 's' and identify 'wheel'. Discuss how the 's' on the end of the word means there is more than one wheel. Find other words with the 's' suffix in the text.

Vocabulary

- **Visual recognition of high-frequency words:** 'enormous', 'everywhere', 'heavy', 'move', 'often', 'roll'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.
- Ask children to write the high-frequency words as rainbow words. Get them to write the words in one colour, then in two more colours on top of the words they have already written.

Fluency

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

Text conventions

- **Commas:** As a group, discuss commas and ask children to identify the commas in the text. Talk about how readers pause at a comma when they are reading. Model this, then ask children to practise using pages from the text.
- **Titles:** Turn to page 2 and discuss how the words 'What Is a Wheel?' are shown in large, bold font. Talk about how these words are similar to a title as they are telling readers what they are going to read about on these pages. Ask, *Can you find any other titles in this text? What would readers learn about on these pages?*

Writing

- Give children a construction set that contains wheels. Ask children to design and build cars. Encourage children to look at how their cars move. Ask them to write texts that explain how they made their cars. Ensure children include the materials they used to make their cars and the steps they took to make them

► English Language Learners

- Write the words '1 wheel', '2 wheels', '3 wheels', '4 wheels' and '5 or more wheels' across the board. Discuss how things can have a different number of wheels. Get children to brainstorm and record different modes of transport or objects under the appropriate words.
- Show children a picture of a Ferris wheel. Ask, *Who has been on a Ferris wheel?* Get children to discuss what a Ferris wheel is, where they can be found, what they do and what it feels like to go on a Ferris wheel. Get children to make their own Ferris wheel by using the template on **PW 51**. Get children to retell how they made their Ferris wheel.

► Assessment

- PWs 49, 50 and 51 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 49 could be kept in the child's portfolio
- Complete Running Record (page 137).

Name: _____ Date: _____

Facts about wheels

You will need: coloured pencils or crayons



- Write the most important facts about wheels in the boxes.
- Draw pictures in the boxes to match your writing.

A wheel is a ...

Wheels help us to ...

We find wheels ...

Main teaching focus

Comprehension: Summarising.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children recall and summarise the main facts about wheels and record them in the appropriate boxes. Then they draw pictures to match their writing.

Name: _____ Date: _____

Syllables

You will need: scissors, glue



- Cut out the words in the boxes.
- Count how many syllables they have and paste them in the right boxes.

1 syllable	2 syllables	3 syllables

wheelbarrow	skateboard	wheels
scooter	buggy	tractor
train	bus	aeroplane
fairground	Ferris wheel	roundabout
playground	push	pull
car	round	enormous

Main teaching focus

Phonological awareness: Syllables.

Other teaching focus

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

Teacher's note

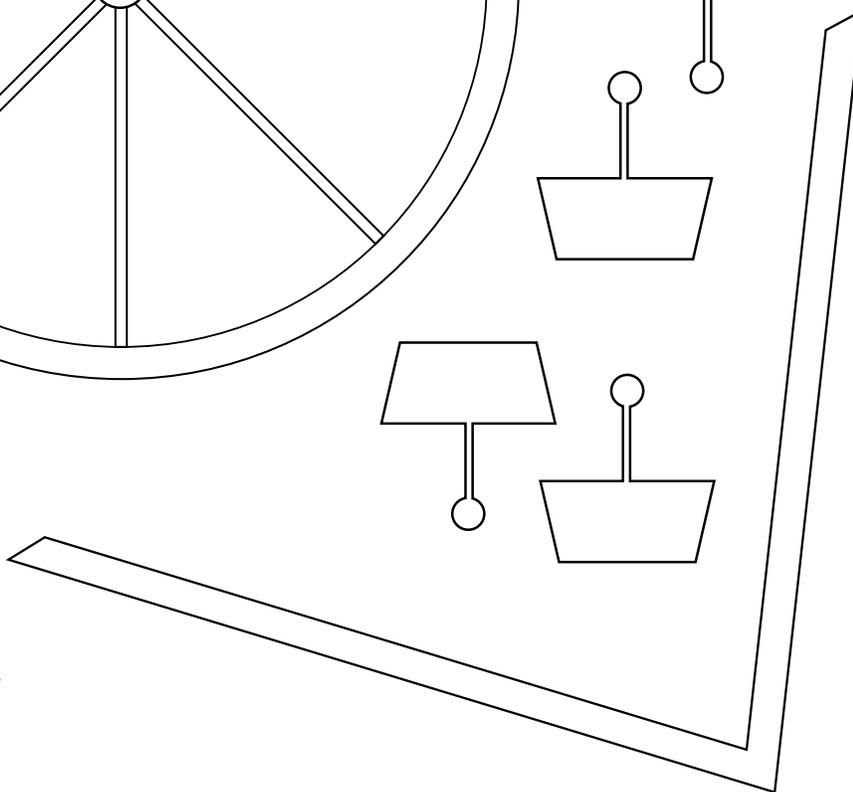
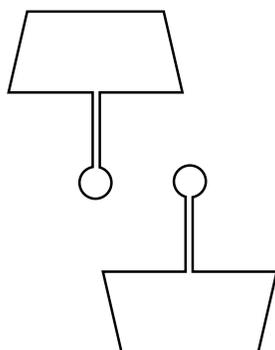
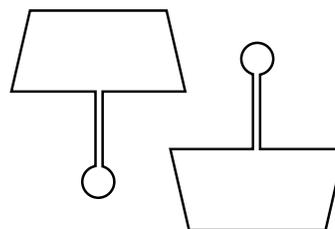
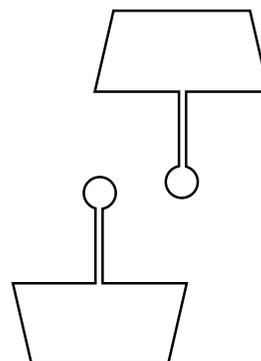
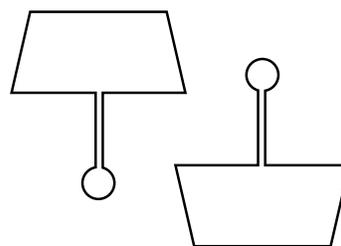
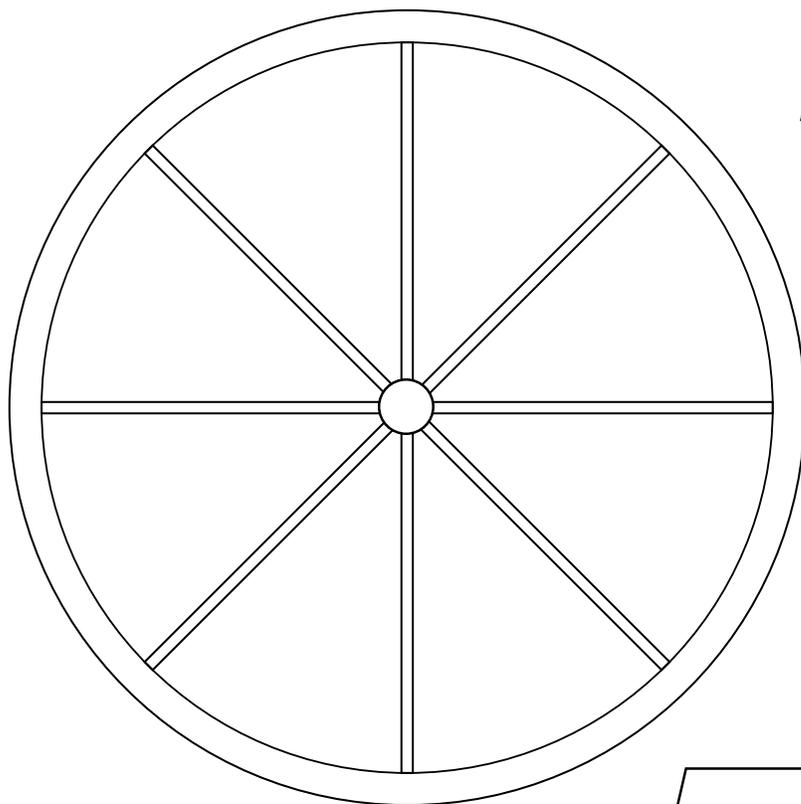
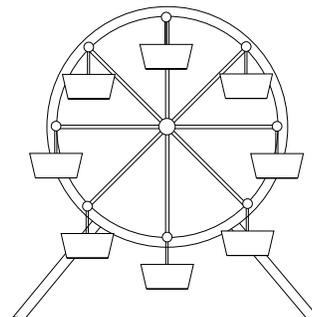
Children cut out the words and count the number of syllables. Then they paste them into the appropriate column in the table.

Name: _____ Date: _____

Make a Ferris wheel

You will need: coloured pencils or crayons, scissors, a split pin, glue

- Colour the parts of the Ferris wheel and cut them out.
- Place the round wheel on top of the triangle frame.
- Put a split pin through the middle and make the wheel spin.
- Paste the seats on the Ferris wheel.



Main teaching focus

Oral language: Language and vocabulary development.

Other teaching focus

Oral language: Retelling an experience.

Teacher's note

Children colour and cut out the pieces. Then they place the wheel on top of the triangular piece, attach with a split pin and paste on the seats. They may need help with this. Get children to retell how they made the Ferris wheel.

Materials

Level: 16 Non-fiction Word count: 306 Text type: informational



High-frequency words introduced: build, other, something

High-frequency words consolidated: these

Programme links: *Materials E-Book, Kela's Bridge (fiction)*

Curriculum link: science

Story summary: Find out about different materials including plastic, wood, rubber, glass, rock and metal. Learn what these materials can be used for and where they come from. Also, find out about why it is important to use the right material when you make or build things.

Getting started

- Present children with a variety of materials, such as a teddy, a drinking glass, a pair of scissors and a bouncy ball. Ask, *What materials are these items made from? Are they made from plastic, wood, rubber, glass, rock or metal?* Get children to think about where different materials come 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 about materials by reading this text?* Discuss how the title and illustrations help us make predictions about a text.
- Flip through the book, discussing facts and photographs. Promote language that is used throughout the text. Discuss photographs and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *What things do people make? What materials can things be made out of? What can you think of that is made out of plastic/wood/rubber/glass/rock/metal? Which materials are found on Earth? Which materials do you think are made by people? What do people use materials for?*
- pages 4–5: Ask, *Could you use wool to build a house? Could you use wood for a blanket? Why do you need to think about the material you will use when you make something? What could you use if you needed something strong or soft?*
- pages 6–7: Ask, *Is plastic made by people? Can plastic be soft, floppy or stiff? What can bags be made out of? Where can you find rock? Is rock hard and rough? What are bricks made from? What can we make with bricks?*
- pages 8–9: Ask, *Where can you find glass? Is glass strong or can it break? What can we use glass for?*
- pages 10–11: Ask, *Where can you find metal? Is metal strong? Why do you think metal is used to make buildings, bridges and cars? Can metal also be soft? What can jewellery be made out of?*
- pages 12–13: Ask, *What materials come from plants and animals? Where do we get wool from? Why can wool be used to make things like blankets? Where might you find wood? Where do we get wood from? Can wood be soft or strong? What can we make with wood?*

- pages 14–15: Ask, *Where does rubber come from? Can people make rubber? Is rubber soft or strong? What can we use rubber for? What materials are all around us? What can you make with materials around you?*
- 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 these words? Did that make sense?* Discuss how looking at the photographs can help with reading.
- Get children to relate the text to their own experiences. Ask, *What things can you make with different materials?*
- Ask children to predict what will happen on the next page or what else they might learn from the text.
- Discuss how this text is non-fiction text and we can learn things from reading.
- Ask children to retell the text in their own words.
- Ask inferential questions such as: *Why is it important to choose the right material when you are trying to make something? What do you think is the most useful material? Why? Why is glass a good material to use when making windows?*

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 the children had difficulty with the word 'blanket', discuss strategies such as sounding out, re-reading or looking at the illustrations. Choose from the following activities.

Comprehension

- **Recall:** As a group, discuss the materials described in the text. Write the words *plastic, wood, rubber, glass, rock, metal* and *wool* each at the top of a piece of paper. Ask, *Where do*

these materials come from? What can we use these materials for? Ask children to recall facts about the different materials and record them on the pieces of paper. Get children to complete **PW 52**.

- *Compare and contrast*: Choose two different materials from the text; for example, glass and metal. Get children to compare and contrast these two materials. As a group, make a list of their similarities and differences. Ask, *How are they similar? How are they different?* Continue by selecting two different materials to compare and contrast.

Phonological awareness/Graphophonics

- Talk about the word 'houses'. Discuss the vowel digraph 'ou' and the sound these letters make when sounded together. Get children to find other words containing 'ou' in the text. Encourage children to record these words and circle the vowel digraph. Repeat with the vowel digraphs 'oo' and 'ee'.
- Discuss the word '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 other words in the text that can be sounded using the silent 'e' strategy, e.g. 'made', 'like'.
- The word ending is the part of the syllable that consists of its vowel and any consonant sounds that come after it. Point out to children the word 'soft', for example, as 's-oft' (highlighting the vowel sound) but explain that the beginning is 's' and the word ending is 'oft' (which includes the vowel). Get children to practise sounding the word this way. Find the word 'drink' in the text and talk about the strategy of sounding the word by segmenting (i.e. 'dr-ink').
- Talk about the consonant digraph 'th'. Discuss and model 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. Repeat with the consonant digraph 'sh'.
- Get children to find the words 'hard' and 'soft' in the text. Discuss how these words are antonyms as they have opposite meanings. Get children to find other antonyms in the text, such as 'floppy' and 'stiff'. Ask children to brainstorm and record other antonyms such as up/down, on/off, hot/cold. Get them to complete **PW 53**.

Vocabulary

- *Visual recognition of high-frequency words*: 'build', 'other', 'something', 'these'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- 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?*

Fluency

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

Text conventions

- *Sentence features*: Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? 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 ask children to identify the commas in the text. Talk about how we pause at a comma when we read. Model this and ask children to practise using pages from the text.

Writing

- Get children to choose one of the materials that was discussed in the text. Ask them to write about why that material is important and useful. Encourage them to describe what the material is like and also write about all the different ways that material can be used.

► English Language Learners

- As a group, discuss the materials that were described in the text. Talk about how the different materials are used to make different things. Discuss how sometimes people use two or more different types of materials when they are making something. Encourage children to look around the room to find things made using different materials. Ask, *Can you find anything made from wood/metal/glass/plastic?* Get children to complete **PW 54**.

► 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 318)

Name: _____ Date: _____

Which material?

- Read the clues. Write a material from the box that matches the clues.
- Draw pictures of things made with that material.

wood	glass	plastic
wool	metal	rubber

<p>It comes from trees. People can also make it. It can be soft or it can be strong. It can be used for tyres or for hair bands.</p> <p>It is _____.</p>	<p>It can be strong or it can break. We can see out of it. We can drink out of it.</p> <p>It is _____.</p>	<p>It can be strong. It can also be soft. It can be used to make buildings, bridges or cars. We can make jewellery from it.</p> <p>It is _____.</p>
<p>It comes from an animal. Sheep give it to us. It is soft and can be made into many things, such as blankets.</p> <p>It is _____.</p>	<p>It is made by people. It can be soft, floppy or stiff. We can make bags from it.</p> <p>It is _____.</p>	<p>We get it from trees. It can be soft or it can be strong. We use it to make many things, such as paper and houses.</p> <p>It is _____.</p>

Main teaching focus

Comprehension: Recalling information from the text.

Other teaching focus

Comprehension: Visualising.

Teacher's note

Children read the clues and then match and record a material from the box. They then draw pictures of things that are made with that material.

Name: _____ Date: _____

Antonym match

- Draw lines to match the antonyms.

hard

cold

out

long

on

off

big

little

short

no

under

girl

floppy

bad

up

night

boy

go

happy

down

good

soft

stop

stiff

hot

sad

day

in

yes

over

Main teaching focus

Graphophonics/phonological awareness:
Identifying antonyms.

Other teaching focus

Vocabulary: Understanding word meanings.

Teacher's note

Children draw lines to match the antonyms.

Name: _____ Date: _____

Material hunt

- Search for items made out of different materials.
- Record them in the boxes below.

Where can you find these materials?	
Rubber	Glass
Wool	Metal
Rock	Wood
Plastic	

Main teaching focus

Oral language development: Vocabulary and concept development.

Other teaching focus

Comprehension: Connecting text to personal experiences.

Teacher's note

Children search for items around the room made with different materials. They then record the items they find in the boxes.

Space and Our Solar System



Level: 16 Non-fiction Word count: 278 Text type: informational

High-frequency words introduced: dark, enormous, far, middle, move, near, other, sometimes

High-frequency words consolidated: eight, small

Programme links: *Space and Our Solar System E-Book, Lost in Space* (fiction)

Curriculum links: science, environment

Story summary: Find out about the things you can see in the sky on a dark night: planets, stars and the Moon. Also learn about our planet, Earth and the Sun.

Getting started

- Provide children with a piece of paper and pencils. Ask them to draw a picture of what they might see in a night sky. Ask, *What other things are in the sky or in space?* Get children to label their picture and then share their drawing with the group.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Get 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 about space and our solar system by reading this text?* Discuss how the title and photographs help us make predictions about a text.
- Flip through the book, discussing ideas and photographs. Promote language that is used throughout the text. Discuss photographs and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *What can you see when you look up at the sky on a dark night? Can you see some planets and the Moon? Can you see some stars, too? What planet do we live on? What does Earth have on it?*
- pages 4–5: Ask, *What does Earth move around? Is the Sun very hot? How does the Sun give us heat and light?*
- pages 6–7: Ask, *Is Earth the only planet? How many planets are there that move around our Sun? Which planets are near the Sun? Which planets are far away from the Sun?*
- pages 8–9: Ask, *How many small planets are near the Sun? Why do you think these are hot planets? Would they get a lot of the Sun's heat? How many planets are a long way away from the Sun? Why would these planets be very cold? Are they far away from the Sun's heat?*
- pages 10–11: Ask, *What are the big chunks of rock out in space called? Why do you think these chunks of rock aren't called planets?*
- pages 12–13: Ask, *Where can you see the Moon? What does the Moon move around? Do we always see the whole moon or do we sometimes only see part of it? Are there moons that move around other planets? Do some planets have more than one moon?*
- pages 14–15: Ask, *Is the Sun a star? Are there many other stars in space? Are they close or far away? Why do they look like tiny*

lights in the sky? What might you see in space next time you take a look outside at night?

- 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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Get children to relate the story to their own experiences. Ask, *What things have you seen in the night sky?*
- Encourage children to predict what will happen on the next page or what else they might learn from the text.
- Discuss how this text is non-fiction text and we can learn things from reading.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why would the planets closest to the Sun be the hot planets? Why does the Sun seem bigger compared to the other stars? Why can't we always see the whole Moon?*

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 the children had difficulty with the word 'lights', discuss strategies such as sounding out, re-reading or looking at the photographs.

Choose from the following activities.

Comprehension

- **Recall:** As a group, talk about the information in the text. Get children to share what they learned about planets, the Sun and the Moon. Provide children with paper and ask them to record facts they learned while reading the text. Encourage them to refer back to the text if necessary. Get children to complete **PW 55**.

- **Visualising:** Discuss how visualising means to make an image of something in your mind. Provide children with a piece of paper and coloured pencils. Read aloud sentences from the text to the children. Encourage them to visualise as you read. Then ask them to draw what they visualised on the paper.

Phonological awareness/Graphophonics

- Talk about the word 'Moon'. Discuss the vowel digraph 'oo' and the sound these letters make when sounded together. Get children to find other words containing 'oo' in the text. Encourage children to record these words and circle the vowel digraph. Repeat with the vowel digraphs 'ay'.
- Talk about how the 's' suffix changes the way we read a word and also changes its meaning. Talk about how 'planets' means there is more than one planet. Compare it to 'planet'. Get children to find other words in the text that end with 's'.
- Talk about rhyming words. Find 'ball' and 'small' 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.
- Talk about the 'ight' word ending. Model the sound these letters make when sounded together. Find the word 'night' and ask children to identify the 'ight' word ending. Brainstorm and record other words with the 'ight' word ending. Talk about how words can be made by adding letters to the front of the word ending, e.g. 'light', 'sight' and 'tight'. Get children to complete **PW 56**.
- Talk about the consonant digraph 'th'. Discuss and model 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:** 'dark', 'enormous', 'far', 'middle', 'move', 'near', 'other', 'sometimes', 'eight', 'small'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Get children to write each of the high-frequency words in a sentence. Ensure they correctly 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 the text to each other.

Text conventions

- **Sentence features:** Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? 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.
- **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 mark on page 2. Get children to ask each other questions and record them on paper with a question mark at the end.

Writing

- Get children to imagine what they would see if they went on a trip into space. Ask, *What might you see if you went into space? What would you do? How would you feel?* Write the title *My Trip Into Space* on the board. Get children to write an imaginative piece about what might happen on a trip into space.

► English Language Learners

- As a group, make a list of all the things that are in our solar system in space. Ask, *What things are in our solar system? What might you see if you look into the sky on a dark night?* Get children to describe each of the things on the list. Ask children to make a space. Provide children with a piece of paper and ask them to paint it black. Then get them to colour and cut out the space pictures on **PW 57**.

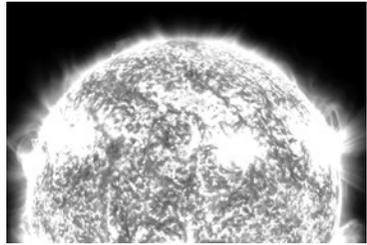
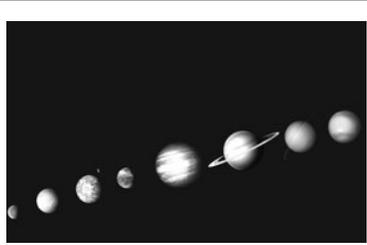
► Assessment

- 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 319).

Name: _____ Date: _____

Recall facts

- Write the name of the space object in the picture.
- Write some interesting facts about it.

	Name	Interesting facts
		
		
		
		
		

Main teaching focus

Comprehension: Recalling facts from the text.

Other teaching focus

Comprehension: Comparing and contrasting.

Teacher's note

Children recall information about the solar system from the text. In the chart, children write the name of the space object and interesting facts about them.

Name: _____ Date: _____

'ight' word ending

- Write the 'ight' word ending to complete each word. Draw a picture to match.
- Unjumble the 'ight' word and write it in a sentence.

l _ _ _ _		n _ _ _ _	
fr _ _ _ _		s _ _ _ _	
br _ _ _ _		t _ _ _ _	

imhtg = _ _ _ _ _

hirtg = _ _ _ _ _

Main teaching focus

Graphophonics: 'ight' word ending

Other teaching focus

Phonological awareness: Identifying beginning and ending sounds in words.

Teacher's note

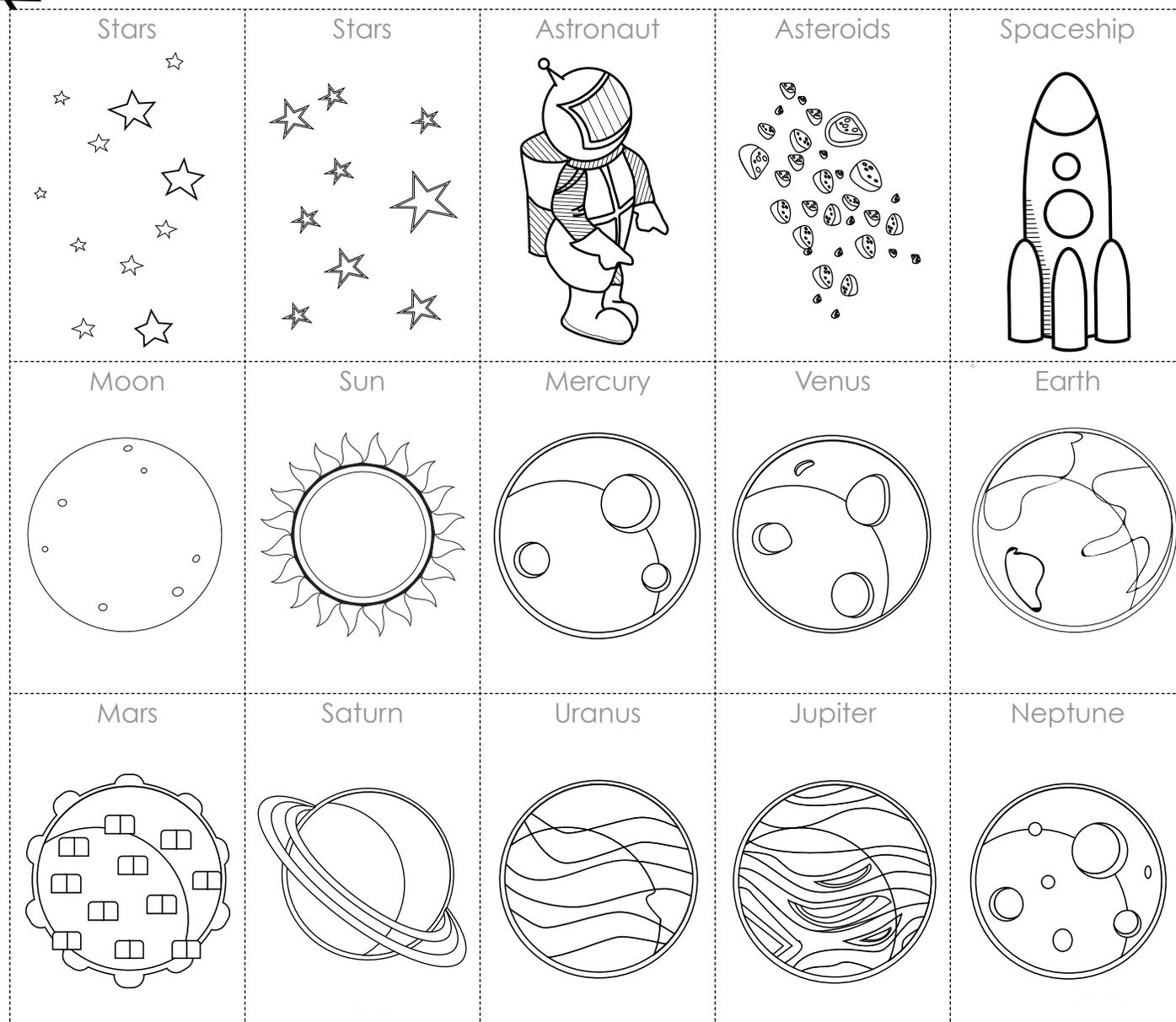
Children record the 'ight' word ending to complete each word and draw a picture to match. They then unjumble the 'ight' words and write them in a sentence.

Name: _____ Date: _____

Solar system mural

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

- Paint your piece of paper with the black paint.
- Colour and cut out the space pictures. Paste them onto the black paper to make a solar system mural.



Main teaching focus

Oral language development: Vocabulary development – space and solar system

Other teaching focus

Oral language development: Concept development – space and solar system

Teacher's note

Children paint a piece of paper black to make it look like a dark sky. They then colour and cut out the pictures and paste them onto the black paper to make a space mural.

Harvest Time

Level 16

Non-fiction

Word count: 333

Text type: Explanation

CCSS RF.1.3.b, RF.1.3.c, RF.1.3.e, RF.1.3.g

High-frequency words introduced: building, busy, cool, fresh, often, once, other, until

High-frequency words consolidated: grow, growing, grows, quickly, sold, these, when, would

Programme links: *Where's Farmer Belle?* (fiction)

Curriculum links: environment/weather/climate, science/health, transportation

Story summary: Find out how we eat lots of foods that come from plants. Learn how some crops are harvested by hand. Find out how machines can be used to help harvest other crops, such as rice, wheat and corn. Read about how crops are stored, sold, or made into other foods after they have been harvested.



Tuning in

- As a group, brainstorm and record a list of foods that grow on farms. Ask, *How do farmers grow these plants? How do farmers pick the plants that grow on their farms?* Discuss the word 'harvest' and get children to share their understanding.

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 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 we eat food that comes from plants? Where do the plants grow? Where are the crops growing? What needs to happen when the crops are ready to eat? How are the crops picked, or harvested?*

pages 4–5: Ask, *Are there different ways to harvest a crop? Can some crops be picked by hand? Are some crops harvested with a machine? Why might a farmer use a machine to harvest crops? Do you think machines can pick crops quickly? What might happen to crops if they aren't picked quickly enough?*

pages 6–7: Ask, *What can you see growing on these trees? Are the apples picked by hand or harvested with a machine? What are the people putting the apples in when they pick them? What do they tip the bucket of apples into? What are these people picking? What do they put the pineapples onto after they cut them off the plant? Where does the machine take the pineapples?*

pages 8–9: Ask, *Does rice grow on farms? Where is the water that the rice needs to grow? What happens when the farmer lets the ground dry out? How is the rice harvested when the ground dries out? Can rice be harvested with a machine or by hand?*

pages 10–11: Ask, *Can a machine harvest a crop of wheat? Why do you think the wheat goes into the back of the truck? Where might the truck take the wheat? How is this machine helping a farmer to pick corn? Why might the farmer need a lot of help if she didn't have the machine?*

pages 12–13: Ask, *What happens after the crops have been harvested? Can they be put away until they are needed? Why are the apples put in a cool place? How are the apples kept fresh? What do you think is put into these big buildings called silos?*

pages 14–15: Ask, *Who might farmers sell their crops to once they are harvested? Can you buy the crops in stores? Are some crops made into other foods? What can the wheat be made into? What happens when the bread is made from the wheat? Can you buy the crops and eat them at your home?*

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, *Have you ever seen crops growing on a farm? Have you ever helped to harvest a crop or seen a harvesting machine?*
- Get children to retell the information in their own words.
- Encourage children to ask questions 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 by reading this book? What did you find out about harvesting crops?*

Ask inferential questions such as: *Why are some crops able to be harvested with a machine but others aren't? What might happen if a machine was used to pick the apples from the tree? Why are some crops harvested by hand?*

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

Choose from the following activities.

Comprehension

- **Questioning:** Turn through pages of the text and get children to share what they learned about crops and harvesting. Discuss how good readers formulate questions in their mind as they read. Write the words 'who', 'what', 'when', 'where' and 'why' on cards. Ask children to choose one of the cards and then form a question beginning with the word on their card. For example, if they select the 'when' card, they may form a question such as, *'When is the best time for farmers to harvest the apples off the trees?'* Get children to complete **PW 58**.
- **Visualising:** Ask children to imagine they are on a farm where crops are growing. Encourage them to use their five senses to help them visualise. Have them think about what they might see, hear, smell, taste and feel on the farm. Provide them with paper to record their visualisations on.

Phonological awareness/Graphophonics

- 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.
- Find 'harvesting' in the text. Talk about the sound 'ing' makes at the end of the word. Brainstorm and record other 'ing' words. Ask children to circle the 'ing' in each word.
- Discuss the suffix 'ly'. Find 'quickly' in the text and identify the 'ly' suffix. 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 other words that end in 'ly'?* Record these words and get children to circle the 'ly' suffix.
- Find 'rice' 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, find and record other words that use this rule in the text (i.e. 'like').
- 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 vowel digraphs 'ou' and 'ow'.
- Talk about the sound that the letters 'ar' make when they are sounded together. Find 'harvest' in the text and model how to

read this word by sounding the 'ar' in the word. Get children to record other 'ar' words. Ask children to complete **PW 59**.

Vocabulary

- **Visual recognition of high-frequency words:** 'building', 'busy', 'cool', 'fresh', 'often', 'once', 'other', 'until', 'grow', 'growing', 'grows', 'quickly', 'sold', 'these', 'when', 'would'. 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 look for the high-frequency words in the text.
- Ask children to write the high-frequency words over and over in different colours to make them look like 'rainbow 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 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?* Ask 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

- Get children to recall what they learned about farms and how crops can be harvested by hand or by using machines. Prompt children's thinking by asking, *Why are crops picked by hand? What do farmers need to do when they pick crops by hand? Why are some crops picked with a machine? What happens to the crops when they have been picked by a machine?* Get children to complete **PW 60**, recalling facts about how and why crops are harvested by hand or with a machine.

► English Language Learners

- Get children to talk about farms. Discuss how there are different types of farms, such as crop farms, animal farms, flower farms, or fish farms. Encourage children to compare and contrast farms. Encourage children to explain how they are similar and different. Ask, *What is the purpose of each of these farms? What type of work would the farmer have to do on each of these farms?*

► 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 320)

Name: _____ Date: _____

Asking questions

- Write questions about the text that begin with 'who', 'what', 'when', 'where' and 'why'.

Who?	
What?	
When?	
Where?	
Why?	

Main teaching focus

Comprehension: Formulating questions relating to the text

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children record questions about the text that begin with 'who', 'what', 'when', 'where' and 'why'.

Name: _____ Date: _____

'ar' words

You will need: scissors, glue, coloured pencils

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

f ____ m	c ____	h ____ vest	st ____
j ____	f ____ mer	p ____ k	____ t
b ____ n	s c ____	d ____ k	sh ____ k



Main teaching focus

Graphophones: Vowel before 'r' – 'ar' words

Other teaching focus

Phonemic awareness: Identifying beginning, middle and ending sounds of words

Teacher's note

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

Name: _____ Date: _____

What did you learn?

- Write sentences about what you learned about crops that are harvested by hand and crops that are harvested with a machine.

Crops harvested by hand

Crops harvested with a machine

Main teaching focus

Writing: Writing sentences responding to a text

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children write sentences to show what they learned about crops harvested by hand and crops harvested with a machine.

Wibbly Wobbly Tooth



Level: 17 Fiction Word count: 362 Text type: Narrative

High-frequency words introduced: great, happily, pulled, pushed, pushing, tried, waiting, wanted, yourself

High-frequency words consolidated: couldn't, felt, hurt, myself

Programme links: *Wibbly Wobbly Tooth* E-book, *All About Teeth* (non-fiction)

Curriculum links: me/family, community

Story summary: Luke has a wibbly wobbly tooth and everyone wants to pull it out. But Luke wants to pull it out all by himself when it is ready!

Getting started

- Provide mirrors so children can look at their teeth. Ask, *What colour are your teeth? What do they look like? Has anybody had a wibbly wobbly tooth? Have any of your teeth fallen out? Discuss why teeth fall out and how new teeth grow in their place.*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to visualise what they think will happen in the text. Ask children to make predictions, using the title and cover illustration as prompts. Ask, *Who do you think has a wibbly wobbly tooth? What do you think will happen to his tooth? How do you think he is feeling?* Link to the 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, *Who has a wibbly wobbly tooth? How is Luca making his tooth go this way and that? Do you think Luca can push his tooth all around and make it go in and out? Is he able to pull it out?*
- pages 4–5: Ask, *What do you think Dad wants to do to help Luca? Does Luca want Dad to help him or does he want to pull his tooth out when it's ready and by himself?*
- pages 6–7: Ask, *What is Luca pushing? Is he pushing his wibbly wobbly tooth this way and that and in and out? How do you think his wibbly wobbly tooth feels? Do you think his tooth hurts?*
- pages 8–9: Ask, *What do you think Grandma tells Luca that he needs to pull out today? Does Luca think his tooth is ready to come out? What do you think Grandma wants to do to help Luca? Who helped Luca's father pull his tooth out when he was a little boy? Does Luca want Grandma to help him or does he want to pull his tooth out when it's ready and by himself?*
- pages 10–11: Ask, *What does Luca keep pushing and pulling? Is his wibbly wobbly tooth ready to come out?*

- *Who wants to help him? What do Mum, his teacher and his best friend want to do? How do you think Luca wants to pull out his tooth?*
- pages 12–13: Ask, *What is Luca doing with his wibbly wobbly tooth? How is he pushing it? Is it going in and out? What is he pushing and pulling all around?*
- pages 14–15: Ask, *What has come out? Where is his wibbly wobbly tooth now? What has Luca got on his face now? What do you think he is happily shouting to everyone?*
- page 16: Ask, *Who pulled out Luca's tooth? Did Luca pull out his tooth when it was ready?*

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?*
- Ask children to relate the story to their own experiences. Ask, *Have you had a wibbly wobbly tooth? Did you pull out your tooth? Did anyone want to help you pull out your wibbly wobbly tooth?*
- Ask children to retell the story in their own words.
- Get children to recall what happened in the beginning, middle and end of the story.
- Discuss the characters and their feelings at different stages of the story.
- Discuss how this text is a narrative and talk about the orientation, complication and resolution.
- Ask inferential questions such as: *Why did Luca have a wibbly wobbly tooth? Why couldn't he pull his tooth out right away? Why do you think everybody wanted to help Luca pull his tooth out? Why might Luca want to pull out his tooth by himself?*

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 'wanted',

discuss strategies such as sounding out, re-reading, looking at the illustrations or using the sentence content.

Choose from the following activities.

Comprehension

- **Sequencing:** Encourage children to discuss the events. Ask, *What happened in the beginning/middle/end?* On the board, draw a table with three columns headed 'Beginning', 'Middle' and 'End'. As a group, recall events from the text and record in the appropriate columns. Flip through the text to prompt recall if necessary. Get children to complete **PW 61**, sorting events from the text into beginning, middle and end categories.
- **Characters:** Ask children to recall the characters. Ask, *What did these characters do during the story?* Write each character's name on the top of a piece of paper and ask children to record each character's actions under their name. Ask, *How did these characters feel during the story?* Encourage children to record the character's feelings on the paper. Get children to compare and contrast the actions and feelings of the characters.

Phonological awareness/Graphophonics

- Find 'wibbly' in the text. Discuss how the 'y' ending makes the long vowel 'ee' sound. Get children to find other words in the text with a 'y' ending that makes this sound (e.g. 'wobbly', 'ready', 'very'). Ask them to practise sounding out and reading these words.
- Discuss the 'oo' vowel digraph in 'tooth'. Explain how 'oo' in this word makes a long sound and compare it to the 'oo' in 'look', which makes a short sound. Ask children to think of other words where 'oo' makes a long sound.
- Talk about the contractions in the text: 'can't' and 'couldn't'. Write 'can not' and 'can't' on the board and discuss how the contraction has an apostrophe instead of the letters 'no'. Repeat for 'couldn't'. Find the contractions in the text.
- 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 practice reading these words. Talk about how 'ed' on the end of a word means it has already happened (i.e. past tense).
- Identify 'wibbly' and 'wobbly' in the text. Write these words on the board and ask, *How are these words the same?* Get children to identify the phoneme manipulation between the two words with the 'i' and 'o'. Discuss how a new word was made by changing one of the letters.
- Ask children to find 'push' and 'pull' in the text. Talk about how the 'u' in these words makes a short 'oo' sound. Ask children to look through the text and see how often the letter 'u' makes a short 'oo' sound.

Vocabulary

- **Visual recognition of high-frequency words:** 'great', 'happily', 'pulled', 'pushed', 'pushing', 'tried', 'waiting', 'wanted', 'yourself'. Ask children to find these words in the text.

Write the words on cards (two cards for each word) and play a game such as Concentration.

- Get children to cut out letters from magazines or newspapers to make the high-frequency words and paste them onto paper.
- **Adjectives:** Discuss how the words 'wibbly wobbly' describe Luke's tooth. Look at a picture of Luke in the text and ask the children to think of adjectives to describe other parts of Luke. Ask, *How could we describe Luke's hair? How could we describe Luke's T-shirt?* Record the adjectives on the board.

Fluency

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

Text conventions

- **Sentence features:** Discuss how sentences begin with a capital 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?* Discuss other sentence features such as commas and speech marks. Get children to complete **PW 62**, identifying text conventions in a passage of text.

Writing

- Ask, *Have you or someone you know lost a tooth? When? What happened? How did your tooth feel?* Compare the experiences of the children with Luke's experience. As a group, write a diary entry from Luke's perspective about his wibbly wobbly tooth. Start with 'Dear Diary' and include details of what happened and how Luke was feeling. Get children to complete **PW 63**, writing a diary entry about a wobbly tooth.

► English Language Learners

- Have each child bring in their toothbrush and provide toothpaste, dental floss and water. Discuss the importance of brushing and taking care of your teeth. Ask, *When should you brush your teeth? Why do we need to brush our teeth? What do we use dental floss for?* Talk about how you need to clean the top, front and back of your teeth. Have each child brush their teeth using their toothbrush. Ask children to record how they brushed their teeth by writing simple sentences or drawing pictures. As a group, brainstorm vocabulary related to teeth and focus on developing and building language skills.

► Assessment

- PWs 61, 62 and 63 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 61 could be kept in the child's portfolio
- Complete Running Record (page 321).

Name: _____ Date: _____

Beginning, middle and end

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

- Cut out the headings and groups of sentences.
- On a large piece of paper, paste the Beginning, Middle and End headings.
- Now sort and paste the groups of sentences under these headings.
- Draw pictures to show what happened in the beginning, middle and end.

Beginning	Middle	End
-----------	--------	-----

<p>“I’ll help you to pull it out,” said Grandma. “I pulled out your father’s tooth when he was a little boy.” “No, thanks,” said Luca. “I’ll pull my tooth out when it’s ready. And I’ll pull it out by myself!”</p>
<p>So Luke tried again. He pushed his tooth in and out. His tooth went this way and that. It went in and out. Luca pushed and pulled it all around.</p>
<p>Luca had a wibbly wobbly tooth. He could push it all around but he couldn’t pull it out.</p>
<p>Everyone wanted to help Luca pull out his tooth. His mum wanted to help. His teacher wanted to help. And his best friend wanted to help, too.</p>
<p>“Oh!” cried Luca. “My tooth came out!” And there in his hand was his wibbly wobbly tooth. “And,” he said, “I pulled it out all by myself – when it was ready!”</p>
<p>“I’ll pull it out for you,” said Dad happily. “No thanks, Dad,” said Luca. “I’ll pull my tooth out when it’s ready. And I’ll pull it out by myself!”</p>

Main teaching focus

Comprehension: Ordering events (beginning, middle, end).

Other teaching focus

Comprehension: Recalling events from the text.

Teacher’s note

Children cut out the headings and sentences. They sort and paste the sentences on paper under the Beginning, Middle and End headings. Children can draw matching pictures.

Name: _____ Date: _____

Sentences

You will need: coloured pencils or crayons

- Colour the capital letters red. (ABC)
- Colour the full stops blue. (.)
- Colour the exclamation points yellow. (!)
- Colour the commas purple. (,)
- Colour the speech marks brown. (" ")
- Complete the sentences at the bottom of the page.

Luke had a wibbly wobbly tooth.

It went this way and that.

It went in and out. Luke could push it all around but he couldn't pull it out.

"Let me take a look," said Dad happily.

"I'll pull your tooth out for you."

"No thanks, Dad," said Luke.

"I'll pull my tooth out when it's ready.

And I'll pull it out by myself!"

So Luke went on pushing his wibbly wobbly tooth. He pushed it this way and that and in and out. The wibbly wobbly tooth felt very wibbly and very wobbly. But it didn't hurt at all!



I found ____ capital letters (ABC).

I found ____ full stops (.).

I found ____ exclamation points (!).

I found ____ commas (,).

I found ____ sets of speech marks (" ").

I found ____ sentences.

Main teaching focus

Text conventions: Identifying capital letters, full stops, exclamation points, commas and speech marks.

Other teaching focus

Text conventions: Features of a sentence.

Teacher's note

Children identify and colour the sentence features according to the instructions. Children count and record the features, then count and record the number of sentences.

Lea Wants a Rabbit

Level: 17 Fiction Word count: 398 Text type: Narrative



High-frequency words introduced: clean, later, nowhere, owner, talk, towards, tried, wanted, yourself

High-frequency words consolidated: about, afternoon, fresh, only, peeked, peeking, we'll

Programme links: *Lea Wants a Rabbit* E-Book, *Animals with Fins*, *Animals with Fur* (non-fiction)

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

Story summary: Lea wants a pet rabbit, but Dad says he needs to think about it. After Lea explains to Dad why she would make a good pet owner, there is a knock at the door and the Secret Bunny Fairy has a pet rabbit for Lea.

Getting started

- Ask children to think of times when they have wanted something. Ask, *Have you asked your mum or dad for something before? What is something special that you really wanted to have?* Discuss how there are some things that we can have, some things we can't have and some things we need to wait for.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to visualise what they think will happen in the text. Ask children to make predictions, using the title and cover illustration as prompts. Ask, *Who do you think the girl on the cover is? What is she thinking about? Why do you think Lea wants a rabbit? Do you think Lea will get a rabbit?* Link to the 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 Lea is asking Dad for? Do you think Dad said yes or no?*
- pages 4–5: Ask, *Why do you think Lea says she will take good care of a rabbit? What is Lea thinking of? Why would Dad need to make a little hutch for the rabbit? Would it take a long time to make a little hutch for a little rabbit?*
- pages 6–7: Ask, *What is Dad thinking about? Do you think Lea would take care of the rabbit all by herself and feed it every day? What else would Lea need to do to care for a rabbit? Do you think she and Dad will talk about it again after they go to school and work?*
- pages 8–9: Ask, *What has Lea got? How is she letting her dad know that she would make a good pet owner? What is this letter for? Who wrote the letter? Who is the letter for?*
- pages 10–11: Ask, *What is Dad doing? Has he made a decision or is he still thinking about it? Where are Dad and Lea? Who can Lea see getting into a little van? What did Dad open? What is on the doorstep? What is inside the small cage?*

- pages 12–13: Ask, *What does Lea see when she peeks around Dad's legs? What size is the rabbit? What are the rabbit's ears like? Who is the rabbit for? What did Dad find as he opened the cage?*
- pages 14–15: Ask, *What did Dad read as Lea picked up the rabbit? What is Lea giving the rabbit? What is this letter for? Who is the letter for? Who wrote the letter?*
- page 16: Ask, *Do you think Lea loves her rabbit? Do you think she loves her dad? What is Dad 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. During reading, ask, *How could you work out this word? Did that make sense?*
- Get children to relate the story to their own experiences. Ask, *Have you ever wanted a pet before? What did your mum or dad say?*
- Encourage children to retell the story in their own words.
- Ask children to recall what happened in the beginning, middle and end of the story.
- Discuss the characters and their feelings at different stages of the story.
- Discuss how this text is a narrative and talk about the orientation, complication and resolution.
- Ask inferential questions such as: *Why do you think Lea wanted a pet rabbit? Why did Dad think about Lea having a pet rabbit before he said yes? Who might have knocked on the door? Do you think Lea would be a good pet owner? 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 'cage', discuss strategies such as sounding out, re-reading, looking at the illustrations or using the sentence content.

Choose from the following activities.

Comprehension

- *Recall – characters, setting, plot:* Explain that the characters are the people in the story. Ask, *Who were the characters? What did they do?* Explain that the plot is what happened in the story. Ask children to summarise the plot. Flip through the text so children can use the illustrations to help their explanations. Ask, *What happened in the beginning/middle/end?* Explain that the setting is where the story took place. Ask, *Where did the story happen?* Get children to complete **PW 64**, recording the characters, setting and plot.
- *Prediction:* Turn to page 16 and ask children to recall what happened at the end. Ask, *What do you think will happen next in the story?* Ask children to predict what Lea will do with her rabbit. Give each child a piece of paper and ask each one to draw a picture of his or her prediction. Encourage them to share their ideas and ask, *Why do you think that will happen next?*

Phonological awareness/Graphophonics

- Find ‘clean’ in the text and talk about the vowel digraph ‘ea’. Model the sound that these letters make together. Get children to identify other ‘ea’ words, in the text. Ask children to record these words and circle the ‘ea’ in the words. Repeat for ‘aw’ in ‘straw’ and ask children to practise the sound.
- 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 ‘take’ in the text and ask children to practise sounding it. Ask them to find other words in the text that use the silent ‘e’ rule.
- Talk about the contractions in the text: ‘can’t’, ‘we’ll’, ‘I’ll’ and ‘there’s’. Write ‘can not’ and ‘can’t’ on the board and discuss how the contraction has an apostrophe instead of the letters ‘no’. Repeat for ‘we’ll’, ‘I’ll’ and ‘there’s’. Get children to find the contractions in the text. Ask children to complete **PW 65**, matching words to their contractions.
- Find ‘owner’ in the text. Discuss the sound made when the letters ‘er’ are together. Talk about how ‘owner’ can be read by sounding ‘own-er’. Ask children to identify words containing ‘er’ in the text and practice reading them. Brainstorm and record other ‘er’ words.
- Find ‘lady’ in the text. Discuss how the ‘y’ ending makes the long vowel ‘ee’ sound. Get children to find other words in the text with a ‘y’ ending that makes this sound (e.g. ‘tiny’). Ask them to practise sounding out and reading these words.
- Talk about the strategy of segmenting words. Discuss how ‘fresh’ can be sounded as ‘fr-esh’. Emphasise the importance of blending the initial consonants. Repeat for ‘sm-all’ and ‘br-own’.

Vocabulary

- *Visual recognition of high-frequency words:* ‘clean’, ‘later’, ‘nowhere’, ‘owner’, ‘talk’, ‘towards’, ‘tried’, ‘wanted’, ‘yourself’. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.
- Ask children to write each of the high-frequency words in a sentence.

Fluency

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

Text conventions

- *Commas:* As a group, discuss commas and ask children to identify the commas in the text. Talk about how readers pause at commas when they are reading. Model this and ask children to practise this skill using the text.
- *Speech marks:* Explain that text between speech marks is what a character is saying. Ask children to identify speech marks in the text. Copy the text from pages 4–5 onto a piece of paper. As a group activity, ask children to colour over the words that are between the speech marks. Get them to role-play the conversation by reading the text between the speech marks.

Writing

- Get children to draw pictures of their pets or pets that they would like to own and to write a description including what pets look like, what they like to do and how they take care of them.
- Turn to page 9 and ask, *What type of text is this?* Discuss the features and purpose of a letter. Get children to write letters to their parents or friends.

► English Language Learners

- Collect pictures or stuffed animals of rabbits. Use these items to prompt a discussion about rabbits. Ask, *What do rabbits look like?* Help children in naming the different body parts of rabbits. Ask, *What covers the rabbit’s body? How many legs do they have?* Discuss how they move and what sounds they make. Talk about where they live and what they do. Brainstorm and record on the board words associated with rabbits. Enlarge a copy of **PW 66** onto A3 paper for each child and get them to follow the instructions to make rabbits. When finished, ask children to retell how they made their rabbits.

► Assessment

- PWs 64, 65 and 66 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 64 could be kept in the child’s portfolio
- Complete Running Record (page 322).

Name: _____ Date: _____

Characters, setting and plot

You will need: coloured pencils or crayons

- Write about the characters in the story. Add a matching picture.
- Write about the setting of the story. Add a matching picture.
- Write about your favourite part of the plot. Add a matching picture.

Characters

Setting

Plot

Main teaching focus

Comprehension: Discussing the characters, setting and plot of a story.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children write about the characters, setting and plot of the story. Then they draw pictures in the boxes to match their writing.

Name: _____ Date: _____

Contractions

You will need: coloured pencils or crayons

- Draw lines to match the words to their contraction.

didn't

that's

where's

let's

I'm

can't

don't

it's

we'll

there's

I'll

I will

can not

let us

it is

did not

do not

where is

I am

we will

that is

there is

- Write the contraction to match the words.

that is _____ I will _____ do not _____

did not _____ where is _____

- Write the words to match the contraction.

it's _____ there's _____ we'll _____

I'm _____ let's _____ can't _____

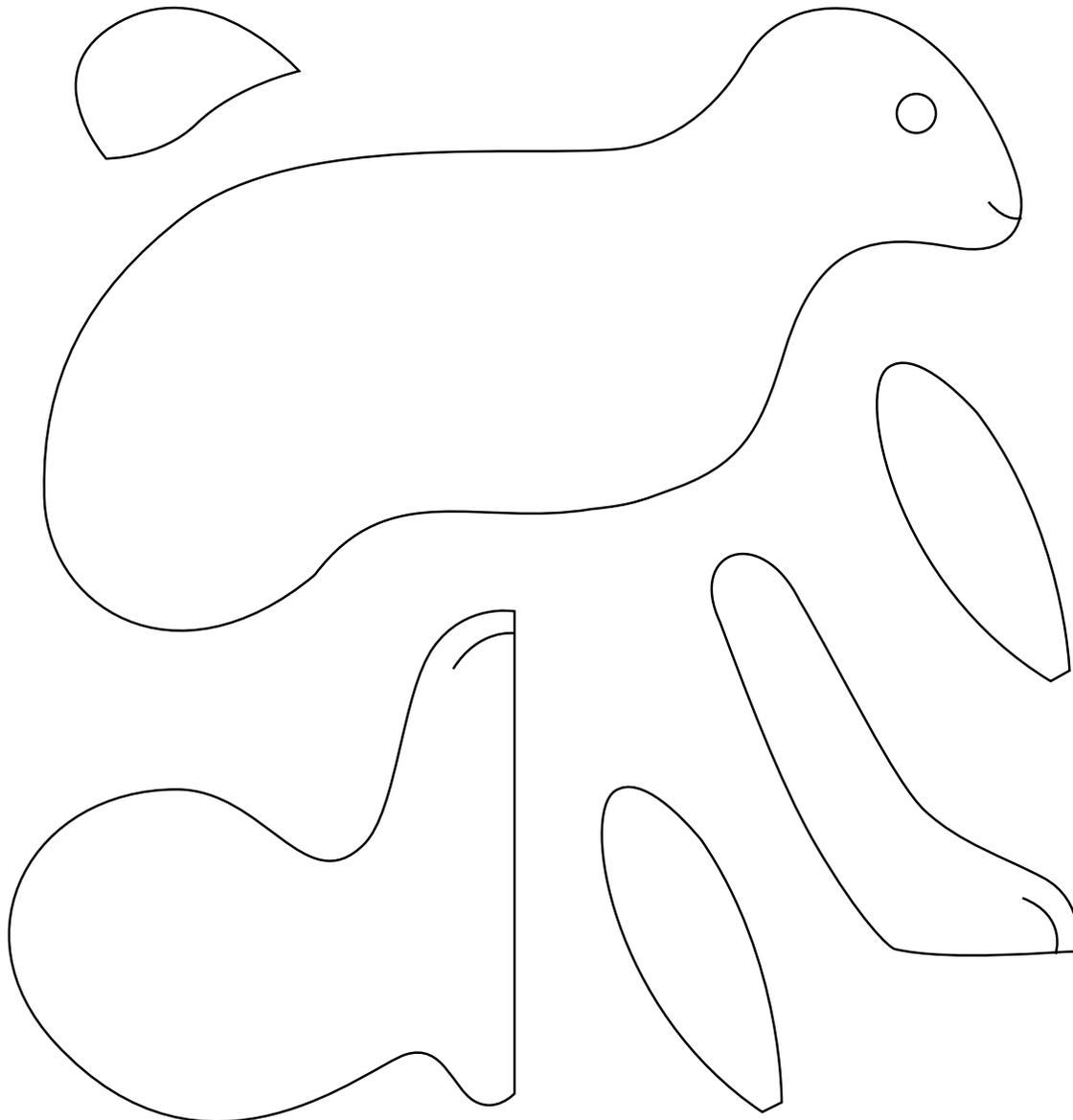
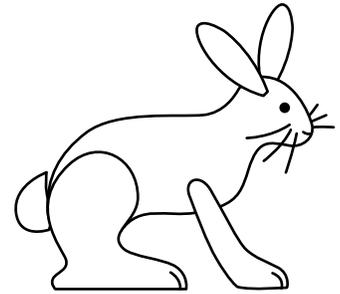
Main teaching focus
Graphophonics: Contractions.**Other teaching focus**
Writing: Spelling contractions.**Teacher's note**
Children draw a line to match the words to the contractions. Then they write the words to match the contractions and write the contractions to match the words.

Name: _____ Date: _____

Make a rabbit

You will need: coloured pencils or crayons, scissors, glue, balls of cotton wool, string

- Colour the parts of the rabbit.
- Cut them out and glue them together as shown.
- Glue some cotton wool onto your rabbit to make fur.
- Cut small pieces of string and glue them on your rabbit to make its whiskers.

**Main teaching focus**

Oral language development: Language and vocabulary development.

Other teaching focus

Oral language development: Retelling an experience.

Teacher's note

Children colour and cut out the parts. They glue them together and glue on cotton wool and string for the fur and whiskers. Children then retell how they made their rabbit.

Flip, the Tree Frog

Level: 17

Fiction

Word count: 326

Text type: narrative



High-frequency words introduced: cried, happily, heard, listened, nowhere, spend, stuck, waited, wanted, wondered

High-frequency words consolidated: catch, dark, enormous, move, remembered

Programme links: *Flip, the Tree Frog* E-Book, *Frogs* (non-fiction)

Curriculum links: environment, science

Story summary: Flip, the tree frog, is catching some bugs to eat. A snake appears and wants to talk to Flip. Flip knows the snake wants to eat him, so he hops away. But the snake follows him to the top of a tree. Flip jumps into the air and lands in a deep pool. He is safe on a lily pad.

Getting started

- Get children to role-play being a frog. Encourage them to hop like a frog, catch bugs with their tongue and swim in the pool. Ask, *Where would the frog like to be? Why do you think they like to live in the rainforest?*
- Discuss how some animals have predators. Ask, *What animals might try to catch and eat a frog? How might a frog protect itself from predators?*

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 might happen to Flip? Where does Flip live? What is Flip trying to catch with his tongue? Do you think it will be a fiction or non-fiction text?* 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 illustrations and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Where is Flip? What do you think Flip has been doing all day? Why do you think Flip is hungry? What might he want to eat?*
- pages 4–5: Ask, *Why is Flip sitting quietly and waiting? What happens when he sticks out his long tongue? What does Flip grab?*
- pages 6–7: Ask, *Where has Flip jumped to now? What might be making the ‘ssssssssssss’ noise? Why do you think the leaves are beginning to move? What might be there?*
- pages 8–9: Ask, *What is the brown snake doing?*
- pages 10–11: Ask, *Why is Flip quickly jumping from one leaf to the next? Why is Flip going up the tree? Is the snake still close to Flip?*
- pages 12–13: Ask, *What will happen when Flip is at the top of the tree? Is there anywhere for him to go? What happens when he jumps into the air?*
- pages 14–15: Ask, *Where has Flip landed? Where is the snake? Why isn’t the snake happy now? Can the snake jump out of the tree?*

- page 16: Ask, *How do you think Flip feels now? Why do you think he jumped onto a lily pad? What’s he doing with his long tongue 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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Get children to relate the story to their own experiences. Ask, *What problems have you had to solve?*
- Encourage children to predict what will happen on the next page or how the story might end.
- Talk about the characters in the story and their roles.
- Discuss how this text is a narrative and ask children to identify the complication and resolution. Talk about how Flip solved his problem.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why did the snake want to talk to Flip? Why was the lily pad the safest place for Flip to spend the night? Why wasn’t the snake able to follow Flip once he got to 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 the children had difficulty with the words ‘rainforest’, discuss strategies such as sounding out, re-reading, or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Sequencing:** Get children to discuss the sequence of events in the text. Ask, *What happened at the beginning of the story? What happened in the middle? What happened at the end of the story?* As a group, make a list of the events of the story in

the correct sequence. Get children to complete **PW 67**.

- *Asking questions:* Talk about sentences and brainstorm words that are question starters, such as 'who', 'what', 'when', 'where', 'why' and 'how'. Discuss how these question starters match specific answers. For example, if the question begins with 'who', then the answer will be about a person. Get children to write questions about the text that begin with the question starters. Encourage children to answer each other's questions.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ee' and model to children the sound that these letters make when they are together. Find 'tree' and 'sleep' in the text and discuss the 'ee' digraph. Brainstorm and record other 'ee' words, e.g. 'bee', 'feet', 'meet' and 'sweep'. Get children to circle the 'ee' in these words and discuss strategies for reading them. Get children to complete **PW 68**.
- Talk about the long vowel digraph 'ea'. Discuss the sound these letters make in 'eat'. Compare it with the vowel digraph 'ee' and talk about how they make the same sound.
- Discuss the vowel digraphs 'ow' and 'ou'. Model the sounds that these letters make together. Find the words 'out' and 'down' and discuss the vowel digraphs. Talk about how they make the same sounds in these words.
- 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).
- Find the word 'quietly' and 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 other words that end in 'ly'?* Record these words and ask children to circle the 'ly' suffix.
- The word ending is the part of the syllable that consists of its vowel and any consonant sounds that come after it. Point out to children the word 'brown', for example, as 'br-own' (highlighting the vowel sound). Explain that the beginning is 'br' and the word ending is 'own' (which includes the vowel). Identify 'brown' in the text. Discuss how it is easier to read words by blending some of the sounds together.
- Discuss 'snake' 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. Find other examples in the text (e.g. 'smile'). Get children to practise reading these words.
- As a group, clap the syllables in the words 'rainforest'. Ask, *How many syllables are in these words?* 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:* 'cried', 'happily', 'heard', 'listened', 'nowhere', 'spend', 'stuck', 'waited', 'wanted', 'wondered', 'catch', 'dark', 'enormous', 'move', 'remembered'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as

Concentration or Go Fish using the cards.

- Have the children make a word search 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 the text to each other.

Text conventions

- *Sentence features:* Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? How do you know where the sentence ends?*
- *Capital letters:* Talk about how when we write people's names we use a capital letter at the beginning. Get children to find names in the text. Write children's names, emphasising the capital letter.
- *Adjectives:* Talk about adjectives and how they are words that describe a noun. Read the sentence: *Flip opened his enormous eyes.* Ask, *What type of eyes does Flip have?* Discuss how 'enormous' is an adjective. Get children to re-read the text and identify and record other adjectives. Get children to complete **PW 69**.

Writing

- Ask children to talk about what happened in the story. Ask, *What was Flip's problem? How did he solve his problem?* Encourage children to talk about the type of characters Flip and the snake were. Get them to write a recount of what happened in the story.

► English Language Learners

- Talk about rainforests. Ask, *What might you see in a rainforest? What type of plants grow in the rainforest? What animals live in the rainforest?* Encourage children to look at pictures and photos of rainforests online and describe what they see. Provide children with coloured pencils and paper and get them to draw a rainforest picture. Ensure they label the things in their picture.

► 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 323).

Name: _____ Date: _____

Story map

You will need: coloured pencils

- Write sentences in each box that explain events from the story. Sequence the events by following the arrows between the boxes.
- Draw pictures to match your sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Main teaching focus

Comprehension: Sequencing events from a story.

Other teaching focus

Comprehension: Recalling events from a story; identifying main events from a story.

Teacher's note

Children recall events from the story and record sentences in the boxes. They use the arrows between the boxes to help sequence the events. They then draw pictures in the boxes to match the sentences.

Name: _____ Date: _____

'ee' words

You will need: coloured pencils

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

tr _ _



sl _ _ p

s _ _



h _ _ l

f _ _ t



thr _ _

m _ _ t



s _ _ d

sh _ _ p



b _ _

Main teaching focus

Graphophonic: Vowel digraph 'ee'.

Other teaching focus

Phonological awareness: Identifying beginning, middle and ending sounds in words.

Teacher's note

Children add 'ee' 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: _____

Adjectives

- Label the parts of picture by writing an adjective from the box.

enormous	long	deep
little	yummy	tall

_____ eyes _____ tongue _____ tree



_____ toes

_____ bug

_____ pool

Main teaching focus
Text conventions: Adjectives

Other teaching focus
Vocabulary: Word meanings

Teacher's note
Children use adjectives in the box to finish labelling the picture. They then colour the picture.

Lea's New House

Level: 17

Fiction

Word count: 394

Text type: narrative



High-frequency words introduced:

empty, happily, stood, wait, waiting

High-frequency words consolidated:

everywhere, feel, near, packed, something

Programme links:

Lea's New House E-Book, *Houses Around the World* (non-fiction)

Curriculum links:

me/family, community, environment

Story summary:

Lea feels sad about leaving her bedroom when it is time to move. When she arrives at her new house, she likes the little tree house in the yard and her new bedroom. She is excited to put away her toys and books.

Getting started

- Talk about moving. Ask, *Have you ever moved? What things need to be done when you move?* Talk about packing everything into boxes and then unpacking at the new house. Discuss how a lorry can transport your things from one house to another.
- Get children to talk about their bedroom. Ask, *What things do you have in your bedroom? What does your bedroom look like?* Encourage children to share what they like about their bedroom.

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 do you think Lea is moving to a new house? How might she feel about moving? Do you think it will be a fiction or non-fiction text?* 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 illustrations and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Where do you think Lea is going? Where are all her toys and books?? How do you think Lea feels as she looks around her empty room?*
- pages 4–5: Ask, *Why do you think Dad feels sad, too? Does Lea want to go? Why might it take them a long time to get to their new house?*
- pages 6–7: Ask, *What did Lea do as she walked down the path? Why do you think she turned and waved goodbye to the little house? Will she miss the little house?*
- pages 8–9: Ask, *Where is their new house? What colour is the house Lea can see out the window? Can Lea see the big garden?*
- pages 10–11: Ask, *Where is the tree house? Do you think Lea wants to go into the tree house? What might Dad want to show Lea first?*
- pages 12–13: Ask, *Where are Dad and Lea? Why are there boxes everywhere? Why does Dad want Lea to shut her eyes? What do you think will be behind the green and white door? What will Lea see when she opens her eyes?*
- pages 14–15: Ask, *What colour are the walls and curtains in*

Lea's new room? Where is the tall bookcase and small red desk? What do you think Lea likes about the room? What can she see from the little seat by the window?

- page 16: Ask, *Why would a big lorry stop outside the house? What would Lea want to put away in her room? Why is she quickly going down the stairs?*

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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Get children to relate the story to their own experiences. Ask, *Have you ever had to move to a new house?*
- Encourage children to predict what will happen on the next page or how the story might end.
- Talk about the characters in the story and their role.
- Discuss how this text is a narrative and ask children to identify the complication and resolution. Talk about how Lea's feelings changed during the story.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why would Lea feel sad about leaving her house? Why did a big lorry stop outside their new house? What do you think Lea likes about her new room? What might Lea do once she has put away her toys and books?*

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 the children had difficulty with the word 'empty', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Summarising:** Flip through pages of the text and ask children to discuss the events. Encourage children to recall the

characters in the story, where the story was set and what happened. Ask children to discuss when the story took place and why Lea and Dad had to move. Talk about how readers can infer the answers to questions if they are not explicitly written in the text. Get children to complete **PW 70**.

- *Characters' feelings*: Ask children to identify the characters in the text – Lea and Dad. Turn to pages 2–5 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. Discuss how the characters' feelings changed during the story.

Phonological awareness/Graphophonics

- Talk about the words 'tall' and 'small'. Cover the 't' at the beginning of the word 'tall' and the 'sm' at the beginning of the word 'small' to identify the word 'all'. Discuss how these words rhyme because they have the same ending. Brainstorm other words that contain the 'all' word ending.
- 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).
- Find the word 'sadly' and 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 other words that end in 'ly'?* Record these words and ask children to circle the 'ly' suffix.
- Talk about the contractions in the text: 'it's', 'don't' and 'there'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 'o' when the words are joined. Repeat for 'it's' and 'there's'. Find the contractions in the text.
- Talk about the vowel digraph 'ew' and model to children the sound that these letters make when they are together. Find 'new' and discuss the 'ew' digraph. Brainstorm and record other 'ew' words, e.g. 'few', 'blew' and 'chew'. Get children to circle the 'ew' in these words and discuss strategies for reading them.
- Talk about the vowel digraph 'ou'. Discuss the sound these letters make in 'house'. Brainstorm and record other words containing 'ou'. Get children to practise reading these words.
- Discuss 'time' 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. Find other examples in the text (e.g. 'same' and 'gave'). Get children to practise reading these words.

Vocabulary

- *Visual recognition of high-frequency words*: 'empty', 'happily', 'stood', 'wait', 'waiting', 'everywhere', 'feel', 'near', 'packed', 'something'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Have the children take a high-frequency word card and write a sentence using that word. Children could draw

a matching picture.

- Ask children to write each of the high-frequency words and then trace around the outside of the word to show the shape of the word. Get children to explore the shape of the letters in the word and also the number of letters in each word. Get children to complete **PW 71**.

Fluency

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

Text conventions

- *Sentence features*: Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? How do you know where the sentence ends?*
- *Commas*: As a group, talk about commas and ask children to identify the commas in the text. Talk about how we pause at a comma when we read. Model this and ask children to practise using pages from the text.
- *Exclamation points*: Talk about how exclamation points influence the way the text is read. Get children to find exclamation points in the text. Read sentences with exclamation points compared with how they would be read if there were no exclamation points.

Writing

- Get children to talk about their bedroom. Ask, *What does your bedroom look like? What things do you have in your bedroom? What colour are the walls in your bedroom?* Ask children to complete **PW 72**, drawing a picture of their bedroom and then writing a description of their bedroom.

► English Language Learners

- As a group, discuss and make a list of the furniture that might be in a bedroom, such as bed, bookshelf, desk, dressing table and bedside table. Also make a list of other things that might be found in a bedroom, such as lamp, rug, blankets and curtains. Get children to draw a picture of a bedroom and include the items on the lists. Repeat with other rooms in a house including kitchen and bathroom.

► 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 324).

Name: _____ Date: _____

Who, what, where, when, why

You will need: coloured pencils

- Write about who was in the story, what happened, where it happened, when it happened and why it happened.
- Draw pictures to match.

Who?	<hr/> <hr/> <hr/> <hr/> <hr/>	
What?	<hr/> <hr/> <hr/> <hr/> <hr/>	
Where?	<hr/> <hr/> <hr/> <hr/> <hr/>	
When?	<hr/> <hr/> <hr/> <hr/> <hr/>	
Why?	<hr/> <hr/> <hr/> <hr/> <hr/>	

Main teaching focus

Comprehension: Summarising the main events in a text; recalling events from the text.

Other teaching focus

Comprehension: Answering who, what, when, where and why questions about a text.

Teacher's note

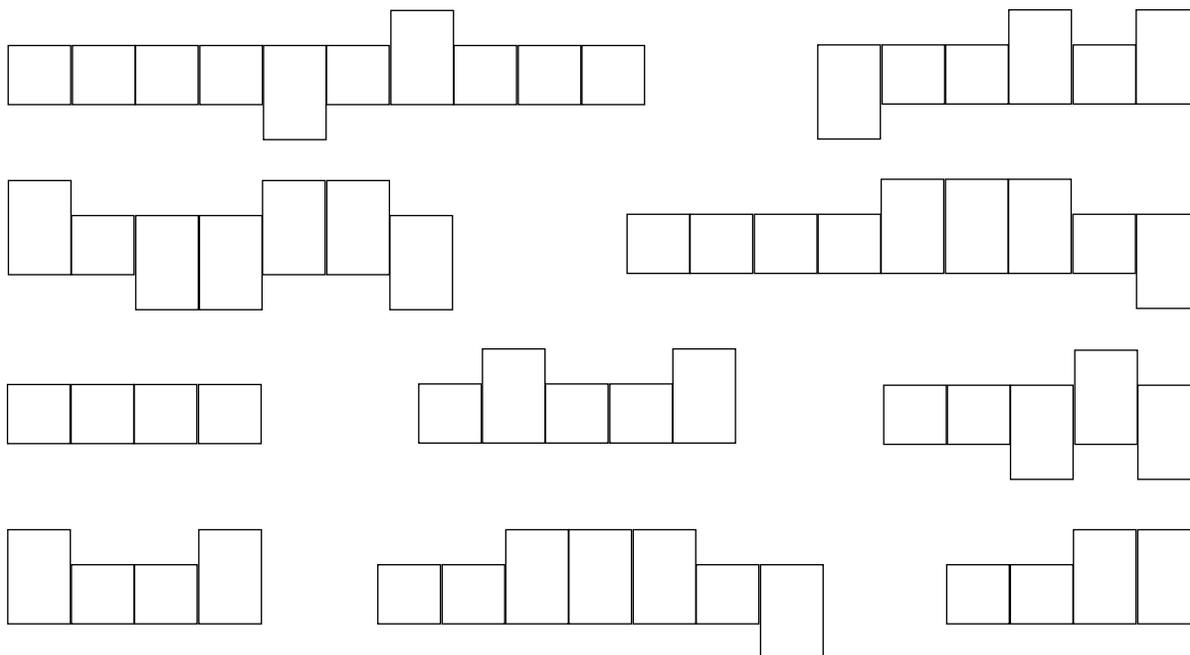
Children summarise the text by recording who, what, when, where and why. They then draw pictures to match.

Name: _____ Date: _____

Word shapes

- Look at the shape of the words in the box. Record the words in the space with the correct shape.
- At the bottom of the page, write the words in a sentence.

empty	happily	stood	wait	waiting
everywhere	feel	near	packed	something



Empty: _____

Happily: _____

Stood: _____

Wait: _____

Main teaching focus

Vocabulary: Visual recognition of high-frequency words.

Other teaching focus

Writing: Spelling patterns.

Teacher's note

Children record the words in the box into the correct space based on the shape of the letters in the word. They then write the words at the bottom of the page in a sentence.

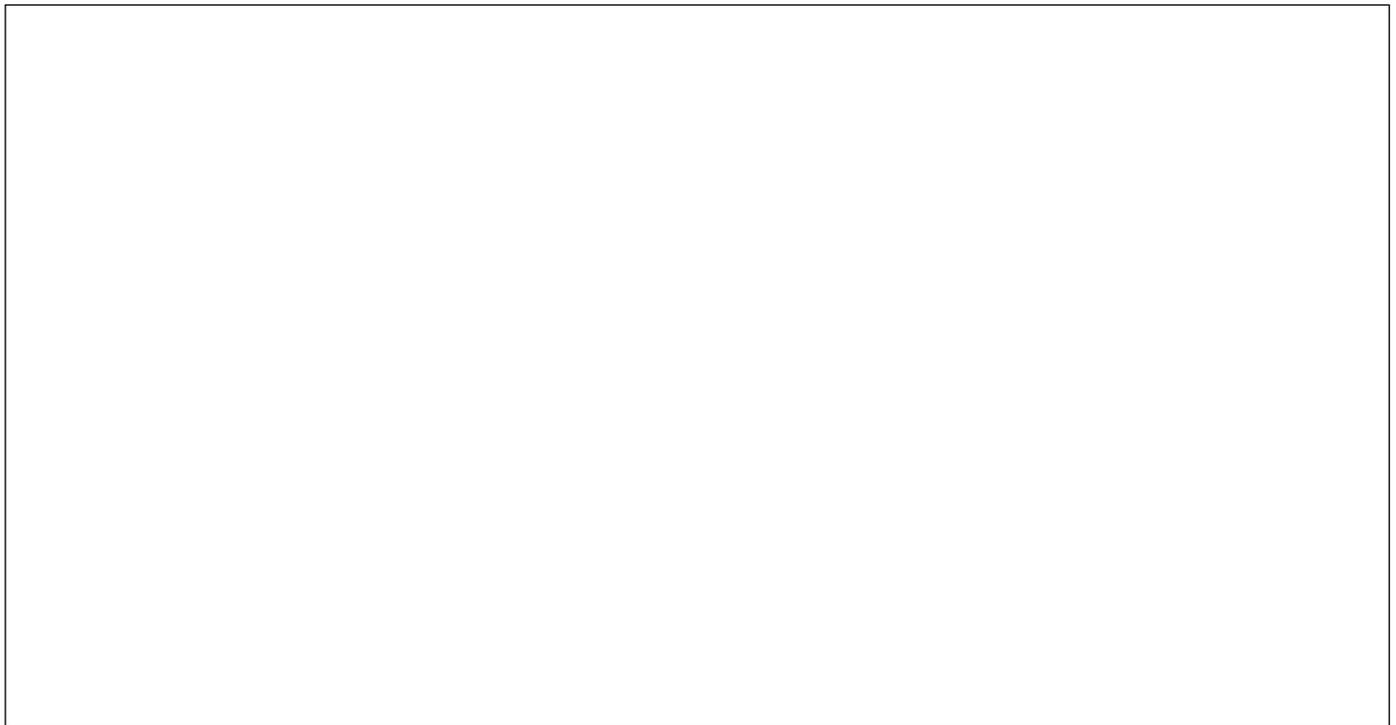
Name: _____ Date: _____

My bedroom

You will need: coloured pencils

- Draw a picture of your bedroom.
- Write a description of what your bedroom looks like and what you have in your room.

My Bedroom



Main teaching focus

Writing: Composing a descriptive text.

Other teaching focus

Comprehension: Linking text to personal experiences.

Teacher's note

Children draw a picture of their bedroom. They then write a description of what their bedroom looks like and the things they have in their bedroom.

Squirrel Joins the Game

Level 17

Fiction

Word count: 399

Text type: Narrative



High-frequency words introduced: carried, stood, towards, waiting, wants, while

High-frequency words consolidated: about, busy, catch, should, someone

Programme links: *Animals in the City* (Non-fiction)

Curriculum links: community, me/family, animals, environment, physical activity

Story summary: Luca's team is about to play football when a little grey squirrel runs across the pitch. When the squirrel runs up the goal post, the referee stops the game. Luca and his friends catch the squirrel by putting a peanut butter sandwich in a cage. After the game, they let the squirrel go in the park.

Tuning in

- Talk about football. Ask, *Do you like to play football?* Ask children to explain how football is played. Ask, *What do you need to do when you play football?* Get children to explain their understanding of the words 'team', 'pitch', 'referee', 'kick', 'goal post' and 'player'. Brainstorm other words relating to football.

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 are the children about to play? Which team is the Gold Lions? Which team is the Grey Sharks? What ran across the pitch when they were about to play? What did the squirrel jump over before it ran off the pitch? Why do you think everyone laughed? Why might Luca say that the squirrel wants to join their football team?*

pages 4–5: Ask, *What happened when the referee blew her whistle to begin the game? Where is the squirrel now? Why did the referee have to stop play? Why might Jilly think that the squirrel wants to join the game?*

pages 6–7: Ask, *Why can't they play while a squirrel is on the pitch? Do you think someone will need to move it? Who has walked onto the pitch? What are they all looking at? What is the squirrel doing?*

pages 8–9: Ask, *How might they catch the squirrel? Why do you think Luca's dad is looking at his phone? If squirrels love peanut butter, how might they catch the squirrel? What could Ky do with his peanut butter sandwich? Could they try to catch the squirrel with his peanut butter sandwich? Why might they need a cage?*

Would Jilly's mum have a cage in the back of her van if she is a vet?

pages 10–11: Ask, *What did Jilly get from the van? What did Ky get? What is the squirrel doing? Why does it look like it is waiting for the game to begin? Where has Jilly put the cage? Where has Ky put his sandwich?*

pages 12–13: Ask, *Why do you think the squirrel sniffed when the cage was put down? Why do you think it ran down the post and into the cage? Why did Luca have to close the cage quickly? What is the squirrel doing? Did it notice it was inside a cage or was it too busy eating Ky's sandwich?*

pages 14–15: Ask, *Where did Luca, Ky and Jilly take the squirrel? What happened when they opened the cage door? Why do you think the squirrel stopped and looked back at the children?*

page 16: Ask, *Could the squirrel be saying thank you for the game and thank you for the peanut butter sandwich?*

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 football? Has anything exciting or funny ever happened while you were playing a sport?*
- 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.
- Ask 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?* Encourage children to change their predictions as they read, if necessary.
- Ask inferential questions such as: *Why do you think everyone laughed at the squirrel when it first ran across the football pitch?*

- *Why do you think the squirrel sniffed once the cage had been put down? What do you think Luca's dad used his phone for? Why did they take the squirrel to the park after the game?*

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 'referee', 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 in the story. Provide children with strips of paper. Ask them to write events from the story on the strips of paper. Collect the strips of paper and read the events written on them. As a group, sequence the events by placing the strips in the correct order. Get children to complete **PW 73**.
- **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 happened with the squirrel at the end of the story?* Write sentences about things that happened in the story and things that didn't. Ask children to decide whether each statement is true or false and write 'True' or 'False' after the sentences, e.g. 'Ky gave the squirrel a jam sandwich. False'.

Phonological awareness/Graphophonics

- Discuss how 's' on the end of a word changes how we read it and also changes its meaning. Talk about how 'squirrel' means there is one squirrel. Discuss how 'squirrels' means there is more than one squirrel. Draw pictures to illustrate. Get children to think of other words that have an 's' ending.
- Find 'playing' in the text. Talk about the sound 'ing' makes at the end of the word. Brainstorm and record other 'ing' words. Ask children to circle the 'ing' in each word.
- 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).
- Ask children to identify the final consonant digraph 'ck' in 'kick'. Discuss how we sound 'ck' together, rather than separately as 'c-k'. Brainstorm and record other words containing 'ck'. Repeat with other consonant digraphs in the text, such as 'ch'.
- Talk about the contraction 'didn't'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'did not' and 'didn't' and show how the apostrophe is written instead of the 'o' when the words are joined. Get children to find 'can't' in the text. Discuss this contraction.
- Discuss the initial consonant digraph 'wh' in 'whistle'. Talk about how these letters are sounded together as 'wh', rather than separately as 'w-h'. Search for other 'wh' words in the text. Repeat with words beginning with the consonant digraph 'ph'.
- As a group, talk about the double consonant 'rr' in 'squirrel'. Talk about how, when words have double consonants, we only sound the letter once. Ask children to count how many times 'rr' occurs in the text. Discuss other double consonant blends

that are in the text ('tt', 'll', 'bb') and get children to locate them. Ask children to practise sounding out these words. Ask children to complete **PW 74**.

Vocabulary

- **Visual recognition of high-frequency words:** 'carried', 'stood', 'towards', 'waiting', 'wants', 'while', 'about', 'busy', 'catch', 'should', 'someone'. 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 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. Ask children to practise by reading.

Text conventions

- **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 page 4 onto 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.
- **Punctuation:** Ask children to look through the text and identify different types of punctuation, such as full stops, exclamation points, question marks, commas and speech marks. Ask them to choose one page and count the number of full stops, commas, speech marks and question marks. Ask them to explain the purpose of each type of punctuation. Get children to complete **PW 75**.

Writing

- Ask children to write a recount of the story. Ask them to write about what happened at the beginning, middle and end of the story.

► English Language Learners

- As a group, discuss the game of football. Provide them with paper and pencils and have them write the rules of the game. Then have them draw diagrams to explain how the game is played. Ask, *Why is teamwork important in football?* Provide children with a football ball and have them go outside and play football.

► 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 325)

Name: _____ Date: _____

Story map

You will need: coloured pencils

- Write sentences in the boxes to show what happened during the story.
- Draw pictures to match your sentences.

The story map consists of six empty rectangular boxes with rounded corners, arranged in two columns and three rows. Arrows indicate a sequence of events: a horizontal arrow from the top-left box to the top-right box; a diagonal arrow from the top-right box to the middle-left box; a horizontal arrow from the middle-left box to the middle-right box; a diagonal arrow from the middle-right box to the bottom-left box; and a horizontal arrow from the bottom-left box to the bottom-right box.

Main teaching focus

Comprehension: Sequencing events from the text

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children recall events from the story and record them in the boxes to show the sequence of events. They draw pictures to match their sentences.

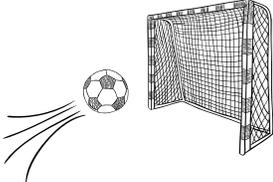
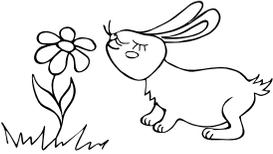
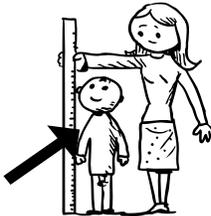
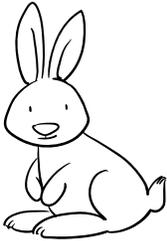
Name: _____ Date: _____

Double consonants

You will need: coloured pencils

- Write double letters from the box to finish the words.

oo	ll	tt	gg	rr	ff	pp	rr	ll
bb		ll						

 squi ____ el	 f ____ ball	 ba ____	 Ji ____ y
 sni ____	 bu ____ er	 sto ____ ed	 li ____ le
 ra ____ it	 e ____	 ta ____	 ca ____ ot

Main teaching focus

Graphophonics: Double consonant blends

Other teaching focus

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

Teacher's note

Children complete the words by writing double consonants from the box. They can colour the matching pictures.

Name: _____ Date: _____

Punctuation

You will need: coloured pencils

- Colour the capital letters red. (ABC)
- Colour the exclamation points yellow. (!)
- Colour the full stops blue. (.)
- Colour the commas purple. (,)
- Colour the question marks pink. (?)
- Colour the speech marks green. (" ")

"We have to catch it," said Luca.

"But how?" asked Jilly.

Luca's dad got his phone out.

"It says here that squirrels love peanut butter. We should put some in a cage to catch it."

"I have a peanut butter sandwich," said Ky. "We could try to catch it with my sandwich."

"But we don't have a cage," said Luca.

"Oh, yes we do!" smiled Jilly. "My mum is a vet and she has a cage in her van."

I found ____ capital letters. (ABC)
I found ____ exclamation points. (!)
I found ____ commas. (,)
I found ____ full stops. (.)
I found ____ question marks. (?)
I found ____ speech marks. (" ")
I found ____ sentences.

Main teaching focus

Text conventions: Identifying uppercase letters, full stops, exclamation points, question marks, commas, speech marks and sentences.

Other teaching focus

Text conventions: Features of a sentence

Teacher's note

Children identify and colour the punctuation marks according to the instructions. Children count and record how many there are in the passage. Then they count the number of sentences.

Animals with Fins, Animals with Fur

Level: 17 Non-fiction Word count: 355 Text type: Recount



High-frequency words introduced: colour, hard, keep, keeps, spend, towards, warm, wish
High-frequency words consolidated: about, busy, chasing, cool, enormous, everything, most, rolling, something, swim, week
Programme links: *Animals with Fins, Animals with Fur E-Book, Lea Wants a Rabbit* (fiction)
Curriculum links: pets/animals, school, environment, science
Text summary: Nick writes a letter to his Uncle Jarrad telling him about his school project.

Getting started

- Ask children to think of animals that have fins. Record their ideas on the board. Get children to role-play the movements of animals that have fins. Discuss how animals that have fins swim. Repeat for animals with fur. Talk about how animals with fur can live on land and some of them can also swim.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to share what they think the text will be about. Get them to make predictions, using the title and cover pictures as prompts. Ask, *What do you think we will read about in this text? What animals might we learn about?* Link to the children's personal experiences.
- 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 do you think Nick has done a school project about? Do you think he found out lots of things about animals with fins and animals with fur? What are some animals that have fins? How would fins help these animals in the water?*
- pages 4–5: Ask, *Can you see any little fins? Can fins be big? Which animal has fins that are enormous? What would help the animal swim fast and slow? What helps the animal swim towards food or away from something that is chasing it? Do you think fins would help the animal turn?*
- pages 6–7: Ask, *What do these animals have covering their body? What does the fur look like? Why would an animal need fur when it is cold? Can fur be long? Can fur be short?*
- pages 8–9: Ask, *Which animal has fur that is soft? Why are rabbits good to hold? Would hedgehogs' fur make them good to hold?*
- pages 10–11: Ask, *Where do most animals with fur live? Do some animals with fur spend a lot of time in the water? How would thick fur help fur seals and otters in the water?*
- pages 12–13: Ask, *How does the colour of an animal's fur help it to hide? Where does a lion's fur help it to hide? How does the polar bear's fur make it hard to see on the ice? Why is it*

good that some foxes have white fur in winter and brown fur in summer?

- pages 14–15: Ask, *What did Nick learn all about? If he is learning about volcanoes next week, do you think he should write another letter to Uncle Jarrad telling him about what he learns?*
- page 16: Ask, *Where did we see these words in the text? What do these words mean?* Discuss that the glossary shows us the meaning of words that are in the text. Read the words 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. During reading, ask, *How could you work out this word? Did that make sense?*
- Ask children to relate the text to their own experiences. Ask, *What animals have you seen that have fur/fins? Where have you seen an animal that has fur/fins?*
- Ask children to summarise the main ideas in the text.
- Discuss how this is an information text that teaches readers about animals with fins and animals with fur. Ask, *What did you learn about by reading this text? What did you find out about animals with fins/fur?*
- Ask inferential questions such as: *How might a fish move if it didn't have fins? Why would a whale need big fins instead of small fins? How might a hedgehog's fur help to protect it? Does an animal's fur help it to survive?*

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 'hedgehogs', discuss strategies such as sounding out, re-reading, looking at the pictures or using the sentence content.

Choose from the following activities.

Comprehension

- *Answering literal questions:* As a group, discuss what children learned about animals with fins and animals with fur. Write the literal question 'Do little fish have big fins or small fins?' on the board. Write the children's answers next to the question. Repeat with other literal questions, such as 'What type of fur do bats have?' or 'How does a lion's fur help it?' If children are unsure of the answers, discuss the strategy of answering literal questions by referring back to the text and finding the answers. Get children to complete **PW 76**, answering literal questions.
- *Recall:* Ask children to sit in a circle and think of what they learned about animals with fins and animals with fur. Move around the circle, asking each child to share something different that they learned about animals with fins. Repeat for animals with fur. Get children to complete **PW 77**, recording facts about animals with fins and animals with fur.

Phonological awareness/Graphophonics

- Find 'dolphin' in the text and discuss the digraph 'ph'. Model the sound that these letters make together and discuss how it is the same sound as 'f'.
- Ask children to find 'shark' and talk about the sound made when the letters 'ar' are together. Talk about how 'shark' can be read by sounding 'sh-ar-k'. Ask children to think of and record other 'ar' words and underline the 'ar' in each word.
- 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 'time' and 'make' in the text and ask children to practise sounding them. Ask them to find other words in the text that use the silent 'e' rule.
- As a group, clap the syllables in 'enormous'. Ask, *How many syllables are in this word?* Discuss the beginning, middle and ending sounds in the word. Count the number of syllables in other words from the text.
- Identify 'about' and discuss the vowel digraph 'ou'. Model the sound these letters make together. Ask children to count words with the 'ou' digraph in the text. Repeat for 'brown' and 'ow'. Discuss how the digraphs 'ou' and 'ow' can make the same sound.
- Talk about the strategy of segmenting words. Discuss how 'spend' can be sounded as 'sp-end'. Emphasise the importance of blending the initial consonants.

Repeat for 'th-ick'. Ask children to identify other words in the text that can be read in this way.

- Explain that homophones are words that sound the same when they are read, but they have different meanings. Get children to find 'to' and 'too' in the text. Support them in discussing the meaning and use of these words by using the context of the sentences. Write the two words in other sentences on the board to model their meanings and uses.

Vocabulary

- *Visual recognition of high-frequency words:* 'colour', 'hard', 'keep', 'keeps', 'spend', 'towards', 'warm', 'wish'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.
- Ask 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 the text to each other.

Text conventions

- *Features of the front cover:* Ask children to identify the title and author on the front cover. Explain that the author is the person who wrote the text. Ask, *What is the title? Who is the author?*
- *Features of the back cover:* Ask children to identify the blurb on the back cover. Discuss how we can read the blurb to get an idea of what the text will be about. Ask, *Does the blurb match what the text was about?*
- *Text type – letter:* Discuss how this text is a letter written from Nick to his Uncle Jarrad. Help children to identify the features of the letter.

Writing

- Get children to write their own letters to family members or friends explaining what they have been learning about at school. Ensure they include the features of a letter.

► English Language Learners

- Write 'Fins' at the top of a piece of paper and 'Fur' at the top of another. Ask, *What animals do we know that have fins/fur?* Record the animal names on the appropriate sheet of paper. Choose an animal from each category and ask, *How are these animals the same/different?* Get children to complete **PW 78**, sorting animal pictures and comparing and contrasting.

► Assessment

- PWs 76, 77 and 78 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 76 could be kept in the child's portfolio
- Complete Running Record (page 326).

Name: _____ Date: _____

Answering questions

- Use a pencil to write the answers to the questions on the lines.



1 What animal has enormous fins?

2 How do fins help an animal in the water?

3 What is an animal that has little fins?

4 When does fur help keep animals warm?

5 What is an animal that has very soft fur?

6 Where do most animals with fur live?

- List some animals that have fins and some animals that have fur.

Animals with fins	Animals with fur

Main teaching focus

Comprehension: Answering literal questions.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children write the answers to the questions. Then they list some animals that have fins and some animals that have fur.

Name: _____ Date: _____

Fins and fur



You will need: coloured pencils or crayons

- Write facts about animals with fins and animals with fur on the lines.
- Draw some animals with fins and animals with fur in the boxes.

Fins

Some animals with fins

Fur

Some animals with fur

Main teaching focus

Comprehension: Recalling information from a text.

Other teaching focus

Comprehension: Comparing and contrasting.

Teacher's note

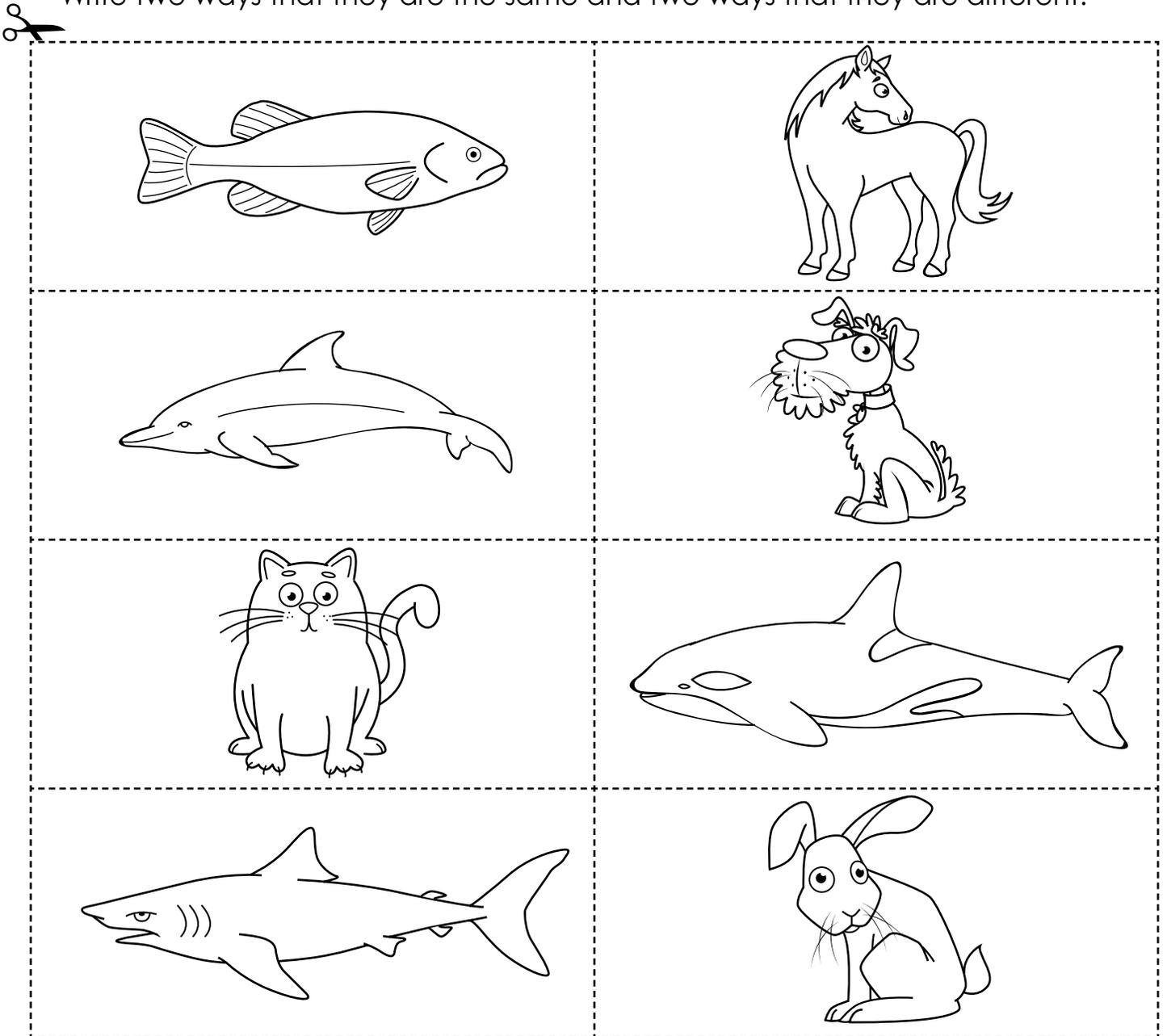
Children recall facts from the text and record them in the 'Fins' and 'Fur' boxes. Then they draw pictures of animals with fins and animals with fur.

Name: _____ Date: _____

Sorting animals

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

- Colour and cut out the animals.
- On the paper, paste an animal with fins next to an animal with fur. Label the animals with 'Fins' or 'Fur'.
- Write two ways that they are the same and two ways that they are different.



Main teaching focus

Oral language: Language and vocabulary development.

Other teaching focus

Oral language: Comparing and contrasting.

Teacher's note

Children colour and cut out the pictures. They paste an animal with fins next to an animal with fur, then write two ways that the animals are the same and different. Then they continue with the other pictures.

All About Teeth

Level: 17

Non-fiction

Word count: 392

Text type: Report



High-frequency words introduced: begin, clean, hard, hardest, keep, part, same, stuck, talk

High-frequency words consolidated: about, once, only, should

Programme links: *All About Teeth* E-Book, *Wibbly Wobbly Tooth* (fiction)

Curriculum links: me/family, community

Text summary: Find out all about teeth! Learn what teeth look like, the different types of teeth, and how they help us. Most importantly, learn how we can take care of our teeth.

Getting started

- Collect a toothbrush, toothpaste and dental floss and let children look at these items. Ask, *What are these things called? When do you use them? Why do we brush our teeth?* Get children to role-play the action of brushing their teeth.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to share what they think the text will be about. Get them to make predictions, using the title and cover pictures as prompts. Encourage them to predict if this is a fiction or a non-fiction 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 your teeth help you? Are all your teeth the same? Does this boy have any sharp teeth called incisors? How might these sharp teeth help you cut up food when you eat? Which teeth have flat tops? How do you think the molars help you chew food?*
- pages 4–5: Ask, *Can you see all of your teeth or are parts of them hidden under your gums? Where is the top of the tooth? Where is the root? Where is the gum? Is the outside of your tooth very hard or soft? Why do you think the enamel is the hardest part of your body? What do you think the inside of your tooth is like? Why do you think the pulp is soft? Discuss the diagrams.*
- pages 6–7: Ask, *Can you see the teeth of a tiny baby? Where are the baby's teeth growing? What happens when you are a bit older? Where do the teeth start to come out of? What do we call the first teeth you have? What is growing under your baby teeth? Why do you think they are called your permanent teeth?*
- pages 8–9: Ask, *What happens to your baby teeth when you are about six or seven? Why do your baby teeth need to fall out? What comes out of your gums when your baby teeth have fallen out? How old do you think you would be when you have all 32 of your permanent teeth?*

- pages 10–11: Ask, *What do you need to do so that you always have a lovely smile? When do you clean your teeth? What should you brush your teeth with? What parts of your teeth do you need to brush? Do you brush the top, front and back of your teeth? Do you need to brush every tooth? What do you do with the floss? Does the toothbrush get to the sides of your teeth?*
- pages 12–13: Ask, *What type of food do you need to eat to make your teeth strong? Should you have foods or drinks with a lot of sugar? Why not?*
- pages 14–15: Ask, *Who do you need to see once a year? What does the dentist check for? How will the dentist know if you are taking care of your teeth? Why do you need to take care of your teeth?*
- page 16: Ask, *Where did we see these words in the text? What do these words mean?* Discuss that the glossary shows us the meaning of words that are in the text. Read the words with the children and talk about what they 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?*
- Ask children to relate the text to their own experiences. Ask, *How do you take care of your teeth? Do you eat healthy foods to keep your teeth strong? Have you been to the dentist? How many permanent teeth do you have? Can you find your incisors?*
- Ask children to summarise the main ideas of the text.
- Discuss how this is an information text that teaches readers about teeth. Ask, *What did you learn about by reading this text?*
- Ask inferential questions such as: *How would the incisors help cut up food? Why does the outside of your teeth need to be very hard? What might happen if you don't brush your teeth twice every day? What might happen if you don't floss your teeth?*

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 'hardest', discuss strategies such as sounding out, re-reading, looking at the pictures or using the sentence content.

Choose from the following activities.

Comprehension

- *Recall:* Discuss how people have a different number of teeth depending on their age. Draw a picture of a baby with no teeth on the board and ask, *How many teeth would the baby have?* Draw a picture of a three-year-old's mouth (without the teeth) and ask, *What type of teeth would he or she have?* As a group, draw in the appropriate baby teeth. Draw a picture of a seven-year-old's mouth (without the teeth) and ask, *What would his or her teeth be like?* Discuss how they might have a combination of baby and permanent teeth and draw some teeth on the picture. Draw a picture of an adult and ask, *What type of teeth would this person have?* As a group, draw in the appropriate permanent teeth. Get children to complete **PW 79**.

Phonological awareness/Graphophonics

- Find 'teeth' in the text and discuss the vowel digraph 'ee'. Model the sound that these letters make together. Find and record other 'ee' words in the text and ask children to circle the 'ee' digraph in each word. Repeat for 'ew' in 'chew' and have the group list other 'ew' words, then practice the list words.
- Find 'hard' in the text. Discuss the sound made by 'ar'. Talk about how 'hard' can be read by sounding 'h-ar-d'. Get children to identify 'ar' words in the text and practise reading them. Brainstorm and record other 'ar' 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 'time' in the text and ask children to practise sounding it. Ask them to find other words in the text that use the silent 'e' rule.
- Discuss the consonant digraph 'sh' and how these letters are sounded to make one sound. Talk about how 'sh' can be at the beginning, middle or end of words. Find 'sh' words in the text and brainstorm and record other 'sh' words. Repeat for 'th' and 'teeth' and ask children to count the 'th' words in the text.
- Find 'all' in the text. Talk about how new words can be made by adding letters to the front of this word. Ask children to find the word 'fall'. Ask, *Can you see 'all' in this word?* Cover up the 'f' at the start of the word and ask children to identify the word 'all'. Discuss how new words can be made by adding letters to the end of a word as well. Identify and discuss the word 'called'. Brainstorm and record other 'all' words and ask children to underline 'all' in each word.

- Discuss the sound the letters 'ing' make together and talk about how this suffix is added to the end of words. Ask children to identify the 'ing' suffix in the text.
- Identify the antonyms 'front' and 'back' in the text. Discuss how antonyms are words that mean the opposite. Give children a piece of paper and as a group, get them to think of and record other antonyms (e.g. 'up'/'down', 'good'/'bad').

Vocabulary

- *Visual recognition of high-frequency words:* 'begin', 'clean', 'hard', 'hardest', 'keep', 'part', 'same', 'stuck', 'talk'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play Concentration.
- *Theme words – teeth:* As a group, list the 'teeth' words used in the text. Encourage children to look at the glossary to see the meanings of these words. Get them to record these words, write a simple definition and draw a picture to show the meaning. If they are unsure of the meaning of any words, encourage them to use the sentence content or the glossary to figure out the meaning.

Fluency

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

Text conventions

- *Titles:* Turn to page 2 and discuss how 'Your Teeth' is shown in large, bold font at the top of the page. Talk about how these words are similar to a title, as they are telling readers what they are going to read about on these pages. Ask children to find other titles in this text.

Writing

- Give children four pieces of paper and ask them as a group to draw pictures to show the four things they need to do to take care of their teeth. Get them to complete **PW 80**, writing about and drawing the four ways to take care of their teeth.

► English Language Learners

- Show children food packaging from a variety of foods. As a group, talk about which foods are healthy and which foods are not as good to eat all the time. Encourage children to sort and categorise the foods into two groups: healthy foods and sometimes foods. Ask, *Can you think of any other foods that would fit into these categories?* Get children to complete **PW 81**, sorting foods into 'healthy' and 'sometimes' foods.

► Assessment

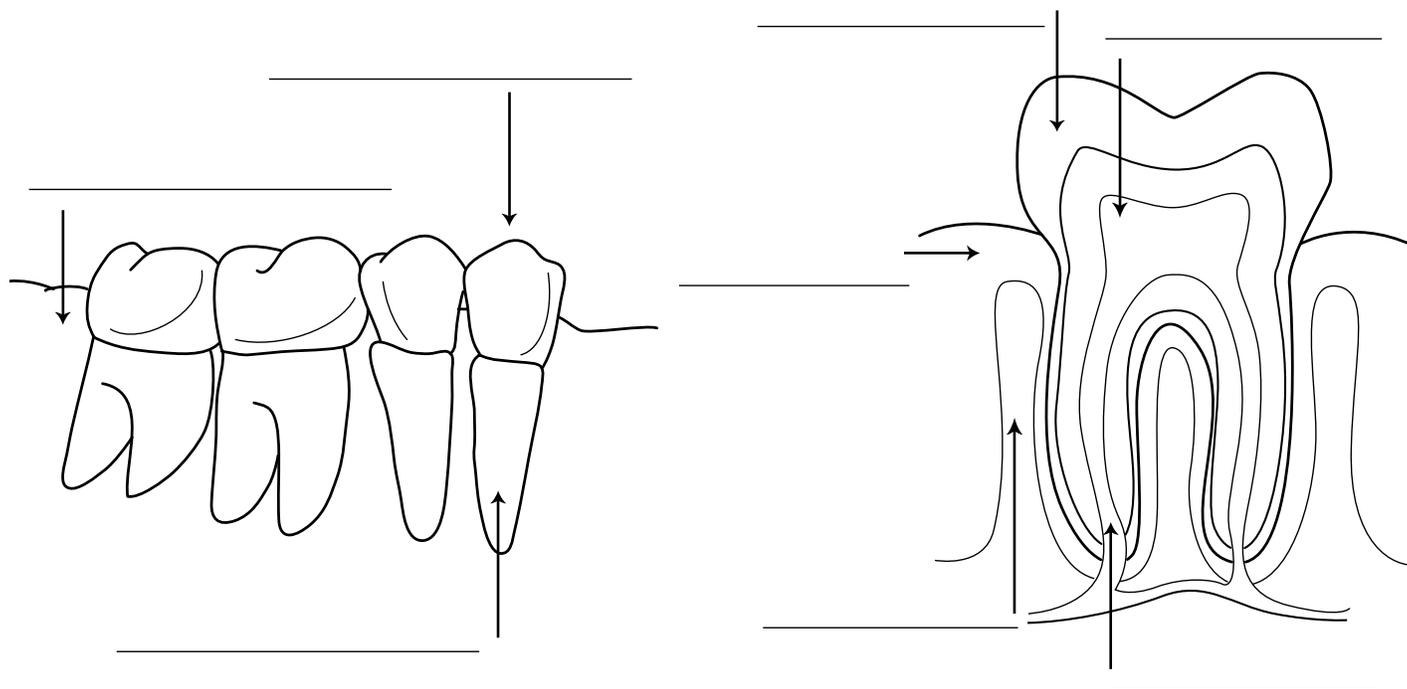
- PWs 79, 80 and 81 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 79 could be kept in the child's portfolio
- Complete Running Record (page 327).

Name: _____ Date: _____

Which teeth?

- Use the words from the box to label the pictures. You can use one word twice.

enamel top of your tooth pulp gum bone root



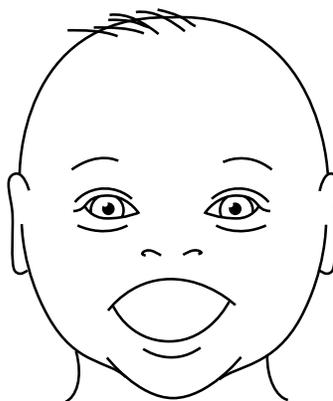
- Draw the correct number of teeth in each person's mouth. Fill in the number.

I am a baby.

I have _____ teeth.

I am seven years old.

I have _____ teeth.



Main teaching focus

Comprehension: Recalling information from the text.

Other teaching focus

Comprehension: Word meanings; definitions.

Teacher's note

Children label the parts of the diagrams using the words in the box. Then they draw the correct number of teeth in the mouth of each person. Children then complete the sentences, writing how many teeth a person of that age would have.

Name: _____ Date: _____

How to take care of your teeth

You will need: coloured pencils or crayons

- Write sentences about the four ways you can take care of your teeth.
- Draw pictures to match your sentences.

Taking care of your teeth

<p>1 _____</p> <p>_____</p> <p>_____</p>	
<p>2 _____</p> <p>_____</p> <p>_____</p>	
<p>3 _____</p> <p>_____</p> <p>_____</p>	
<p>4 _____</p> <p>_____</p> <p>_____</p>	

Main teaching focus

Writing: Writing an information report; including details in writing.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

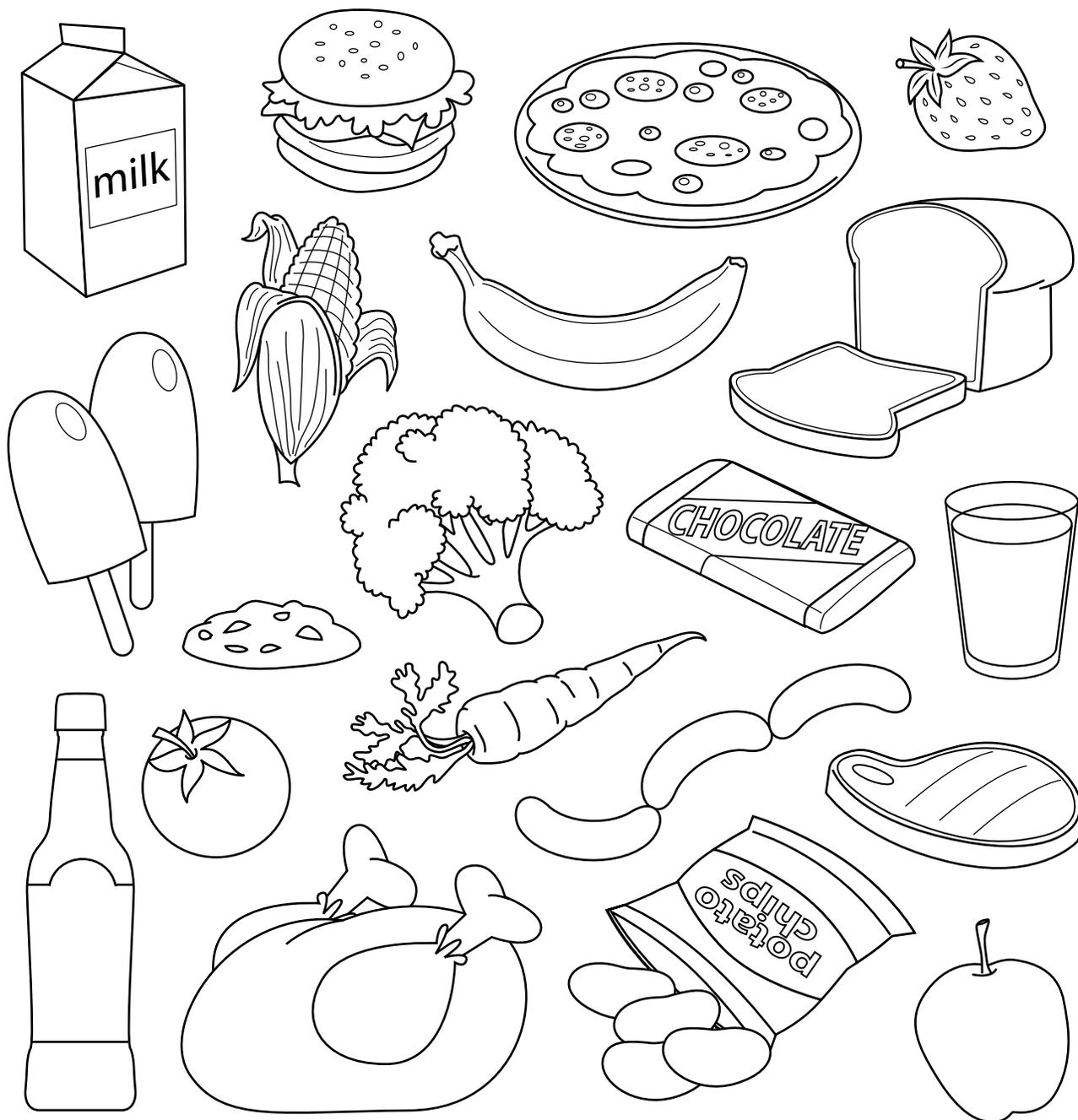
Children write sentences explaining the four different ways to take care of their teeth. Then they draw pictures to match their sentences.

Name: _____ Date: _____

Healthy foods

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

- Colour and cut out the pictures.
- Sort the pictures into healthy foods and sometimes foods.
- Paste them on the paper in the two groups.



Main teaching focus

Oral language: Language and vocabulary development.

Other teaching focus

Comprehension: Comparing and contrasting.

Teacher's note

Children colour and cut out the pictures. Then they sort them into two categories – healthy foods and sometimes foods – and paste them in their groups on pieces of paper.

Frogs

Level: 17 Non-fiction Word count: 320 Text type: informational



High-frequency words introduced: begins, colour, fallen, many, warm, smooth

High-frequency words consolidated: catch, most, near, others, something, swim, until

Programme links: Frogs E-Book, *Flip, the Tree Frog* (fiction)

Curriculum links: environment, science

Story summary: Learn about frogs. Find out about where they live, what they look like, what they eat and their life cycle.

Getting started

- Provide children with a piece of paper and get them to draw a picture of a frog. Ask, *What do you know about frogs? What do they look like? How do they move? Where do they live?* Encourage children to role-play being a frog.

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 about frogs by reading this text?* Discuss how the title and photographs help us make predictions about a text.
- Flip through the book, discussing facts and photographs. Promote language that is used throughout the text. Discuss photographs and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *In what places are frogs found around the world? Can they live where it is warm? Do some frogs live where it is cold? Why do frogs need to live near water?*
- pages 4–5: Ask, *What is a frog's skin like? What colour skin can frogs have? How might the colour of a frog's skin help it to hide? What type of feet do frogs have? How would their webbed feet help them swim around in the water? What do you think it uses its strong back legs for?*
- pages 6–7: Ask, *What do most frogs eat? How does a frog look around? What does a frog use to catch an insect it sees?*
- pages 8–9: Ask, *Where do frogs lay their eggs? How many eggs do they lay? Why do you think not all the eggs will hatch? What might eat some of the frog's eggs? What is inside every egg? Where is the tadpole?*
- pages 10–11: Ask, *Where does the tadpole grow? When will the tadpole hatch out of the egg? Where does the tadpole go when it comes out of the egg?*
- pages 12–13: Ask, *Do you think tadpoles can swim very well when they first hatch? What might they hold onto in the water? How do they hold onto things in the water? Why would they need to use their mouth? What would the tadpole be looking for when it swims around? What do you think the tadpole eats?*
- pages 14–15: Ask, *When does the tadpole begin to grow little legs? Which legs grow first? What happens to the tadpole's tail as its legs get longer? What happens when there is no tail at all? What has the tadpole turned into?*

- 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 these words? Did that make sense?* Discuss how looking at the photographs can help with reading.
- Ask children to relate the text to their own experiences. Ask, *Have you ever seen a frog? What prior knowledge do you have about frogs or tadpoles?*
- Ask children to predict what will happen on the next page or what else they might learn from the text.
- Discuss how this text is non-fiction text and we can learn things from reading.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why would the tadpole not be very good at swimming when it first hatches? Why would the tadpole need to hold on to something in the water? What do frogs need to live near water? How would webbed feet help frogs to swim?*

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 the children had difficulty with the word 'hatch', discuss strategies such as sounding out, re-reading or looking at the photographs.

Choose from the following activities.

Comprehension

- **Recall:** Get children to discuss the life cycle of the frog explained in the text. Ask, *What is the first stage of the life cycle? What hatches out of the egg? How does the tadpole change? When does it become a frog?* Encourage children to recall other facts relating to the frog's life cycle that they learned while reading the text. Get children to complete **PW 82**.

- *Answering questions:* Get children to recall facts about frogs. Write questions relating to the text on strips of paper. For example, ask *What do frogs use to help them swim around in water?* Get children to take a question strip, then read and answer the question. If children are unsure of the answer, encourage them to refer back to the text.

Phonological awareness/Graphophonics

- Talk about rhyming words. Find ‘hatch’ and ‘catch’ 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. Encourage children to find other rhyming words in the text.
- Talk about the consonant digraph ‘wh’. Discuss and model how we sound these letters together to make one sound rather than sounding them separately as ‘w-h’. Get children to find words in the text that contain ‘wh’. Discuss how ‘wh’ can be at the beginning, middle or end of words.
- Talk about the word ‘lay’. Discuss the vowel digraph ‘ay’ and the sound these letters make when sounded together. Get children to find other words containing ‘ay’ in the text. Encourage children to record these words and circle the vowel digraph.
- Discuss the vowel digraph ‘ee’. Model the sound these letters make when sounded together. Locate the word ‘feet’ and identify the ‘ee’ vowel digraph. Then discuss the vowel digraph ‘ea’ in the word ‘eat’. Talk about how the ‘ea’ in this word makes the same sound as the ‘ee’ vowel digraph.
- As a group, talk about the suffix ‘s’ and how it changes the way we read a word. Discuss how it also changes the meaning. Talk about how ‘eggs’ means there is more than one egg. Compare it to ‘egg’ by covering up the ‘s’ suffix. Draw pictures to illustrate. Get children to complete **PW 83**.
- Discuss the word ‘hide’ 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 ‘hide’. As a group, brainstorm other words that can be sounded using the silent ‘e’ strategy, e.g. ‘made’, ‘like’.

Vocabulary

- *Visual recognition of high-frequency words:* ‘begins’, ‘colour’, ‘fallen’, ‘many’, ‘warm’, ‘smooth’, ‘catch’, ‘most’, ‘near’, ‘others’, ‘something’, ‘swim’, ‘until’. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.

- Ask 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 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. 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 ask children to identify the commas in the text. Talk about how we pause at a comma when we read. Model this and ask children to practise using pages from the text.

Writing

- Encourage children to talk about what they learned about frogs from reading the text. At the tops of pieces of paper, write the headings: *Where they live, What they look like, What they do, What they eat, How they grow*. As a group, record facts about frogs under the headings. Get children to complete **PW 84**.

► English Language Learners

- Discuss the concept of life cycles. Ask, *What other life cycles do you know?* As a group, brainstorm and record other familiar life cycles such as a caterpillar growing into a butterfly or a seed growing into a plant. Draw pictures to show how they change as they grow and also to show how the cycle starts again. Get children to draw pictures and describe the life cycles.

► 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 328).

Name: _____ Date: _____

Egg to frog

You will need: coloured pencils, scissors, glue

- Cut out and paste the pictures in the correct order.
- Write facts about the egg, the tadpole, the tadpole with legs and the frog.

Egg	Tadpole	Tadpole with Legs	Frog
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Main teaching focus

Comprehension: Recalling information from a text.

Other teaching focus

Comprehension: Sequencing information from a text.

Teacher's note

Children cut out, sequence and paste the pictures of the frog life cycle. They then write facts about each stage.

Name: _____ Date: _____

's' suffix

You will need: coloured pencils

- Draw pictures to match the words.
- Add 's' to the word and draw pictures to match.

Word		Add 's'	
egg		eggs	
leg		_____	
eye		_____	
plant		_____	
stick		_____	
rock		_____	
tail		_____	

Main teaching focus
Graphophonics: 's' suffix.

Other teaching focus
Vocabulary: Understanding how the 's' suffix changes the meaning of the word.

Teacher's note
Children draw a picture to match the words. They then rewrite the word adding the 's' suffix and draw a picture to show the plural of the word.

Name: _____ Date: _____

Frog report

You will need: coloured pencils

- Write information about frogs in the boxes.
- Draw a labelled picture of a frog.

Where do frogs live?	What do frogs look like?	What do frogs eat?
How do frogs move?	How do frogs grow and change?	

Main teaching focus

Writing: Composing an information report.

Other teaching focus

Comprehension: Recalling information from a text; sorting and classifying.

Teacher's note

Children write an information report about frogs by recalling facts from the text. They record sentences in the boxes. They draw a labelled picture of a frog.

Houses Around the World

Level: 17 Non-fiction Word count: 330 Text type: informational



High-frequency words introduced: begins, cool, dry, keep, many, warm

High-frequency words consolidated: heavy, move, near, often, others, sometimes

Programme links: *Houses Around the World* E-Book, *Lea's New House* (fiction)

Curriculum links: community, environment, family, science

Story summary: Learn about different houses around the world in different weather conditions. Find out how houses are built to fit the weather in different places – hot and dry places, cold places with lots of snow and houses near the water.

Getting started

- Get children to talk about their house. Provide them with a piece of paper and get them to draw a picture of their house. Ask, *What is your house like? What shape is your house? How big is your house? How does your house keep you warm when it is cold? How does your house keep you cool when it is hot? How does your house keep you dry when it is wet?* Discuss how houses can be built very differently.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Encourage 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 about houses by reading this text?* Discuss how the title and photographs help us make predictions about a text.
- Flip through the book, discussing facts and photographs. Promote language that is used throughout the text. Discuss photographs and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Where do people live? Do people live in very hot places? Do people live where it is very cold with lots of snow? Do people live where there is lots of water? How might people have houses to fit the weather where they live?*
- pages 4–5: Ask, *Why would people who live in hot and dry places build houses to keep them cool? Why would they build houses with thick mud walls? How would these walls help to keep the hot air out?*
- pages 6–7: Ask, *What are other houses made out of? How would houses made of sticks give people shade? Is it cooler in the shade? How would a house built under the ground help to stop hot air from coming inside? Would this make the house cooler?*
- pages 8–9: Ask, *How might people who live in cold places build homes? Why would a house made for the snow sometimes have a very slanted roof? What would happen to the snow as it begins to get too heavy? What might happen if the house had a flat roof?*
- pages 10–11: Ask, *What did people make houses out of long ago? Why would people stay in an igloo made from blocks of ice?*
- pages 12–13: Ask, *What might houses near the water need to be like? Why would they need to be built off the ground? What might happen to the water in a river after a lot of rain? How*

would stilts help stop the water from coming inside?

- pages 14–15: Ask, *How would people live on the water? How would the floating houses move up and down with the water? What kind of house would you like to live in?*
- 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 these words? Did that make sense?* Discuss how looking at the photographs can help with reading.
- Get children to relate the story to their own experiences. Ask, *What is your house like? What type of weather is your house built for?*
- Encourage children to predict what will happen on the next page or what else they might learn from the text.
- Discuss how this text is non-fiction and we can learn things from reading.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *What might happen if a house was not built to fit with the weather? What things might a house in a cold place need to have? How would building a house on stilts help stop the water from coming inside?*

After reading

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

Choose from the following activities.

Comprehension

- **Recall:** Flip through pages of the text and ask children to discuss the different types of houses. Talk about the way the houses are built to fit the weather where people live.

Provide children with paper and get them to draw pictures of houses built for hot places, houses built for cold places and houses built for where there is lots of water. Get children to complete **PW 84**.

- *Compare and contrast*: Select two houses from the text (e.g. the house made with sticks on page 6 and the house made for snow on page 8). Get children to compare and contrast the two houses. Ask, *How are these houses similar? How are these houses different?* As a group, make a list of their similarities and differences. Repeat by selecting two different houses from the text. Get children to complete **PW 85**.

Phonological awareness/Graphophonics

- Ask children to find the words 'hot' and 'cold' in the text. Discuss how these words are antonyms, as they have opposite meanings. Get children to find other antonyms in the text, such as 'up' and 'down'. Ask children to brainstorm and record other antonyms such as wet/dry, on/off, inside/outside.
- Talk about the word 'houses'. Discuss the vowel digraph 'ou' and the sound these letters make when sounded together. Get children to find other words containing 'ou' in the text. Encourage children to record these words and circle the vowel digraph. Repeat with the vowel digraphs 'ow' and 'oo'.
- The word ending is the part of the syllable that consists of its vowel and any consonant sounds that come after it. Point out to children the word 'block', for example, as 'bl-ocks' (highlighting the vowel sound) but explain that the beginning is 'bl' and the word ending is 'ocks' (which includes the vowel). Get children to practise sounding the word this way. Find the word 'cold' in the text and talk about the strategy of sounding the word by segmenting (i.e. 'c-old'). Ask children to apply this strategy to other words in the text.
- Find the words 'place' and 'ice'. Discuss how the 'c' makes the sound of 's' in these words. Get children to practise sounding these. Brainstorm and record other words that contain 'c' making an 's' sound.
- As a group, talk about the suffix 's' and how it changes the way we read a word. Discuss how it also changes the meaning. Talk about how 'sticks' means there is more than one stick. Compare it to 'stick' by covering up the 's' suffix. Draw pictures to illustrate.

Vocabulary

- *Visual recognition of high-frequency words*: 'begins', 'colour', 'fallen', 'many', 'warm', 'smooth', 'catch', 'most', 'near', 'others', 'something', 'swim', 'until'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Ask children to write the high-frequency words in alphabetical order.
- *Word meanings*: Get children to identify any interesting vocabulary used in the text. Look at words in the glossary. Ensure children understand the meaning of the words. Ask, *What do these words mean? Do you know any synonyms for words in the text?* Choose different words from the text and ask children to explain their meaning. Get children to

complete **PW 86**.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading 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. Show children how we can find the meaning of the words by looking at the glossary on page 16.
- *Sentence features*: Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? How do you know where the sentence ends?*

Writing

- Get children to talk about where they would like to live. Ask, *If you could live anywhere in the world, where would it be?* Encourage children to talk about the type of house that they would need to have. Ask them to write an imaginative piece about their dream location and dream house.

► English Language Learners

- As a group, look at pictures of different environments online. For example, look at pictures of rainforests and rocky mountains. Discuss how houses might need to be built to fit with these environments and weather conditions. Get children to design and draw pictures of houses that would be suitable for these conditions. Encourage children to label their pictures.

► Assessment

- PWs 84, 85 and 86 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 84 could be kept in the child's portfolio
- Complete Running Record (page 329).

Name: _____ Date: _____

Different houses

You will need: coloured pencils

- Write about how the houses fit with the weather.
- Answer the question at the bottom of the page.

<p>Hot</p>		
<p>Cold</p>		
<p>Wet</p>		

Why is it important for people to have a house to fit the weather where they live? _____

Main teaching focus

Comprehension: Recalling information from a text.

Other teaching focus

Comprehension: Sorting and classifying information from a text.

Teacher's note

Children recall and record information about the different types of houses and how they are built to fit with different weather conditions. They then answer the question at the bottom of the page.

Name: _____ Date: _____

Compare and contrast

- Look at the two houses.
- Write about how the houses are similar and different.



How are they the same?	How are they different?
<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____

Main teaching focus

Comprehension: Comparing and contrasting.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children compare and contrast the two houses and record how they are similar and how they are different.

Name: _____ Date: _____

Word meanings

- Write the meanings of the words.
- Write the words in a sentence.

Word	Meaning	Sentence
slanted		
stilt		
float		
air		
igloo		
houseboat		

Main teaching focus*Vocabulary:* Word meanings.**Other teaching focus***Writing:* Writing words in sentence to show understanding of meaning.**Teacher's note**

Children write the meaning of the words and then write the words in sentences to show the meaning of the word.

Animals in the City

Level 17

Non-fiction

Word count: 347

Text type: Explanation

CCSS RF.1.3.b, RF.1.3.c, RF.1.e, RF.1.3.f, RF.1.3.g

High-frequency words introduced:

empty, fly, hard, harder, many, wait, wake

High-frequency words consolidated:

build, buildings, built, dark, even, move, near, other, quiet, sometimes, until

Programme links:

Squirrel Joins the Game (fiction)

Curriculum links:

animals, environment, science

Story summary:

Find out about animals that make their homes in the city. Learn where birds, bats, mice and foxes find places to live, how they find food and how they stay safe. Read about how monkeys and deer live in some cities and find food to eat.



Tuning in

- As a group, brainstorm places where animals live, such as forests, jungles, oceans, rivers, deserts and grasslands. Talk about how animals can also live in places where people care for them, such as zoos and farms. Then get children to think about animals that live in cities. Ask, *What animals live in cities? Where might they live in the city? How do they find food to 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? 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 illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Can animals be found in the city? Do lots of people living in the city have pets? Are there other animals living in the city, too? Are there wild animals living in cities? Do you think wild animals are harder to find?*

pages 4–5: Ask, *Are there lots of birds that live in the city? Where do birds make their nests? Why do you think some birds build their nests near water? Where would the birds find water in the city? Where else can birds make their nests in cities? Why would they make their nests on buildings or on top of poles?*

pages 6–7: Ask, *Can bats live in the city, too? Where do bats sleep? When do bats wake up? What do bats do at night? What type of food do you think the bats are looking for as they fly around the city at night?*

pages 8–9: Ask, *Are there mice living in the city, too? Why do you think mice are able to get into buildings? Where do mice like to sleep? When do they go out to look for food? What do mice like to eat? Do they also look for food inside buildings, too?*

pages 10–11: Ask, *Can foxes make their home in a city? Can they find lots of food in the city? What do foxes eat? Can they*

also eat trash? Why do you think it is hard to see a fox in the city? Do they like to be around people? Do they come out during the day or when people are asleep?

pages 12–13: Ask, *What can you see in this city? Where are these monkeys living? Are monkeys good at running and jumping? Are monkeys very smart? Do you think they can get into houses and take food? What do monkeys eat? Where do they find food?*

pages 14–15: Ask, *Where are these deer living? Why would these deer eat the plants growing in parks and people's yards? Do you think some people feed the deer, too? What might this deer be looking for as it walks around the city? Can a city get built in a place where animals live? Do some of the animals move away? If the animals stay, where do they make their home?*

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, *What animals have you seen in the city? Do any animals live in the city where you live?*
- Get children to retell the information 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 by reading this book? What did you find out about animals that live in the city?*

- Ask inferential questions such as: *Why are the wild animals that live in the city sometimes hard to see? Why do you think a bird would make its nest on top of a building? What type of food might a mouse find in a building? Why do lots of animals that live in the city search for food at night?*

After reading

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

Choose from the following activities.

Comprehension

- *Recall:* Turn through pages of the text and get children to share what they learned about animals in the city. Recall the animals that were discussed in the text – birds, bats, mice, foxes, monkeys and deer. Get children to explain where you might find these animals in a city. Ask, *What other interesting facts did you learn about these animals in the city? How do they survive in the city?* Get children to complete **PW 87**.
- *Comparing and contrasting:* As a group, select two different animals from the text, such as birds and bats. Ask children to compare and contrast these two animals and the way they live in the city. Think about where they live in the city, what they eat and how they search for food. Ask, *How are they similar? How are they different?* Continue by comparing other animals.

Phonological awareness/Graphophonics

- 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.
- Find 'living' 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.
- Talk about the contraction 'don't'. 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 'o' when the words are joined. Brainstorm, record and discuss other contractions, such as 'I'm', 'don't' and 'where's'.
- Find 'take' 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, find and record other words that use this rule in the text (i.e. 'mice', 'make'). Get children to complete **PW 88**.
- 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. Get children to circle the 'ee' in these words and discuss strategies for reading them. Repeat for the vowel digraphs 'ou' and 'oo'.
- Talk about the sound that the letters 'ar' make when they are

sounded together. Find 'park' 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.

- Find 'city' in the text. Talk about the 'c' at the beginning of the word and how it makes an 's' sound. Ask children to find 'places' and 'mice' and talk about the sound that the 'c' makes in these words. Get children to practise sounding these words.

Vocabulary

- *Visual recognition of high-frequency words:* 'empty', 'fly', 'hard', 'harder', 'many', 'wait', 'wake', 'build', 'buildings', 'built', 'dark', 'even', 'move', 'near', 'other', 'quiet', 'sometimes', 'until'. 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.

Fluency

- Discuss the importance of reading smoothly. 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 period, 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

- Get children to write a narrative with the title 'Night Walk in the City'. Encourage them to use the knowledge they gained through reading the text to help them write their story. Ask, *What animals might the characters see? Where might the characters go and what might they find?* Support children in structuring their story into a beginning, middle and end.

► English Language Learners

- Ask children to recall the animals that might be seen in a city. Talk about the places where wild animals in the city like to live, such as in old buildings, in parks, in dark streets, or in nests on poles. Ask, *What other animals might live in the city? Where might they find a home?* Get children to complete **PW 88**, drawing animals that might live in the city.

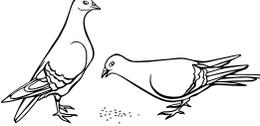
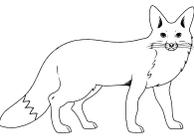
► Assessment

- PWs 87, 88 and 89 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 87 could be kept in the child's portfolio
- Complete Running Record (page 330)

Name: _____ Date: _____

Animal recall

- Write where each animal might be seen and another interesting fact about that animal in the city.

Animal	Where might you see it in the city?	Interesting fact
birds 		
bats 		
mice 		
foxes 		
monkeys 		
deer 		

Main teaching focus

Comprehension: Recalling facts from the text

Other teaching focus

Comprehension: Comparing and contrasting information in a text

Teacher's note

Children recall and record facts about where the animals might be seen in the city. They also record an interesting fact about that animal living in the city.

Name: _____ Date: _____

Words ending in 'e'

You will need: coloured pencils

- Write 'e' to finish each word.
- Draw a picture to match each word.
- Write the word in a sentence.

Word	Picture	Sentence
mic ____		
bon ____		
rid ____		
mak ____		
bik ____		
gat ____		

Main teaching focus

Graphophonics: silent 'e' (long vowel rule)

Other teaching focus

Writing: Writing grammatically correct sentences

Teacher's note

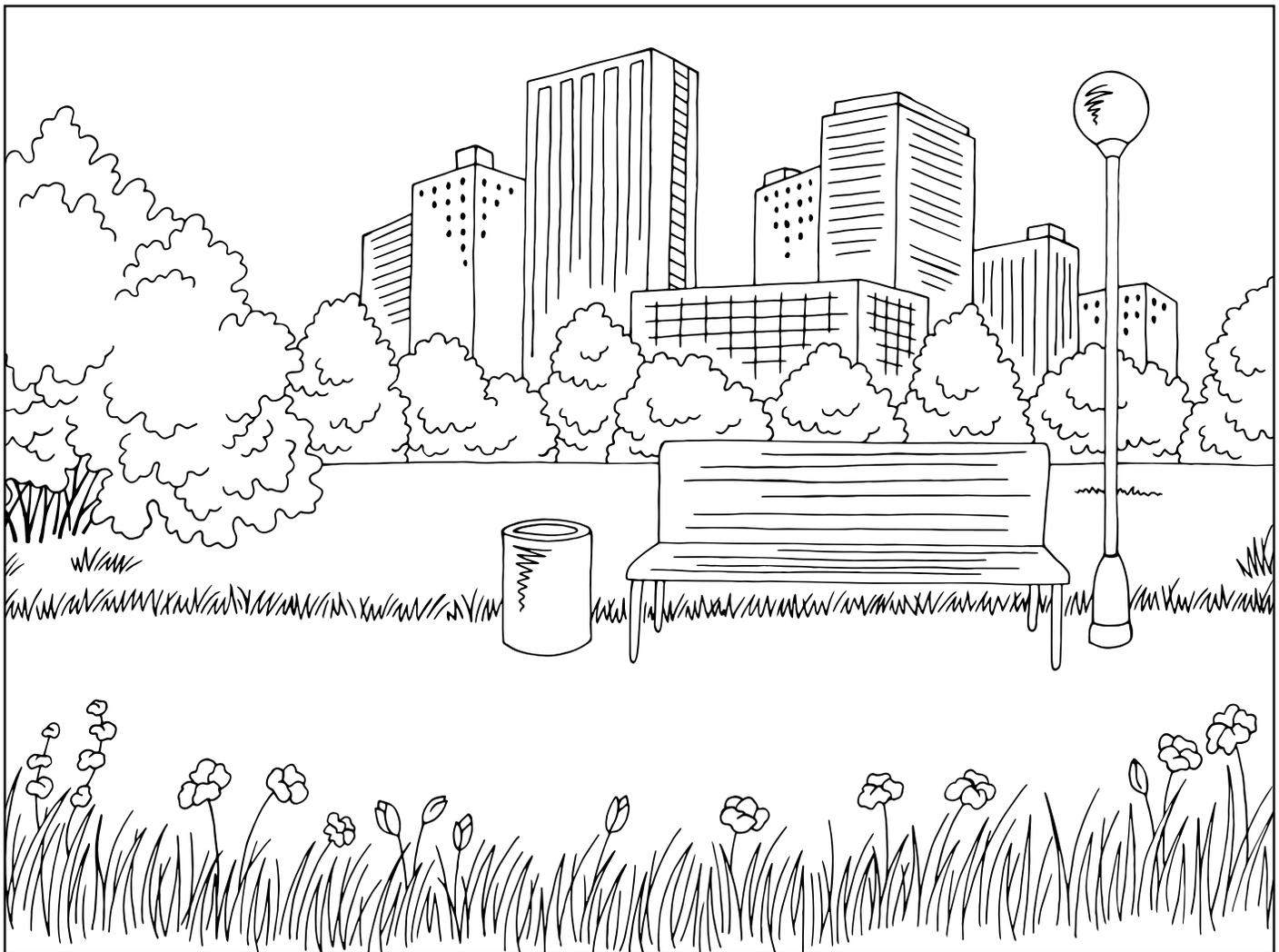
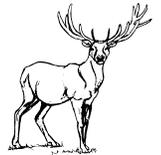
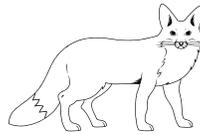
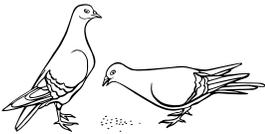
Children write an 'e' to finish the words. They draw a picture to match each word and use the word in a sentence.

Name: _____ Date: _____

Where are the animals?

You will need: coloured pencils

- Draw the animals where you might find them in the city. You can draw each animal more than once.
- Think of three other animals you might find in a city. Draw them in the picture, too.



Main teaching focus

Oral language: Discussing places and animals in a city

Other teaching focus

Comprehension: Recalling information from the text

Teacher's note

Children draw pictures of birds, bats, mice, foxes, monkeys and deer in the city to show where you might find them living. Then they think of three other animals that might live in a city and draw them in the picture, too.

My Real Name IS Princess



Level: 18 Fiction Word count: 435 Text type: Narrative

High-frequency words introduced: beautiful, belong, carefully, disappeared, even, kindly, rush, sadly, special, surprise, unfolded

High-frequency words consolidated: child, gold, happily, hard, listen, listened, placed, pretty, silver, stood, tried, while

Programme links: *My Real Name IS Princess* E-Book, *Happy To Be Me* (non-fiction)

Curriculum links: me/family, school

Story summary: Princess doesn't feel like a real princess – that is, until she works really hard and writes a special story and Mrs Kay lets her wear the special cape!

Getting started

- Talk about princesses. Give each child a piece of paper and ask them to draw pictures of a princess. Get children to share their pictures and ask, *What do princesses look like? What do princesses do? Where do princesses live?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to share what they think the text will be about. Encourage them to make predictions, using the title and cover illustration as prompts. Ask, *Who do you think Princess is? Can you see a princess on the front cover? What is the girl on the front cover doing? Why do you think the word 'IS' is shown in capital letters?* Get children to predict if this is a fiction or a non-fiction 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 all the children sitting? Where is Mrs Kay? Can you see Bill, the big boy with red hair? Can you see a little girl in a spotted dress?*
- pages 4–5: Ask, *Who do you think Princess might be? Why does Mrs Kay question Princess' name? Do you think Princess feels like a princess? Does Princess look happy or sad?*
- pages 6–7: Ask, *Where are the children sitting? What have they started to do? Are children reading with Mrs Kay? What is Princess beginning to write? What is her story about? Is Princess working hard? Does it look like she is rushing or taking her time? Do you think Princess likes writing stories? How does Princess feel now?*
- pages 8–9: Ask, *What are the children doing now? What colour box has Mrs Kay brought out of her office? What is the surprise she has for them? What colour paper was in the box? What has Mrs Kay taken out of the box? What colour is the cape? What colour stars are all over the cape?*
- pages 10–11: Ask, *Who does the cape belong to? Who wants to put on Mrs Kay's special cape and take it home for one week?*

- pages 12–13: Ask, *Who was working very hard all morning? Who wrote a special story and tried her best? Who is Mrs Kay going to give the cape to?*
- pages 14–15: Ask, *Who did Mrs Kay take the cape over to? Where did she place the cape? How did she tie up the cape? Is Princess smiling? Do you think she feels beautiful?*
- page 16: Ask, *What are all the children doing? Who is Mrs Kay smiling at? Do you think Princess feels like a princess 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. During reading, ask, *How could you work out this word? Did that make sense?*
- Ask children to relate the text to their own experiences. Ask, *Have you ever worked hard on something at school? Have you ever had a reward for doing good work?*
- Ask children to retell the story in their own words.
- Talk about the characters, setting and plot.
- Discuss how this is a narrative text and talk about the orientation, complication and resolution.
- Ask inferential questions such as: *Why do you think Mrs Kay didn't think Princess was the girl's real name? What made Princess feel like a real princess? Why do you think writing stories makes Princess feel happy?*

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 'beautiful', discuss strategies such as sounding out, re-reading, looking at the illustrations or using the sentence content.

Choose from the following activities.

Comprehension

- **Sequencing:** Ask children to talk about the events in the text. Flip through the text and ask children to explain what was

happening in that part of the story. Give each child a piece of paper and ask them each to draw a different part of the story. When they have finished, ask them to share their pictures with the group. Ask children to sequence their pictures in the correct order. As a group, write captions under the pictures. Get children to complete **PW 90**, sequencing pictures and sentences.

- *Inferential questions:* Encourage children to think about the characters. Ask, *How did the characters feel during the story?* Discuss with children how when they answer questions about a story, sometimes they can find the answer in the text and sometimes they need to think about the characters and story to answer the question. Get children to complete **PW 92**, inferring Princess' feelings.

Phonological awareness/Graphophonics

- Identify the word 'slowly' in the text and talk about the 'ly' suffix. Discuss how 'ly' on the end of a word means that the word is telling us how something is being done. Repeat for the 'ed' and 'ing' suffixes.
- Find 'unfolded' and discuss the prefix 'un'. Talk about how prefixes are added to the front of words and they change the meaning of the word. Discuss how 'un' at the front of the word means 'not'. Ask children to brainstorm 'un' words. Record these words and discuss how their meanings are changed from the root words.
- As a group, clap the syllables in 'beautiful'. Ask, *How many syllables are in this word?* Discuss the beginning, middle and ending sounds in the word. Clap and count the number of syllables in other words from the text.
- 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 'like' and 'name' in the text and ask children to practise sounding them. Ask them to find other words in the text that use the silent 'e' rule.
- Talk about the vowel digraph 'oo'. Find 'good' in the text and model the short sound the digraph makes in this word. Discuss the word 'room'. Talk about how the 'oo' vowel digraph in this word makes a long sound. Get children to find other 'oo' words in the text and identify if they make a long sound or a short sound.
- Talk about the vowel digraph 'ou' in 'about'. Discuss the sound these letters make when they are together. Brainstorm and record other 'ou' words.
- Get children to identify words in the text that have the double consonants 'll', 'bb', 'pp' and 'ss'. 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.

Vocabulary

- *Visual recognition of high-frequency words:* 'beautiful', 'belong', 'carefully', 'disappeared', 'even', 'kindly', 'rush', 'sadly', 'special', 'surprise', 'unfolded'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.

- Talk about the adjectives in the text. Explain how adjectives are describing words. Find the phrase 'big boy' on page 3 and ask, *What type of boy is he?* Discuss how the word 'big' is an adjective because it describes the boy. Get children to find other adjectives in the text. Get children to complete **PW 93**, drawing pictures to show the meaning of adjectives.

Fluency

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

Text conventions

- *Features of the front cover:* Look at the front cover and ask children to identify the title, author and illustrator. Explain that the author wrote the text and the illustrator drew the pictures.
- *Features of the back cover:* As a group, look at the back cover and ask children to identify the blurb. Discuss how readers can read the blurb to get an idea of what the text will be about. Ask, *Does the blurb match what the text was about?*

Writing

- Ask children to draw pictures of a time when they felt like a princess/prince or a time when they were proud of themselves. Get them to write sentences explaining what happened and how they felt.

► English Language Learners

- Show children pictures of castles. Ask, *Where do princesses, princes, kings and queens live?* Get children to describe and label the parts of the castles. Focus on developing their language and language skills. Give children cardboard boxes, craft paper, newspapers, masking tape and glue. As a group, get them to design and build a castle. When completed, ask children to retell the process of building the castle.

► Assessment

- PWs 91, 92 and 93 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 91 could be kept in the child's portfolio
- Complete Running Record (page 331).

Name: _____ Date: _____

Sequence and match

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

- Colour and cut out the pictures. Cut out the groups of sentences.
- Match the groups of sentences to the pictures.
- Paste them onto paper in the correct order.



Princess got her book, too.
Her story was all about
a little girl who loved to dance.

"My name is Princess,"
said the little girl.

"Oh, no, my dear,"
smiled Mrs Kay kindly.

"What's your real name?"

"Well," said Mrs Kay,
"it's Princess."
Her story is very special,
and she tried her best today."

Mrs Kay unfolded the paper and
took out a pretty red cape. The
cape had beautiful silver and
gold stars all over it.

Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Matching sentences with pictures.

Teacher's note

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

Name: _____ Date: _____

How does Princess feel?

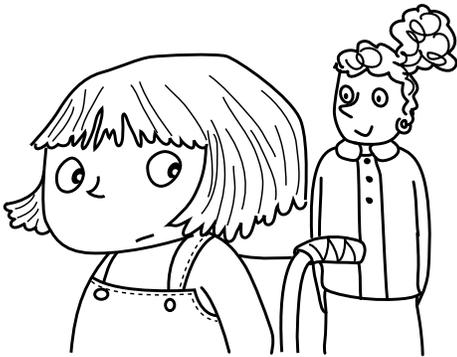
- Use a pencil to write the answers to the questions on the lines.

Why does Princess only feel like a princess sometimes?

Why do you think writing stories makes Princess feel happy?

Why does Princess feel like a real princess when she has the cape on?

- Look at the pictures and write how Princess would have been feeling at that time. Write why she would have been feeling that way.





Main teaching focus

Comprehension: Drawing inferences from sentences.

Other teaching focus

Comprehension: Inferring a character's feelings.

Teacher's note

Children write the answer to the questions on the lines. Then they look at the pictures and write how Princess was feeling at different parts of the story.

Name: _____ Date: _____

Adjectives

You will need: coloured pencils or crayons

- Draw pictures to show the meaning of the adjectives.

<i>big boy</i>	<i>red hair</i>	<i>little girl</i>
<i>spotted dress</i>	<i>blue box</i>	<i>green paper</i>
<i>red cape</i>	<i>silver stars</i>	<i>gold stars</i>
<i>star cape</i>	<i>red dress</i>	<i>beautiful stars</i>

Main teaching focus

Comprehension: Visualising adjectives.

Other teaching focus

Comprehension: Gaining meaning from text.

Teacher's note

Children read the phrases and draw a picture to show the meaning of the adjectives.

Snorkelling with Nana

Level: 18 Fiction Word count: 434 Text type: Narrative



High-frequency words introduced: against, anymore, beautiful, carefully, colourful, favourite, glad, knocked, know, sadly, such, visit

High-frequency words consolidated: begged, okay, pretty, pushed, towards, tried, while

Programme links: *Snorkelling with Nana* E-Book, *Underwater World* (non-fiction)

Curriculum links: family/me, physical activity, environment

Story summary: Gil has always wanted to go snorkelling with Nana. When he turns eight, Nana takes him into the water, but Gil is scared by a big wave. Luckily, he is brave enough to try again and see the beautiful fish.

Getting started

- Show children a snorkel, mask and flippers. Ask, *What are these called? What do you do with them?* Get children to try them on. Ask, *How does it feel when you wear these things?* Get children to role-play the action of snorkelling.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to share what they think the story will be about. Encourage children to make predictions, using the title and cover illustration as prompts. Ask, *What are they doing? What would you see when you are snorkelling?* Get children to predict if this is a fiction or a non-fiction 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 Gil's Nana and Grandpa live? What does Grandpa love to do? Who do you think loves to find pretty shells? What else do you think Nana might love to do? Do you think Gil wants Nana to teach him how to snorkel every time he visits? Is Gil old enough to snorkel?*
- pages 4–5: Ask, *What do you think Gil asked Nana when he turned eight years old? Do you think Nana said yes now that Gil is older and he is a good swimmer?*
- pages 6–7: Ask, *Where do Nana, Grandpa and Gil walk down to? What have they taken out to go snorkelling? Who is helping Gil to get ready? What has Grandpa got out?*
- pages 8–9: Ask, *Did Nana and Gil walk carefully into the water? What sound did their flippers make? What might happen when the big wave rolls in?*
- pages 10–11: Ask, *Did Gil get scared? Do you think he likes snorkelling anymore? What would he be scared of? Would Nana want him to give up? Where could Gil play where he won't be scared while Nana goes and looks at the fish?*
- pages 12–13: Ask, *What has Gil taken off? What has he put on his head? What is he building? Where has Nana popped up? Who is waving at Gil? Does it look like Nana is having fun? Has Gil changed his mind? What has Gil put back on? Whose hand is Gil holding as he walks back into the sea?*
- pages 14–15: Ask, *Did Gil go back to Grandpa when the big*

wave came this time? Whose hand do you think he holds when the big wave comes? What are they swimming towards? Is Gil having fun? Can Gil see lots of beautiful fish next to the little rocks? What did they see when they were snorkelling for a long time?

- page 16: Ask, *Do you think Gil is glad that he tried again even though he was scared? Would Nana be glad that he tried again? Who will always go snorkelling with Nana 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. During reading, ask, *How could you work out this word? Did that make sense?*
- Ask children to relate the text to their own experiences. Ask, *Have you gone snorkelling? What do you like to do at the beach? Have you been scared of something before? When is a time when you had to try again?*
- Encourage children to retell the story in their own words.
- Talk about the characters, setting and plot.
- Discuss how this is a narrative text and talk about the orientation, complication and resolution.
- Ask inferential questions such as: *Why did Nana wait until Gil was a good swimmer before she took him snorkelling? Why do you think Gil decided to try again? Why would Gil be proud of himself?*

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 'beautiful', discuss strategies such as sounding out, re-reading, looking at the illustrations or using the sentence content.

Choose from the following activities.

Comprehension

- *Story map:* Get children to recall what happened in the story. Ask, *What happened at the beginning/middle/end?* Encourage children to role-play the events, focusing on the sequence. Draw six large boxes on the board. Ask, *What happened first?* In the first box, draw a picture of Gil visiting Nana and Grandpa and asking Nana if he could go snorkelling. Repeat until the events of the story have been recorded in the boxes. Draw arrows between the boxes to show the sequence of events. Get children to complete **PW 94**, drawing pictures in sequence.
- *Recall:* Ask, *What characters were in the story? Where did the story take place? What happened in the story?* Give each child a piece of paper and get them to draw pictures of the setting, characters and their favourite part of the plot. Ask children to share and explain their drawings to the group.
- *Synonyms:* Find the phrase 'small house' on page 2. Talk about how 'small' means the same as 'little' and how 'small house' would mean the same as 'little house'. Explain how 'small' and 'little' are synonyms because they have the same meaning. Write the phrase 'pretty shells' on the board and ask, *Can anyone think of a synonym for the word 'pretty'?* Discuss how 'beautiful shells' would mean the same as 'pretty shells'. Choose other words in the text for children to think of synonyms for. Get children to complete **PW 95**, writing synonyms to match words.

Phonological awareness/Graphophonics

- Talk about the suffix 'ed' and how it can be added to the end of words. 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). Repeat for 'ly'.
- Focus on the alliteration in the phrase 'Flip! Flop! Flip! Flop!' on page 8. Talk about how all the words start with the same sound and that they sound good when read together.
- 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 'came' and 'time' in the text and ask children to practise sounding them. Ask them to find other words in the text that use the silent 'e' rule.
- Find 'you're' in the text. Write 'you are' and 'you're' on the board and discuss how the contraction has an apostrophe instead of the letter 'a'. Repeat for the contraction 'don't'. Ask children to find the contractions in the text.
- Find 'sea' in the text. Identify the vowel digraph 'ea' and model the sound that these letters make together. Get children to find other 'ea' words in the text.

- Talk about the vowel digraph 'aw'. Discuss the sound that these letters make together. Find 'saw' in the text and ask children to sound the word as 's-aw' to emphasise the 'aw' digraph. Brainstorm other words that end with 'aw'.

Vocabulary

- *Visual recognition of high-frequency words:* 'against', 'anymore', 'beautiful', 'carefully', 'colourful', 'favourite', 'glad', 'knocked', 'know', 'sadly', 'such', 'visit'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.
- Get children to write the high-frequency words in a sentence.

Fluency

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

Text conventions

- *Commas:* As a group, discuss commas and ask children to identify the commas in the text. Talk about how readers pause at commas when they are reading. Model this to children and then get them to practice, using the text.
- *Exclamation points:* Talk about how exclamation points are used to show something is important or exciting and they influence the way the text is read. Ask children to identify the exclamation points in the text. Ask them to practise reading the sentences with exclamation points and then compare how they would be read without exclamation points.

Writing

- Get children to write about what they like to do at the beach. Brainstorm words that they might use in their writing and have those words available for children to refer to while writing. Support children in using details in their writing and encourage them to use adjectives.

► English Language Learners

- Ask children to retell the events of the story. Get them to make puppets using **PW 96**. Encourage them to use the puppets to retell the story. Support and enhance children's language use during the activity.

► Assessment

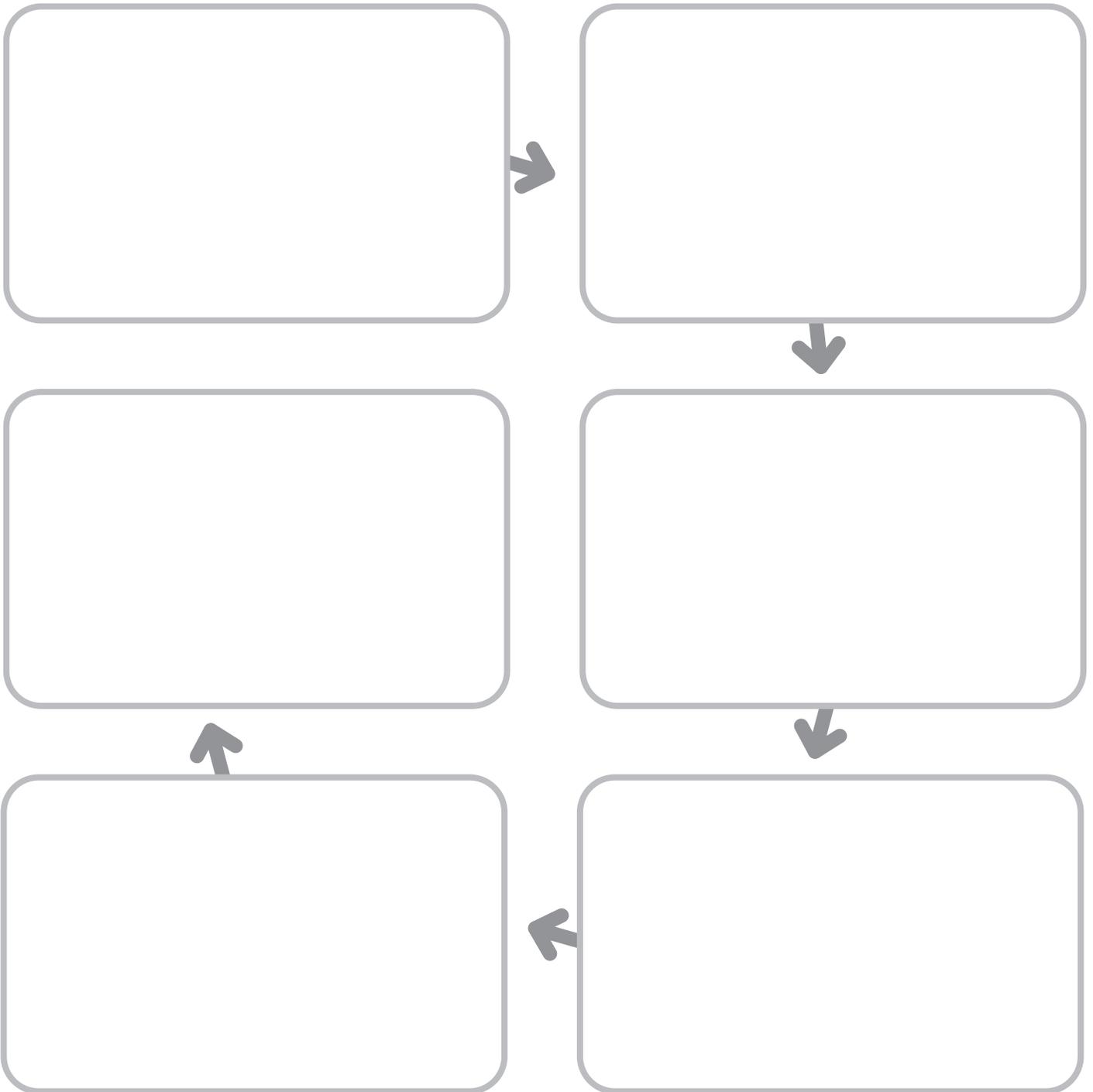
- PWs 94, 95 and 96 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 94 could be kept in the child's portfolio
- Complete Running Record (page 332).

Name: _____ Date: _____

Story map

You will need: coloured pencils or crayons

- Draw pictures in the boxes to show the order of what happened in the story.



Main teaching focus

Comprehension: Sequencing events from the text.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

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

Name: _____ Date: _____

Synonyms

You will need: coloured pencils or crayons

- Think of a synonym for the underlined word.
- Rewrite the sentence using the synonym.
- Draw pictures in the boxes to show the meaning of the sentences.

Nana loved to find pretty shells.

Gil's Nana and Grandpa lived in a small house.

A big wave rolled in and knocked Gil over.

"No!" said Gil. "I'm too scared."

"Let's swim towards the little rocks," smiled Nana.

Main teaching focus

Comprehension: Synonyms; paraphrasing.

Other teaching focus

Comprehension: Gaining meaning from text.

Teacher's note

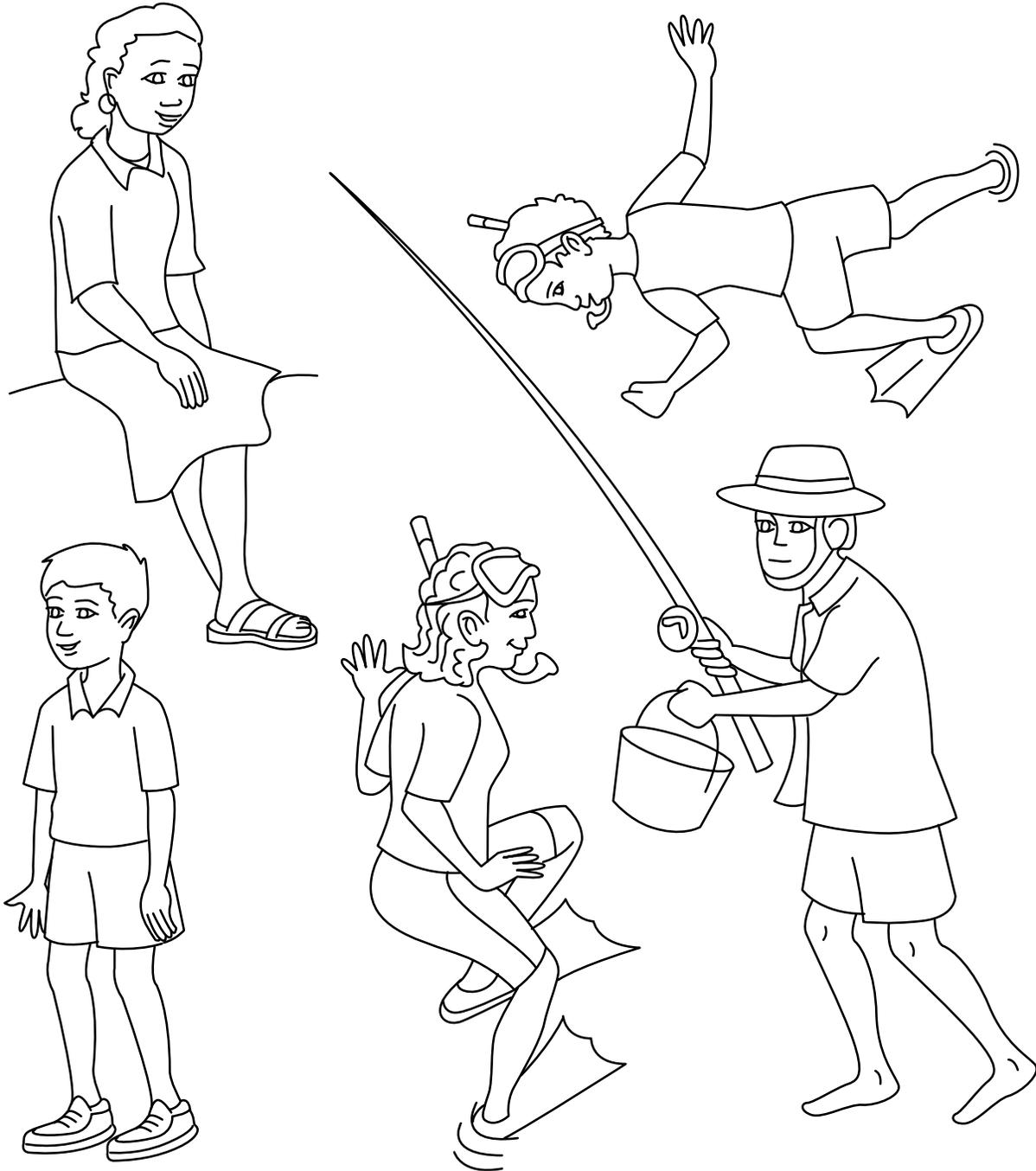
Children think of a synonym for the underlined word in each sentence. Then they rewrite the sentence using the synonym. Children draw a picture to match the sentence.

Name: _____ Date: _____

Puppets

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

- Colour and cut out the pictures.
- Use tape to stick a craft stick to the back of each picture.



Main teaching focus

Comprehension: Role-playing events of the story.
Oral language: Developing language and vocabulary.

Other teaching focus

Comprehension: Retelling events of the story.

Teacher's note

Children colour and cut out the pictures. Then they make puppets by taping a craft stick to the back of each picture.

Stella the Spider

Level: 18

Fiction

Word count: 395

Text type: narrative



High-frequency words introduced: beautiful, between, carefully, crept, hurried, rushed, sadly, such

High-frequency words consolidated: happily, towards, wondered

Programme links: *Stella the Spider E-Book, Amazing Insects and Spiders (non-fiction)*

Curriculum links: environment, science

Story summary: Stella the Spider is trying to find a new home. Every time she spins a new web, something comes and ruins it – the wind had knocked a bike on her web, a dog breaks her web, a girl walks into her web. Then Stella makes her way to the top of a tree and spins a new web.

Getting started

- Get children to role-play being a spider. Encourage them to walk like a spider, hide like a spider and spin a web like a spider. Ask, *If you were going to spin a web, where would be a safe place to do so?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Get children to predict what they think the text will be about. Ask, *What might happen to Stella the Spider in the story? Where does it look like she has spun her web? Do you think it will be a fiction or non-fiction text?* 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 illustrations and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Where is Stella the Spider hurrying to? What happened to her web in the wind? What had fallen onto her beautiful web? Why is it time for Stella to find a new home?*
- pages 4–5: Ask, *What did Stella see when she peeked out from under the pot? Where did she decide to spin her new web? Why do you think she hurried across the yard? What suddenly came out of the kennel when she started to spin her web? Is it a very good place for a web?*
- pages 6–7: Ask, *Where is Stella making her web now? Do you think the post is a very good place for her to spin her web? What do you think is going to happen when the door opens and the little girl rushes out?*
- pages 8–9: Ask, *Who ran right into Stella's web? Do you think the girl had seen the spider web?*
- pages 10–11: Ask, *Why has Stella run to hide under the steps? Was the porch a good place for her web? How do you think Stella feels? Where in the yard might be a good place for her to make her web?*
- pages 12–13: Ask, *Would the tree be a good place for her to build her web? Why would Stella be making her way carefully across the yard? Where is she creeping?*
- pages 14–15: Ask, *Where is Stella now? Why might the big tree be a good place for a web? Why is Stella hiding under a big, green leaf on a branch?*

- page 16: Ask, *Do you think Stella feels safe in the tree? Where is she making her web? Where is Stella's new home?*

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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Get children to relate the story to their own experiences. Ask, *What problem have you had to solve?*
- Encourage children to predict what will happen on the next page or how the story might end.
- Talk about the characters in the story and their roles.
- Discuss how this text is a narrative and ask children to identify the complication and resolution. Talk about how Stella had to solve a problem in the story.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why did Stella's web keep getting ruined? Why was she safe in the web in the tree? Why did Stella decide to look around the yard? Why wasn't the kennel a good place for Stella's web?*

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 the children had difficulty with the word 'post', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Recall:** Ask children to recall what happened to Stella in the story. Ask, *What happened in the beginning/middle/end of the story?* Get children to pretend they are Stella and re-enact Stella's journey over the story. Ask, *Where did Stella go first? Then where did she go?* Encourage children to refer back to the text to find out the path that Stella took. Get children

to complete **PW 97**.

- *Asking questions:* As a group, talk about the characters, setting and plot. On cards, write question stems such as 'Who', 'What', 'When', 'Where', 'How'. Have each child take a card and ask a question relating to the text using their question stem. For example, 'Where did Stella hide from the little girl?' Encourage children to answer each other's questions. Get children to complete **PW 98**.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ew' and model to children the sound that these letters make when they are together. Find 'new' and discuss the 'ew' digraph. Brainstorm and record other 'ew' words, e.g. 'few', 'blew' and 'chew'. Get children to circle the 'ew' in these words and discuss strategies for reading them.
- Talk about the vowel digraph 'oo'. Discuss the sound these letters make in 'looked'. Brainstorm and record other words containing 'oo'. Get children to practise reading these words.
- Find 'dark' and discuss the vowel before 'r' – 'ar'. Talk about the sound that these letters make when they are together. Ask children to brainstorm and record other words that contain 'ar' such as 'park', 'far' or 'part'. Ask them to circle the 'ar' in each word.
- As a group, clap the syllables in the word 'carefully'. 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. Get children to complete **PW 99**.
- The word ending is the part of the syllable that consists of its vowel and any consonant sounds that come after it. Point out to children the word 'branch', for example, as 'br-anch' (highlighting the vowel sound). Explain that the beginning is 'br' and the word ending is 'anch' (which includes the vowel). Get children to practise sounding the word this way. Find the word 'trunk' in the text and talk about the strategy of sounding the word by segmenting (i.e. 'tr-unk'). Ask children to apply this strategy to other words in the text.
- As a group, talk about the double consonant blend 'll'. Find the word 'Stella' and ask children to point to the 'll' blend. Talk about how we only use the 'l' once. Ask children if they can think of any other words that contain 'll'. Repeat for 'tt' in 'little'.

Vocabulary

- *Visual recognition of high-frequency words:* 'beautiful', 'between', 'carefully', 'crept', 'hurried', 'rushed', 'sadly', 'such', 'happily', 'towards', 'wondered'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Get children to write the high-frequency words in alphabetical order.

Fluency

- Discuss the concept 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

- *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.
- *Commas:* As a group, talk about commas and ask 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.
- *Exclamation points:* Talk about how exclamation points influence the way the text is read. Ask children to find exclamation points in the text. Read sentences with exclamation points compared with how they would be read if there were no exclamation points.

Writing

- Encourage children to share what they know about spiders. As a group, make a list of spider facts. Include information about their appearance, diet and habitat. Get children to write an informational report about spiders.

► English Language Learners

- Encourage children to look at pictures of spider webs online. Get children to describe the shape of the webs and talk about how the spiders would have made them. Provide children with a piece of paper, glue and string. Get them to make a spider web on the paper. Once finished, ask children to explain how they made their web.

► Assessment

- PWs 97, 98 and 99 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 97 could be kept in the child's portfolio
- Complete Running Record (page 333).

Name: _____ Date: _____

Stella's steps

- Draw a line on the picture to show the path that Stella took.
- Draw the webs that Stella made.
- Write sentences explaining where Stella went in the yard.



Main teaching focus

Comprehension: Recalling information from a text.

Other teaching focus

Comprehension: Sequencing events.

Teacher's note

Children draw the path that Stella took in the yard. They draw in where she made her webs. Children then write sentences retelling what Stella did in the yard.

Name: _____ Date: _____

Writing questions

You will need: scissors

- Write a question about the text in each box below. Start your questions with the question stems.
- Cut out your questions. Swap questions with a partner. Write the answers to each other's questions on the back.



Who	What
When	Where
Why	How
If	Did

Main teaching focus

Comprehension: Asking questions relating to a text.

Other teaching focus

Comprehension: Answering questions relating to a text.

Teacher's note

Children write questions relating to the text using the question stems in the boxes. Then they cut out their questions and swap them with a partner. Children then write answers for their partner's questions.

Name: _____ Date: _____

Syllables

- Count the number of syllables in each word.
- Write them in the correct box.

Stella	spider	grass	wind	pot
beautiful	bike	garden	tree	enormous
web	hurried	post	girl	door
little	steps	carefully	dog	bushes
branches	leaves	dark	bugs	flying
between	home	across	creeping	looked

1 syllable

2 syllables

3 syllables

Main teaching focus

Phonological awareness: Identifying syllables.

Other teaching focus

Phonological awareness: Identifying beginning, middle and end sounds in words.

Teacher's note

Children read the words in the box and count the number of syllables. They then record them in the correct box in the chart.

Welcome to the Farm

Level: 18

Fiction

Word count: 374

Text type: narrative



High-frequency words introduced: because, kindly, rushed, sadly, slammed

High-frequency words consolidated: bright

Programme links: *Welcome to the Farm* E-Book, *Leadership* (non-fiction)

Curriculum links: animals, community, character/citizenship

Story summary: The orange hen is new to the farm. When she chases after the animals they run away. The orange hen is feeling very sad. Nanny the goat talks to the hen and decides to be her friend. Then all the other animals become friends with the hen, too.

Getting started

- Have a talk about farms. Ask, *What animals might you see on a farm?* Get children to discuss and describe different farm animals. Ask children to talk about other things they might see on a farm.
- Get children to talk about making friends. Ask, *What are some things you can do to make friends? How do you make new people feel welcome at school?*

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 is going to happen at the farm? Who might the animals be welcoming to the farm? Do you think it will be a fiction or non-fiction text?* 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 illustrations and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *What colour is Farmer Belle's new hen? What shape is the orange hen? Does Nell the sheep look like she will like the orange hen?*
- pages 4–5: Ask, *What is the orange hen doing? Why might Nell and Patty the pig think that the orange hen is chasing them?*
- pages 6–7: Ask, *What are the animals doing? Why have they run into the barn and slammed the door shut?*
- pages 8–9: Ask, *How do you think the orange hen is feeling? Why do you think nobody wants to play with her? Why has she dropped her head?*
- pages 10–11: Ask, *Who is coming over to the orange hen? How had Nanny the goat seen everything that was happening in the farmyard? Why is the orange hen crying? What does the orange hen want? Does she have any friends on the farm yard? Why has she put her head in her feathers?*
- pages 12–13: Ask, *Who is walking over to the orange hen and Nanny? Who is new to the farm yard? Why did the orange hen run after the animals? Why does the goat think they need to make new animals feel welcome?*
- pages 14–15: Ask, *Why do you think Nell is apologising to the*

orange hen? Who is going to be friends with the orange hen now?

- page 16: Ask, *Do you think the orange hen felt welcome at the farmyard? What could you do if someone new came to school? How could you make them feel welcome?*

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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Get children to relate the story to their own experiences. Ask, *How have you made someone new feel welcome? What things have you done to make new friends?*
- Encourage children to predict what will happen on the next page or how the story might end.
- Talk about the characters in the story and their roles.
- Discuss how this text is a narrative and ask children to identify the complication and resolution. Talk about the orange hen's problem and how it was solved.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why was chasing after the animals not a very good way for the orange hen to make friends? What other things could the orange hen have done to make friends in the farmyard? How might the animals behave next time a new animal arrives at the farmyard?*

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 the children had difficulty with the word 'feathers', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Characters:** Ask children to recall the characters in the text. Make a list of them on the board. As a group, discuss each

character. Talk about their actions and traits. If necessary, brainstorm different character traits and characteristics. Compare and contrast the characters in the text. Ask, *How did Nell the sheep behave differently to Nanny the goat?* Discuss how some characters can change during a story. Get children to complete **PW 100**.

- **Book report:** Get children to recall the title, author and illustrator of the text. Then ask them to identify the setting. As a group, ask children to discuss the plot of the story by recalling the events. Get them to recall the characters in the story. Then talk about the lessons or moral of the story. Ask, *What did this story teach us about making new people feel welcome? What type of character was Nanny the goat? How was Nanny the goat a leader in the farmyard?* Get children to complete **PW 101**.

Phonological awareness/Graphophonics

- Find the word 'chasing' in the text. Talk about the 'ing' suffix and model the sound these letters make. Get children to find other words in the text that finish with 'ing'.
- 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 other words that end in 'ly'?* Record these words and ask children to circle the 'ly' suffix.
- Talk about the vowel digraph 'ew' and model to children the sound that these letters make when they are together. Find 'new' and discuss the 'ew' digraph. Brainstorm and record other 'ew' words, e.g. 'few', 'blew' and 'chew'. Get children to circle the 'ew' in these words and discuss strategies for reading them.
- Identify words in the text that contain the vowel digraph 'ay'. Talk about the sound that these letters make when they are together. Ask children to think of others words that contain 'ay'. Record these words and ask children to underline the 'ay' in each word.
- Find the word 'cry' and discuss how the 'y' makes a long 'i' sound. Get children to think of other words that following this pattern, for example, 'my', 'by' and 'cry'.
- Find 'barn' and discuss the vowel before 'r' – 'ar'. Talk about the sound that these letters make when they are together. Ask children to find other words in the text that contain 'ar', such as 'farmyard'. Brainstorm and record other words that contain 'ar' such as 'park', 'far' or 'part'. Ask them to circle the 'ar' in each word.
- Discuss the word 'her' and talk about the vowel before 'r' – 'er'. Model the sound these letters make when together. Encourage children to list all the words in the text that contain 'er'.
- Talk about the contractions in the text: 'I'm', 'don't' and 'let'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 'o' when the words are joined. Repeat for 'I'm' and 'let's'. Find the contractions in the text.

Vocabulary

- **Visual recognition of high-frequency words:** 'because', 'kindly', 'rushed', 'sadly', 'slammed', 'bright'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Provide children with old magazines and newspapers. Get them to cut out and paste letters to spell the high-frequency words.

Fluency

- Discuss the concept 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

- **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.
- **Sentence features:** Discuss how sentences begin with a capital 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? How do you know where the sentence ends?*
- **Exclamation points:** Talk about how exclamation points influence the way the text is read. Encourage children to find exclamation points in the text. Read sentences the exclamation points compared with how they would be read if there were no exclamation points.

Writing

- Get children to talk about what makes a good friend. Ask, *How do you be a good friend? How do you make new people feel welcome? What things can you do to make sure your friends feel happy?* Discuss how a good friend is kind, smiles, invites other people to play with them, speaks nicely, shares, etc. Encourage children to share a time they have been a good friend. Get children to complete **PW 102**.

► English Language Learners

- Encourage children to talk about farms. Ask, *What things would Farmer Belle need to do on the farm? What animals might be on the farm? What things might a farmer grow on a farm?* Provide children with a piece of paper and get them to draw and label a picture of a farm. Ensure they include the animals, buildings and meadows.

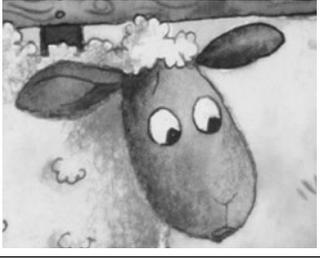
► Assessment

- PWs 100, 101 and 102 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 100 could be kept in the child's portfolio
- Complete Running Record. (page 334)

Name: _____ Date: _____

Character traits

- Write about each character's actions and traits.
- Answer the question at the bottom of the page.

	Actions	Traits
		
		
		
		

How is Nanny the goat different from Nell the sheep? _____

Main teaching focus

Comprehension: Understanding character traits.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children record characters' actions from the text. They then record the characters' traits and characteristics. Children then answer the question at the bottom of the page.

Name: _____ Date: _____

Book report

You will need: coloured pencils

- Record the book's title, author and illustrator.
- Write and draw about the story's setting, characters, plot and moral.

<p>Title:</p> <p>Author:</p> <p>Illustrator:</p>	<p>Setting</p>
<p>Plot</p>	<p>Characters</p>
	<p>Morals</p>

Main teaching focus

Comprehension: Recalling events from the text.

Other teaching focus

Comprehension: Interpreting the moral of the story.

Teacher's note

Children record the title, author and illustrator of the text. They then write and draw about the setting, characters, plot and morals of the story.

Name: _____ Date: _____

How to be a good friend

You will need: coloured pencils

- Write six steps on how to be a good friend.
- Decorate the page to make a poster.

How To Be A Good Friend:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Main teaching focus

Writing: Composing an instructional text.

Other teaching focus

Comprehension: Linking the text to personal experiences.

Teacher's note

Children compose an instructional text about how to be a good friend. They record six steps and decorate the page to make a poster.

The Greedy Dog and His Reflection

Level 18

Fiction

Word count: 391

Text type: Narrative

CCSS RF.1.3.b, RF.1.3.c, RF.1.3.e, RF.1.3.g

High-frequency words introduced: because, bottom, checked, know, sadly, special, surprise, thought

High-frequency words consolidated: towards

Programme links: *Light and Reflection* (non-fiction)

Curriculum links: animals, fables

Story summary: A greedy dog takes a bone from a butcher and runs away with it. He comes to a bridge and looks down into the water. He sees a dog just like himself with a big bone. The greedy dog wants the other dog's bone. When he opens his mouth and growls, his bone falls down into the river. The greedy dog realises it was his own reflection and ends up with nothing at all.



Tuning in

- Discuss the meaning of 'greedy'. Ask, *What does 'greedy' mean? Get children to talk about some of the possible consequences of being greedy. Ask, Have you ever been greedy? How might others feel if you were being greedy? Can you think of a time when you have seen someone be greedy?*

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, Where is the greedy dog? What does the greedy dog love? What store does the greedy dog see when he is out looking for food? Can the greedy dog see anyone looking at him? Why do you think he is walking inside the butcher shop?

pages 4–5: Ask, What is on the counter? Why is the greedy dog jumping up? Who has walked in from the back of the shop? Who does she see running away with the bone?

pages 6–7: Ask, Why is the butcher shouting, "Come back!?" Is the dog being greedy? Should he come back with that bone?

pages 8–9: Ask, What is the greedy dog doing? Can he run faster than the butcher? Where is the greedy dog running? Why do you think he has run into the forest, over a big hill and down into a valley? Is he very far away from the town? What is the bridge crossing over? Does the dog have to cross the river to get to the other side?

pages 10–11: Ask, Where does the dog look when he gets to the middle of the bridge? What can he see in the water? Where is the dog that looks just like him? Does this dog have a big bone, too?

pages 12–13: Ask, What do you think the greedy dog wants? Why would he want two bones? What does he think will happen if he growls at the dog in the river?

pages 14–15: Ask, What happens when the greedy dog opens his mouth to growl? What has he dropped down into the water? Where has the bone gone? What has the dog realised? Was there really another dog or was it his own reflection? What has happened to his bone because he was so greedy?

page 16: Ask, What is the dog doing now? Does he have to walk the long way back home? Do you think he is hungry? Does he have anything to eat? What was this story about? How did it teach us about not wanting more than we have? What might happen if you're being greedy?

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 figure 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 been greedy? What happened when you have wanted more than you already have?*
- 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.
- Ask 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.
- Discuss that this text is a narrative. Talk about how it is also a fable, which means it is a short story that teaches readers a moral lesson. Ask, *What does the author want us to learn in this story? What lesson did the greedy dog learn?*
- Ask inferential questions such as: *Why did the dog check that no one was looking before he walked inside the butcher shop? How do*

you think the butcher felt when she saw the dog take the bone? If the dog really wanted a bone, what might have been a better way to get one? What might the dog do next time he has a bone? Why did the dog think his reflection was another dog? What lesson do you think the greedy dog learned?

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

Choose from the following activities.

Comprehension

- *Inferring:* As a group, talk about the events in the story. Then get children to discuss the moral of the story. Explain that the events in the story teach us something. Ask, *What was the lesson that the greedy dog learned? What have you learned about being greedy by reading this story?* Ask children to find examples (or evidence) in the text that supports their ideas about the moral of the story. Ask children to complete **PW 103**.
- *Making connections:* Ask children to recount the events in the text and the moral of the story. Encourage children to make connections between the text and their own experiences (text-to-self connections), the text and other texts they have read previously (text-to-text connections) and the text and the world around them (text-to-world connections). Ask children to record connections they made while reading the text.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ee' in 'greedy'. Discuss the long vowel sound these two letters make when they are together. Get children to find other 'ee' words in the text. Ask them to write each of the 'ee' words and circle the 'ee' digraph. Repeat for words containing 'ou' and 'oo'.
- Talk about the 'ed' suffix. Ask 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 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 other words that end in 'ly'?* Record these words and ask children to circle the 'ly' suffix.
- Ask children to identify the consonant digraph 'tch' in 'butcher'. Discuss how we sound 'tch' together, rather than separately as 't-c-h'. Brainstorm and record other words containing 'tch'. Repeat with other consonant digraphs in the text, such as 'ch'. Get children to complete **PW 104**.
- Find 'wide' 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, find and record other words that use this rule in the text (i.e. 'bone', 'side').
- Talk about the sound that the letters 'er' make when they are sounded together. Find 'river' in the text and model how to

read this word by sounding the 'er' in the word. Ask children to think of and record other 'er' words.

Vocabulary

- *Visual recognition of high-frequency words:* 'because', 'bottom', 'checked', 'know', 'sadly', 'special', 'surprise', 'thought', 'towards'. 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 chalkboard 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. 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?* Ask children to count the number of sentences in the text.
- *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 page 7 onto the board or large piece of paper. Tell children to colour over the words that are between the speech marks.

Writing

- Ask children to discuss the message in the story. Ask, *What lesson did we learn about greed?* Ask children to write their own short narrative with a moral about being greedy. Have them think about the characters and the actions. Ask, *How will the events in the story teach the readers a lesson about being greedy?* Ask children to record their story on **PW 105**.

► English Language Learners

- Get children to role play the events of the story. Provide them with a variety of materials, such as paper, fabric, cardboard and boxes. Have them use the materials to make props (e.g. the bone). Ask children to play different roles and encourage someone to be a narrator. Ask, *How will you ensure the audience understands the message in the story?*

► Assessment

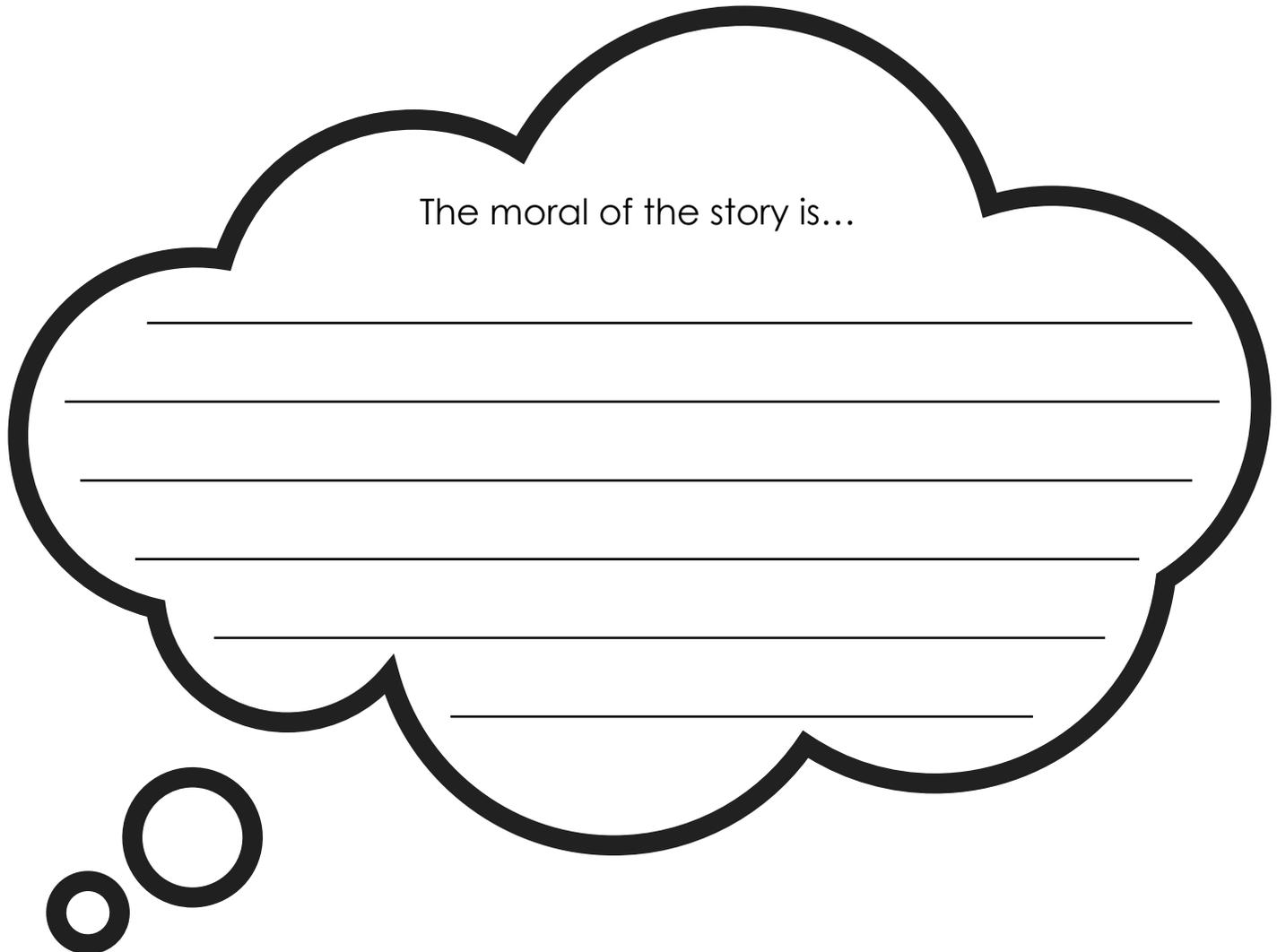
- PWs 103, 104 and 105 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 103 could be kept in the child's portfolio
- Complete Running Record (page 335)

Name: _____ Date: _____

Moral of the story

- Write the moral of the story – the lesson the author wanted us to learn.
- Write examples from the story that show this.

The moral of the story is...



Examples from the text that show why I think this...

Main teaching focus

Comprehension: Inferring the moral of the story

Other teaching focus

Comprehension: Recalling events from the text

Teacher's note

Children infer the moral of the story and record it in the thinking bubble. Then they record examples from the text that support their inference.

Name: _____ Date: _____

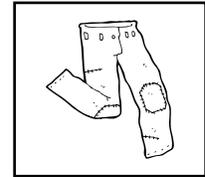
'tch' words

You will need: coloured pencils

- Circle the 'tch' in the words.
- Draw a line to match the words and pictures.
- Unjumble the 'tch' words and draw a picture to match.



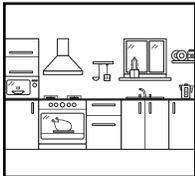
butcher



itch

witch

match

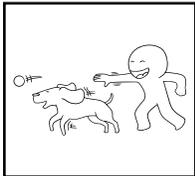


hatch



patch

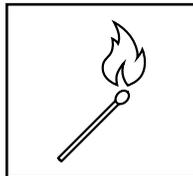
catch



kitchen



fetch



<p>sctiht</p> <p>_____</p>	<p>rtestch</p> <p>_____</p>	<p>sekthc</p> <p>_____</p>
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Main teaching focus

Graphophonics: Consonant digraph 'tch'

Other teaching focus

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

Teacher's note

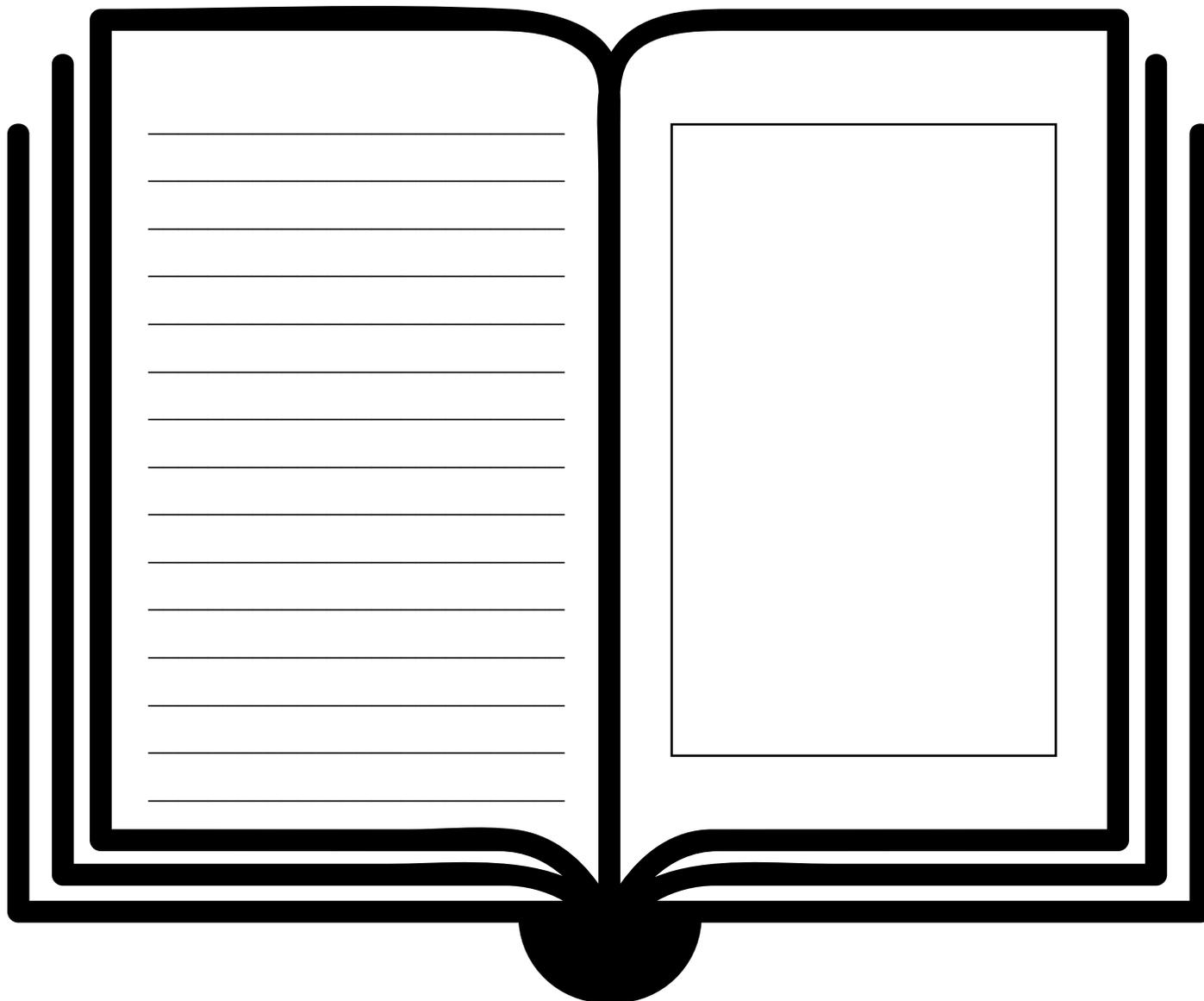
Children circle the 'tch' in each word then draw a line from the word to the matching picture. Then they unjumble the 'tch' words and draw a picture to match.

Name: _____ Date: _____

My narrative

You will need: coloured pencils

- Write a narrative where the readers will learn a lesson about being greedy. Think about the characters in your story and what they will do.
- Draw a picture to match your story.

**Main teaching focus**

Writing: Composing a narrative

Other teaching focus

Comprehension: Inferring a moral of a story

Teacher's note

Children compose a narrative with a moral about being greedy. They draw a picture to match.

Happy To Be Me

Level: 18 Non-fiction Word count: 407 Text type: Exposition



High-frequency words introduced: beautiful, because, I've, know, mine, special, thought, throw, until, upset

High-frequency words consolidated: fastest, great, hard, keep, same, tried, trying, wanted, wants

Programme links: *Happy To Be Me* E-Book, *My Real Name IS Princess* (fiction)

Curriculum links: me/family, school, community, celebrations

Text summary: Jack writes a letter to his friend Amy, explaining that she shouldn't be upset that she isn't a good dancer because everybody needs to keep trying to be good at something. Jack reminds her of the things that she can do really well!

Getting started

- Ask children to show you a happy expression. Ask them to describe what a happy face is like and record words such as 'smile' and 'grin'. Get children to show you a sad expression. Ask them to describe what a sad face is like and record words such as 'frown', 'upset', 'crying' and 'tears'. Ask, *What things make you happy/sad?*

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Encourage children to share what they think the story will be about. Ask, *What does 'Happy To Be Me' mean? What is the boy holding? Why might he have a letter? Does the boy look happy or sad?*
- Get children to read the blurb on the back cover. Ask, *Now that you have read the blurb, what do you think the text will be about?*
- 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, *How do you think Amy felt when a girl said she was not good at dancing? Do you think Amy would be good at other things? Is Amy the best piano player in the class? Do you think she would be good at swimming and drawing? What should Amy do if she finds dancing hard?*
- pages 4–5: Ask, *What does Jack find hard? Why do you think Jack thinks about what he is good at while he is doing his maths? Who helps Jack with his maths after school?*
- pages 6–7: Ask, *What else does Jack get upset about? How did Jack feel when a boy said he had funny hair? Why might Mum have said it's a good thing that we don't all look the same?*
- pages 8–9: Ask, *Would Amy be good at other things even though she finds dancing hard? Are her drawings beautiful? Are Jack's drawings as good as Amy's? Could Amy help Jack with drawing? Could Jack help Amy with her dancing?*
- pages 10–11: Ask, *Is everybody good at something?*

- *Does everyone find something hard? Would Jack's teacher be good at everything? What does Mr Grant find hard? What did he have to do with the bad cake that he made?*
- pages 12–13: Ask, *What is Sam sitting in? Do you think he can play sports? Why might people think that he can't play sports? Is Sam good at basketball? Does he score baskets? Why might everyone want Sam on their team?*
- pages 14–15: Ask, *What could Amy do when she is feeling sad? Should everybody be happy with who they are? Do you think Jack thinks Amy is a special friend?*
- page 16: Ask, *Where did we see these words in the text? What do these words mean?* Discuss that the glossary shows us the meaning of words that are in the text. Read through the words and talk about what they 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.
- Get children to relate the text to their own experiences. Ask, *Have you ever been upset about something you weren't good at? What are you good at?*
- Encourage children to retell the text in their own words.
- Talk about the purpose of the text. Ask, *What do we learn by reading this text?*
- Ask inferential questions such as: *Why do you think Jack wrote a letter to Amy? How do you think Amy will feel after she reads the letter? What other things could Jack do to help Amy feel better? Why is Jack a good friend?*

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 'dancing', discuss strategies such as sounding out, re-reading, looking at the illustrations or using the sentence content.

Choose from the following activities.

Comprehension

- *Recall:* Ask children to discuss the events of the text. Ask, *What was Jack explaining to Amy in the letter? What did he want Amy to realise?* Talk about the things that the characters in the text were good at. Write 'Jack' on the board and next to his name ask children to draw the things he is good at and the things he finds hard. Repeat for Amy, Mr Grant and Sam. Get children to complete **PW 106**, identifying what the characters are good at.

Phonological awareness/Graphophonics

- 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 'cake' and 'home' in the text and ask children to practise sounding them. Ask them to find other words in the text that use the silent 'e' rule.
- Find 'draw' in the text. Discuss the vowel digraph 'aw' and ask children to practise sounding these letters together. Ask them to brainstorm other words that end with the 'aw' digraph.
- Discuss the vowel digraph 'ow'. Ask children to find 'throw' in the text and discuss how the word can be sounded as 'thr-ow'. Talk about the sound made by 'ow' in 'throw'.
- Talk about how the suffix 'er' can be added to the end of words. Talk about how 'er' on the end of a word lets us know what someone is doing. Write 'teach' on the board and ask children to read the word and talk about the meaning. Add 'er' to the end to make 'teacher'. Discuss how 'teacher' refers to someone who is teaching. Ask children to find words with the suffix 'er' in the text. Get children to complete **PW 107**, making and using 'er' words.
- Talk about the suffixes 's', 'ed' and 'ing'. Discuss how each of these suffixes can be added to the end of words and that they can change the tense of the word. Ask children to find words with these suffixes in the text.
- Find 'fastest' in the text and identify the suffix 'est'. Explain that the 'est' suffix means that something is the most. Discuss the meaning of 'fastest'.
- Find 'can't' in the text. Write 'can not' and 'can't' on the board and discuss how the contraction has an apostrophe instead of the letters 'no'. Repeat for 'don't'. Ask children to find the contractions in the text.
- Find 'hard' in the text. Discuss the sound made when the letters 'ar' are together. Talk about how 'hard' can be read by sounding 'h-ar-d'. Brainstorm and record other 'ar' words.
- Find 'brother' in the text and discuss the sound made when the letters 'er' are together. Ask children to find 'er' words in the text and get them to practise reading them.

Vocabulary

- *Visual recognition of high-frequency words:* 'beautiful', 'because', 'I've', 'know', 'mine', 'special', 'thought', 'throw', 'until', 'upset'.

Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.

- Ask children to write the high-frequency words in bubble writing using coloured pencils or crayons. Encourage children to focus on recognising the letter patterns in the words.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading 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. Show children how we can find the meaning of the words by looking at the glossary on page 16.
- *Text type – letter:* Discuss how this text is a letter written from Jack to his friend Amy. Help children to identify the features of the letter in the text.

Writing

- Encourage the children think about what they are good at and what things they find hard. Ask them to share their ideas with a partner. Ask, *Was anybody good at the same things? Were people good at different things? Did anybody find the same things hard?* Discuss things you can do when you feel upset or if you find things difficult. Get children to complete **PW 108**, recording what things they are good at and what things they find hard.

► English Language Learners

- Discuss why Jack is a good friend to Amy. Ask, *What makes a good friend?* As a group, make a list of things that good friends do. Discuss how friends help each other, are kind to each other, share, listen and play together. Encourage children to role-play different situations where they can be a good friend. During these discussions, focus on enhancing children's language development. Give children strips of paper and glue and get them to make a friendship chain. On the strips of paper, ask children to write or draw their friends or nice things that they can do for their friends. Roll, link and paste the strips of paper together to make a paper chain. Ask, *What things will you do to be a good friend to the people on the friendship chain?*

► Assessment

- PWs 106, 107 and 108 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 336).

Name: _____ Date: _____

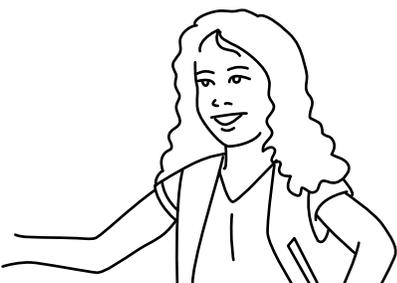
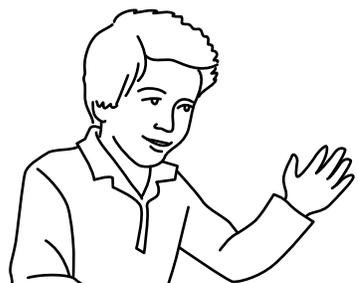
Who was good at ...?

You will need: scissors, glue

- Use a pencil to write the answer to the question.

What can you do if you aren't very good at something?

- Cut out the words in the boxes below. Match them with the right character.

I am good at ...		
		
I need to keep trying at ...		
		

basketball	drawing	running
cooking	dancing	maths

Main teaching focus

Comprehension: Recalling information from the text.

Other teaching focus

Comprehension: Drawing inferences from a sentence by reasoning.

Teacher's note

Children answer the question on the lines. Children cut out the words and match and paste them with the appropriate characters.

Name: _____

Date: _____

Words that end in 'er'

- Add 'er' to the end of the words.
- Draw a line to match the words to the pictures.



piano play _ _

bak _ _

runn _ _

danc _ _

teach _ _

basketball play _ _

- Write these 'er' words in a sentence.

dancer _____

teacher _____

runner _____

- What other 'er' words can you think of?

Main teaching focus

Graphophones: Vowel before 'r' – 'er'.

Other teaching focus

Writing: Sounding unknown words using familiar letter patterns; writing simple and complex sentences.

Teacher's note

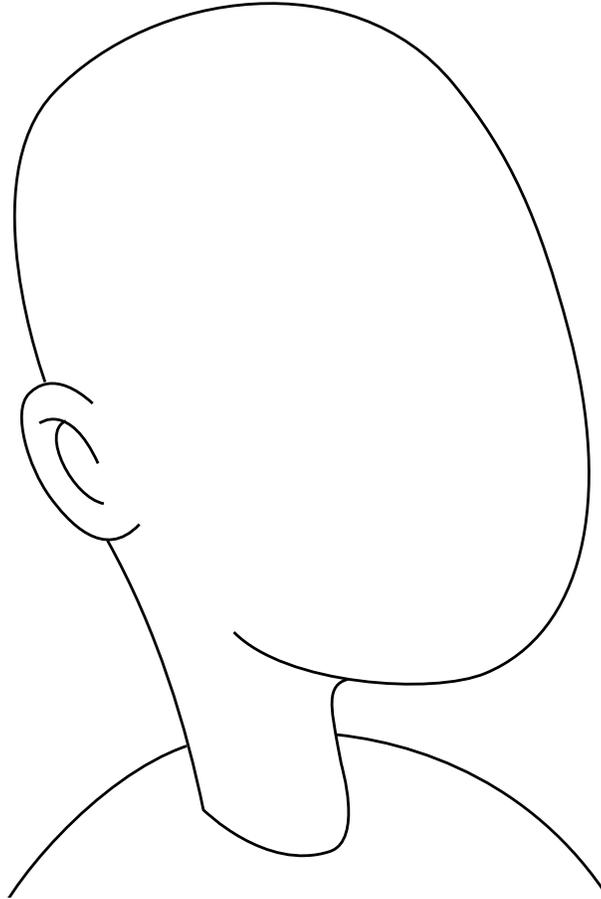
Children add 'er' to the words and draw a line to match the words to the pictures. Children write the 'er' words in a sentence. Then they think of and record other 'er' words.

Name: _____ Date: _____

What am I good at?

You will need: coloured pencils or crayons

- Draw your face and hair on the head.



- Make a list of things you are good at.
- Make a list of things you find hard.

Things I am good at ...	Things I find hard ...
_____	_____
_____	_____
_____	_____

Main teaching focus

Oral language: Developing language and vocabulary.

Other teaching focus

Comprehension: Linking text to personal experiences; comparing and contrasting.

Teacher's note

Children draw their face in the outline of the head. Then they write a list of things they think they are good at and the things they find hard in the appropriate space.

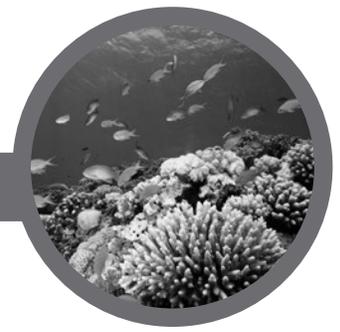
Underwater World

Level: 18

Non-fiction

Word count: 442

Text type: Report



High-frequency words introduced: beautiful, because, carefully, colourful, know, smaller, smallest, such

High-frequency words consolidated: bright, colours, full, hard, many, part, spend, warm

Programme links: *Underwater World E-Book, Snorkelling with Nana* (fiction)

Curriculum links: environment, science, animals

Text summary: Learn about the beautiful world under the sea that is full of plants and animals.

Getting started

- As a group, make a list of plants and animals that live underwater in the sea. Get children to role-play the movements of different sea animals. Ask, *What big/small things live underwater?*

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Get children to share what they think the text will be about. Ask, *What would an underwater world be like? What animals can you see that live underwater? What plants can you see that live underwater?*
- Ask children to read the blurb on the back cover. Ask, *Now that you have read the blurb, what do you think the text will be about?*
- 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 is in the beautiful world under the sea? Are there some animals and plants that are very small? Do you need to look carefully to see these animals and plants? What enormous animals and plants can you see here?*
- pages 4–5: Ask, *Is the ocean home to lots of fish? Do fish live in warm/cold water? Are fish bright and colourful? What shape are fish? Can fish be big/small? Is the whale shark the biggest fish in the ocean? Do you think the smallest fish is smaller than a pea?*
- pages 6–7: Ask, *What else lives in this underwater world? What do turtles have on their back? Are their shells hard or soft? Are their shells made of bone? Do turtles spend a lot of time under the water? Do they come to the top to breathe? Do turtles spend time on land? Where do they lay their eggs? Do they live for a long time?*
- pages 8–9: Ask, *What else lives in the ocean? Where can you see lots of seaweed and sea grass? Where would these tiny animals called polyps live? Identify the coral in the photo and explain how polyps make a house around themselves made of limestone. Explain how the polyps stay in one place. Ask, What colour is coral? Can coral be soft and hard? What likes to hide in coral? Where might some fish find their food?*
- pages 10–11: Ask, *What type of animals are sharks? Where do they live? What type of teeth do they have? Do sharks have very*

strong jaws? What do sharks eat? Are sharks good at smelling/seeing/hearing? Do you think sharks can hear fish that are far away?

- pages 12–13: Ask, *What are the biggest animals in the ocean? Are whales fish? What do whales need? What is their blowhole for? What do whales eat? How do whales swim? What do they use their tail and fins for?*
- pages 14–15: Ask, *What is the underwater world full of? What might you see if you were snorkelling and looked down into the beautiful world? What animals and plants are part of the ocean? Why do we need to know about the animals and plants in the ocean?*
- page 16: Ask, *Where did we see these words in the text? What do these words mean? Discuss that the glossary shows us the meaning of words that are in the text. Read through the words and talk about what they 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.
- Encourage children to relate the text to their own experiences. Ask, *What underwater animal/plants have you seen? Where have you seen underwater animals or plants?*
- Ask children to retell the text in their own words.
- Discuss how the purpose of this text is to teach readers about plants and animals that live underwater in the sea. Ask, *What did you learn from reading this text?*
- Ask inferential questions such as: *Why do we need to take care of the ocean? Why might sharks need to smell? What might the coral protect the fish from? If whales use their blowhole for breathing, what do they use their mouth 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 'colourful', discuss strategies such as sounding out, re-reading, looking at the pictures or using the sentence content.

Choose from the following activities.

Comprehension

- *True or false:* Ask children to recall facts that they learned from reading the text. Write some true and false sentences about the text on the board and discuss why they are true or false. Get children to complete **PW 88**, identifying if the sentences are true or false.
- *Compare and contrast:* Ask children to write facts about turtles and fish on pieces of paper. Place two overlapping hoops on the ground and explain how a Venn diagram works. As a group, ask children to sort and place their facts on turtles and fish into the appropriate hoops. Get children to complete **PW 89**, sorting facts in a Venn diagram.

Phonological awareness/Graphophonics

- Find 'lay' in the text and discuss the vowel digraph 'ay'. Model the sound these letters make when they are together. Brainstorm and record other 'ay' words. Repeat for 'ee' in 'need', 'ea' in 'sea' and 'aw' in 'jaws'.
- Find the antonyms 'soft' and 'hard' in the text. Explain that antonyms are words that mean the opposite. Ask children to find things in the room that are soft and things in the room that are hard. Encourage them to explain the difference between 'soft' and 'hard'. Repeat for 'big' and 'small'. Brainstorm and record other antonyms.
- Find 'hard' in the text. Discuss the sound made when the letters 'ar' are together. Talk about how 'hard' can be read by sounding 'h-ar-d'. Find and record other 'ar' words in the text (e.g. 'shark', 'sharp').
- Find 'bright' in the text and model how it can be sounded as 'br-ight'. Discuss the sound the letters 'ight' make and talk about how new words can be made by changing the letters in front of the 'ight' word ending. For example, 's-ight'. Brainstorm and list other 'ight' 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 'made' and 'like' in the text and ask children to practise sounding them. Ask them to find other words in the text that use the silent 'e' rule.
- Discuss the consonant digraph 'th'. Talk about how these letters are sounded together to make one sound. Discuss how 'th' can be at the beginning, middle or end of words.
- Talk about the word 'shell' and the consonant digraph 'sh'. Discuss the sound these letters make together. Ask children to find 'sh' words in the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'beautiful', 'because', 'carefully', 'colourful', 'know', 'smaller', 'smallest', 'such'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.
- *Theme words – underwater:* Write nouns from the text on paper. Next to each word, ask children to draw a picture to show its meaning. As a group, think of a simple definition for each word and record it next to the word and the picture. Get children to complete **PW 90**, drawing pictures of words and writing sentences to explain their meanings.

Fluency

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

Text conventions

- *Features of the front cover:* Look at the front cover and ask children to identify the title and author. Explain to children that the author wrote the text.
- *Features of the back cover:* As a group, look at the back cover and ask children to identify the blurb. Discuss how readers can read the blurb to get an idea of what the text will be about. Ask, *Does the blurb match what the text was about?*

Writing

- Discuss how this text teaches readers lots of information about animals and plants that live in the underwater world. Ask children to write a report about their favourite underwater animal, including what it looks like, where it lives, what it does and what it eats. Get children to draw and label diagrams of their animals.

► English Language Learners

- Collect pictures of animals and plants that live under the sea. Discuss these with children and as a group make a list of them. Provide children with large pieces of paper, paint, glue, construction paper, boxes, material and other craft materials. Ask children to make an underwater world mural, painting the large paper blue and using the other craft materials to make underwater animals and plants to paste onto their mural. During the activity, focus on enhancing and supporting children's language and communication skills.

► Assessment

- PWs 109, 110 and 111 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 109 could be kept in the child's portfolio
- Complete Running Record (page 337).

Name: _____ Date: _____

True or false

- Read the facts about the text.
- Circle *True* if the facts are correct. Circle *False* if the facts are wrong.

Plants and animals live under the sea.	<i>True</i>	<i>False</i>
Fish can be big and they can be small.	<i>True</i>	<i>False</i>
Turtles don't live under the water.	<i>True</i>	<i>False</i>
You can see seaweed and sea grass under the sea.	<i>True</i>	<i>False</i>
All coral is very hard.	<i>True</i>	<i>False</i>
Small fish like to hide in the coral because it is a safe place.	<i>True</i>	<i>False</i>
Sharks are big fish that live in the ocean.	<i>True</i>	<i>False</i>
Sharks don't eat meat because they only eat plants.	<i>True</i>	<i>False</i>
Whales are the smallest animals in the ocean.	<i>True</i>	<i>False</i>
Whales are big fish.	<i>True</i>	<i>False</i>
Whales swim by moving their tails up and down.	<i>True</i>	<i>False</i>
You can go snorkelling under the sea.	<i>True</i>	<i>False</i>
We can take care of the animals and plants in the ocean.	<i>True</i>	<i>False</i>

Main teaching focus

Comprehension: Answering true or false questions.

Other teaching focus

Comprehension: Recalling information from the text.

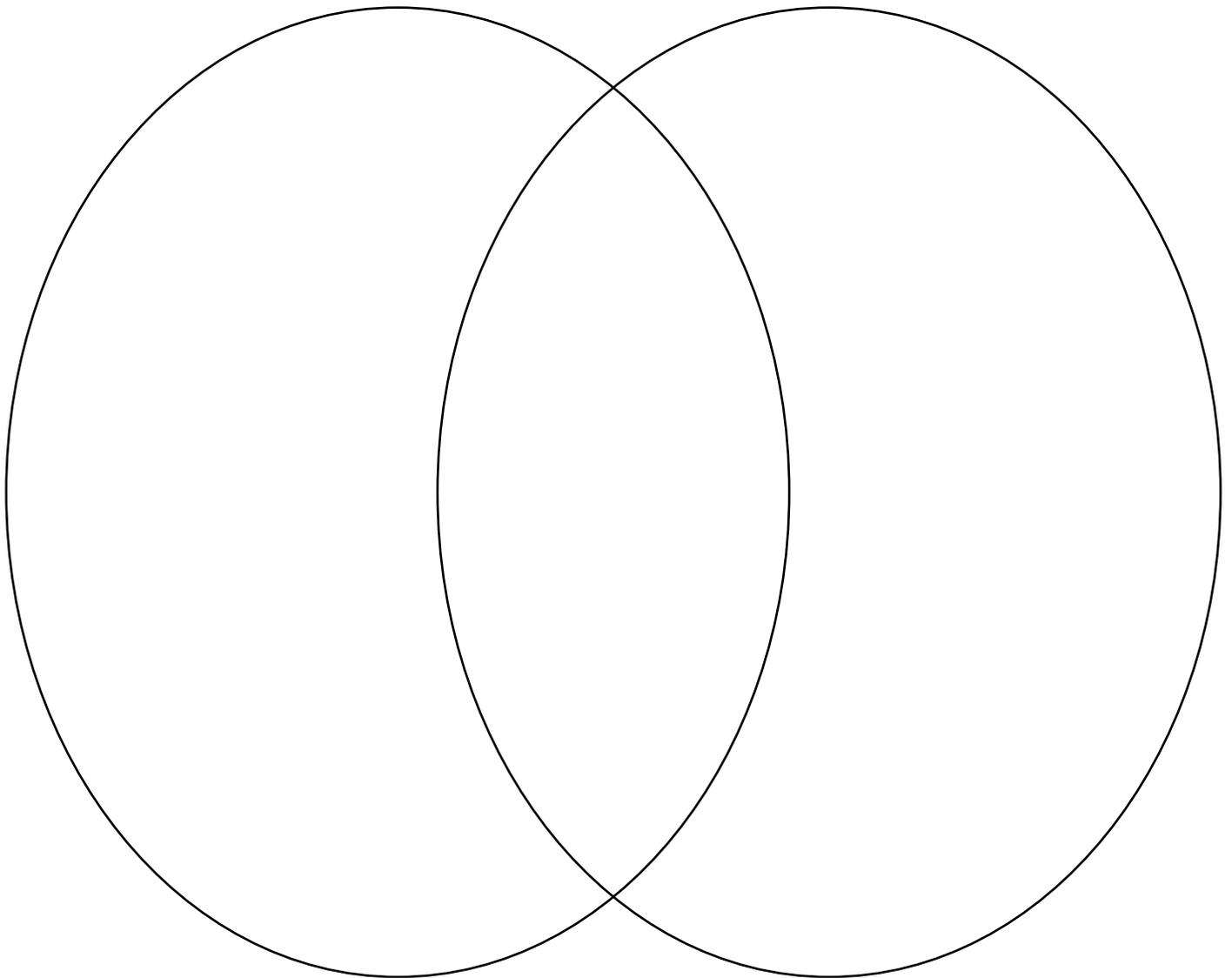
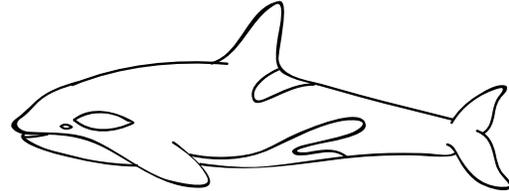
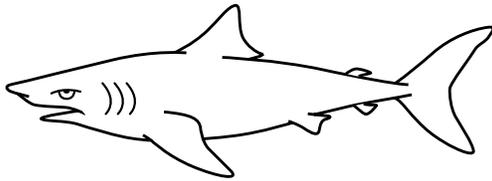
Teacher's note

Children read the sentences, decide if the facts are correct or wrong and circle True or False.

Name: _____ Date: _____

Compare and contrast

- Write facts that are only about sharks in the left circle.
- Write facts that are only about whales in the right circle.
- Write facts that are about both sharks and whales in the middle.



Main teaching focus

Comprehension: Comparing and contrasting.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

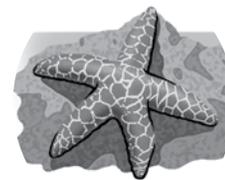
Children record facts about sharks in the left circle, facts about whales in the right circle and facts that are true for both in the middle.

Name: _____

Date: _____

Word meanings

You will need: coloured pencils or crayons



- Draw a picture to match each word.
- Write a sentence explaining the meaning of the word.

Word	Picture	Meaning
starfish		
shark		
blowhole		
jaws		
coral		
seaweed		
whale		
turtle		
fish		

Main teaching focus

Vocabulary: Word meanings.

Other teaching focus

Comprehension: Finding word meanings using context of sentence.

Teacher's note

Children draw a picture to show the meaning of the words. Then they write a definition for each word.

Amazing Insects and Spiders



Level: 18 Non-fiction Word count: 382 Text type: persuasive

High-frequency words introduced: almost, beautiful, colourful, even, know, special, watch, without

High-frequency words consolidated: begin, clean, fly, stuck

Programme links: *Amazing Insects and Spiders E-Book, Stella the Spider (fiction)*

Curriculum links: environment, insects

Text summary: Find out why insects and spiders are amazing! Learn about their bodies and where they live. Read facts about bees, butterflies and spiders!

Getting started

- Ask, *Do you like spiders and insects? Why do you think they are amazing creatures?* Get children to talk about their favourite insect or spider. Provide children with paper and coloured pencils and get them to draw pictures of all the spiders and insects they can think of.

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 we will learn about spiders and insects by reading this text?* Discuss how the title and photographs help us make predictions about a text.
- Flip through the book, discussing facts and photographs. Promote language that is used throughout the text. Discuss photographs and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Why might some people think that insects and spiders are scary? Why do you think spiders and insects are amazing? What great things can they do?*
- pages 4–5: Ask, *Do spiders and insects have amazing bodies? Where are their skeletons? How many parts is an insect's body made up of? How many legs do insects have? How many parts is a spider's body made up of? How many legs do spiders have?*
- pages 6–7: Ask, *Would most insects and spiders hurt you? Why do you still need to be careful? Why shouldn't you try to catch insects or spiders? Why might they bite or sting you? Where can spiders and insects be found? Can they be found living around us? Might you find them in gardens and in trees? Can they live in deserts and on top of mountains? Do you think they can live on water?*
- pages 8–9: Ask, *Why do you think bees are special insects? What do bees build to live in? Do bees live alone or in big groups? Why do you think it's important for all bees to have a job to do? What jobs do you think they do? Would we have honey to eat if we didn't have bees?*
- pages 10–11: Ask, *Are butterflies insects? Can they fly like bees? Where do butterflies go to find food? How might the special hairs on their feet help them? What colour wings do they have? What do butterflies start out as?*

- pages 12–13: Ask, *How are spiders amazing? What can they spin? What do they use their webs for? What is a spider's web made of? What is the silk like? What happens when an insect lands on a spider's web? Can spiders walk across their webs without getting stuck?*
- pages 14–15: Ask, *Why do you think some spiders have tiny hairs on their legs? How would the hairs on their legs help them to smell? Should you be scared of spiders? Is it fun to watch one spinning a web or catching a fly? What insects and spiders might you see next time you look around outside?*
- 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 these words? Did that make sense?* Discuss how looking at the photographs can help with reading.
- Get children to relate the story to their own experiences. Ask, *What insects or spiders have you seen? Where have you seen spiders and insects? Why do you think they are amazing?*
- Encourage children to predict what will happen on the next page or what else they might learn from the text.
- Discuss how this text is non-fiction text and that we can learn things from reading.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why wouldn't we have honey if we didn't have bees? Why is it important for spiders to be able to walk across their web without getting stuck? Why might some people be scared of spiders? Why does a spider's web need to be strong?*

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 the children had difficulty with the word 'honey',

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

Choose from the following activities.

Comprehension

- *Sorting sentences:* At the top of a large sheet of paper, write the headings *Bees*, *Butterflies* and *Spiders*. Ask children to recall facts that they learned about these insects and spiders. As a group, record the facts under the correct heading on the paper. Get children to complete **PW 112**, sorting the sentences into the appropriate columns on the chart.
- *Answering questions:* On strips of paper, write questions about the text. Include both literal and inferential questions, such as ‘How many legs does a spider have?’ and ‘Why does a spider’s web need to be strong?’ Discuss how the answers to some questions can be found in the text and others need to be answered by thinking about the text. Get each child to take a question strip and answer the question. Ask children to complete **PW 113**.

Phonological awareness/Graphophonics

- Find ‘parts’ and discuss the vowel before ‘r’ – ‘ar’. Talk about the sound that these letters make when they are together. Get children to brainstorm and record other words that contain ‘ar’ such as ‘park’, ‘far’ or ‘part’. Ask them to circle the ‘ar’ in each word.
- Talk about the word ‘about’. Discuss the vowel digraph ‘ou’ and the sound these letters make when sounded together. Ask children to find other words containing ‘ou’ in the text. Encourage children to record these words and circle the vowel digraph. Then talk about the word ‘clean’ and discuss the long vowel digraph ‘ea’. Model the sound these letters make when together. Encourage children to locate other words containing ‘ea’ in the text. Ask them to record these words and circle the ‘ea’ in each word. Get children to complete **PW 114**.
- Discuss ‘hive’ 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. Find other examples in the text (e.g. ‘bite’). Get children to practise reading these words.
- Talk about the consonant digraph ‘wh’. Discuss and model how we sound these letters together to make one sound rather than sounding them separately as ‘w-h’. Ask children to find words in the text that contain ‘wh’. Discuss how ‘wh’ can be at the beginning, middle or end of words. Repeat with the consonant digraph ‘th’.
- Identify the word ‘scary’ and discuss how the ‘y’ makes an ‘ee’ sound. Ask children to think of other words that contain a ‘y’ that makes this sound; for example, ‘happy’, ‘silly’ and ‘hungry’.

Vocabulary

- *Visual recognition of high-frequency words:* ‘almost’, ‘beautiful’, ‘colourful’, ‘even’, ‘know’, ‘special’, ‘watch’, ‘without’, ‘begin’, ‘clean’, ‘fly’, ‘stuck’. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such

as Concentration or Go Fish using the cards.

- Ask children to write high-frequency words three times each and then circle the word which shows their neatest handwriting.

Fluency

- Discuss the concept 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. Show children how we can find the meaning of the words by looking at the glossary on page 16.
- *Sentence features:* Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? How do you know where the sentence ends?*

Writing

- Get children to write a persuasive text about their favourite insect or spider and why it is the best. Encourage them to include details about what it looks like, where it lives and what it does. Children can also draw a labelled picture of their insect or spider.

► English Language Learners

- As a group, compare and contrast insects and spiders. Ask, *How are insects and spiders the same? How are they different?* On a large sheet of paper, draw a Venn diagram. Get children to record facts about insects on one side, facts about spiders on the other and things they have in common in the middle section.

► Assessment

- PWs 112, 113 and 114 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 112 could be kept in the child’s portfolio
- Complete Running Record. (page 338)

Name: _____ Date: _____

Sentence sort

You will need: scissors, glue

- Cut out and read the sentences. Decide if it is a fact about a bee, a butterfly or a spider.
- Paste the sentence in the correct column.

Bees	Butterflies	Spiders



They have two body parts.	They can fly just like bees.	If we didn't have them, there would be no honey for us to eat.
They often have colourful wings.	They build hives and make honey.	They use webs to catch insects to eat.
They live in big groups and they all have a job to do.	They have tiny hairs on their legs to help them smell and to help them walk up walls.	They use hairs on their feet to find out if something is good to eat.

Main teaching focus

Comprehension: Sorting and classifying sentences.

Other teaching focus

Comprehension: Recalling information from a text.

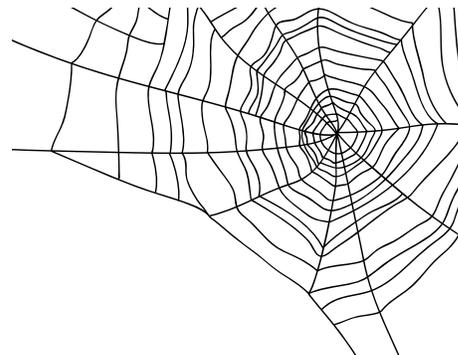
Teacher's note

Children cut out and read the sentences. They decide if the sentence is a fact about a spider, bee or butterfly. They then paste the sentence in the correct column in the chart.

Name: _____ Date: _____

Answering questions

- Draw a butterfly, a spider and a bee in their habitat.
- Read each question and write the answer on the line below.



How many legs do insects have? _____

How many parts is a spider's body made up of? _____

Where can insects and spiders be found? _____

Why would there be no honey for us to eat if we didn't have bees? _____

How do butterflies find out if something is good to eat? _____

What is a spider's web made of? _____

Why does a spider's web need to be strong? _____

Main teaching focus

Comprehension: Answering literal and inferential questions about a text.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children draw a spider, a butterfly and a bee in their habitat. They then answer the literal and inferential questions about the text.

Name: _____ Date: _____

'ea' and 'ou' words

- Look at the pictures. Write 'ea' or 'ou' to finish the words so they match the pictures.



h _ _ se



_ _ r



s _ _ t



_ _ t



m _ _ th



t _ _ m



p _ _



c l _ _ d



m _ _ t



s h _ _ t



p _ _ ch



s p _ _ k

1 2 3 4 5 c _ _ nt



_ _ t



dr _ _ m



l _ _ d

Main teaching focus

Graphophonics: 'ea' and 'ou' vowel digraphs.

Other teaching focus

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

Teacher's note

Children look at the pictures. They then write 'ea' or 'ou' to finish each word so that it matches the picture.

Leadership

Level: 18 Non-fiction Word count: 395 Text type: informational



High-frequency words introduced: easy, even, know, might, nicely

High frequency words consolidated: hard, kind, listen, talk, wait

Programme links: Leadership E-Book, Welcome to the Farm (fiction)

Curriculum links: school, community, family

Text summary: Learn about leaders and the different types of people who are leaders. Also learn about what makes a good leader – someone who is brave, is kind, tries their best and works as part of a team.

Getting started

- Get children to play a game of Follow the Leader, where children stand in a line and copy the actions and path that the leader (i.e. the person at the front of the line) walks around the room. Ask, *What did everyone do when you were the leader? Who was everyone copying and following?*

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Get 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 about leadership by reading this text?* Discuss how the title and photographs help us make predictions about a text.
- Flip through the book, discussing ideas and photographs. Promote language that is used throughout the text. Discuss photographs and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *How does a leader help people do the right thing? Do people listen to a leader? Do people often do what a leader asks them to do? Who can be a leader? Why would people look up to a good leader?*
- pages 4–5: Ask, *What leaders are there at your school? Why would the headteacher be a leader? Who listens to the headteacher? Would your teacher be a leader? Who listens to the teacher? Can children be leaders, too?*
- pages 6–7: Ask, *Are there any children who are leaders at your school? How might leaders show others the right way to act? What would they do when they see something that needs to be done? How might they help young children?*
- pages 8–9: Ask, *What might you need to know if you would like to be a leader? Why would a good leader need to be brave? Is it easy to be brave? What would a brave person do if their friends are not following the rules? Would you need to be brave to tell someone to stop if they are being mean to someone?*
- pages 10–11: Ask, *Would good leaders always try their best? Why would they need to keep trying and not give up when they try something new? Should you worry if you make a mistake? How would leaders work when they are on a team? How should leaders talk to people around them? Why do they need to listen to what other people have to say and not be bossy?*
- pages 12–13: Ask, *Would good leaders be kind? How might you*

show you are a good leader when working with other children? Do good leaders play nicely outside, too? What would a good leader do if they saw someone has been left out?

- pages 14–15: Ask, *How might a good leader help young children at school? What if you saw a young child get hurt? How could you help a young child think of a game to play? Would you like to be a leader? How could you help other people?*
- 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 these words? Did that make sense?* Discuss how looking at the photographs can help with reading.
- Get children to relate the text to their own experiences. Ask, *What leaders do you know? Are you a leader? What things do you do that make you a leader?*
- Encourage children to predict what will happen on the next page or what else they might learn from the text.
- Discuss how this text is non-fiction text and that we can learn things from reading.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *How does a leader help people do the right thing? Why should a leader speak nicely to other people? Why is it important for a leader to be brave? Can everyone be a leader? What other problems might a leader at school need to solve?*

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 the children had difficulty with the word 'bossy', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Connections:** Ask children to talk about what makes a good leader. Get children to relate the text to their own personal experiences. Ask, *What leaders do you know of? Are there any leaders in your school? Can you think of any leaders that you know of out of school?* Encourage children to talk about the things that good leaders do. Get children to complete **PW 115**.
- **Summarising:** Get children to recall the traits that make someone a good leader. Ask, *What do good leaders do? How do they behave? What things can leaders do to help others?* Provide children with a large piece of paper and coloured pencils. Get them to make a poster summarising the things that good leaders do.

Phonological awareness/Graphophonics

- Talk about the word 'leader'. Discuss the vowel digraph 'ea' and the sound these letters make when sounded together. Get children to find other words containing 'ea' in the text. Encourage children to record these words and circle the vowel digraph.
- Identify words in the text that contain the vowel digraph 'ay'. Talk about the sound that these letters make when they are together. Ask children to think of and write other words that contain 'ay'. Get them to practise reading these words.
- Discuss 'brave' 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. Find other examples in the text (e.g. 'take'). Get children to practise reading these words.
- Talk about the consonant digraph 'ch'. Discuss and model how we sound these letters together to make one sound rather than sounding them separately as 'c-h'. Ask children to find words in the text that contain 'ch'. Discuss how 'ch' can be at the beginning, middle or end of words.
- Identify the word 'worry' and discuss how the 'y' makes an 'ee' sound. Get children to find other words in the text that contain a 'y' that makes this sound; for example, 'bossy'.
- Discuss the suffix 'ly' in the word 'nicely'. 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 other words that end in 'ly'?* Record these words and ask children to circle the 'ly' suffix.
- Talk about the contractions in the text: 'shouldn't', 'don't' and 'it's'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'should not' and 'shouldn't' and show how the apostrophe is written instead of the 'o' when the words are joined. Repeat for 'don't' and 'it's'. Find the contractions in the text. Get children to complete **PW 116**.

Vocabulary

- **Visual recognition of high-frequency words:** 'easy', 'even', 'know', 'might', 'nicely', 'hard', 'kind', 'listen', 'talk', 'wait'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration

or Go Fish using the cards.

- Ask children to write high-frequency words in alphabetical order.

Fluency

- Discuss the concept 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:** Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? How do you know where the sentence ends?*
- **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 mark on page 15. Get children to ask each other questions and record them on paper with a question mark at the end.

Writing

- Encourage children to talk about what they learned about leadership. Ask, *What do you know about leaders? What makes a good leader?* Also encourage children to think about the different places where they might see a leader or be a leader themselves. Get children to complete **PW 117**, writing an acrostic poem about leadership.

► English Language Learners

- As a group, talk about how children can be leaders in many different places and in many different ways. Ask, *How could you be a leader at school? How could you be a leader at home with your family? How could you be a leader with your friends?* Write the words *School, Home* and *Friends*, each at the top of pieces of paper. As a group, ask children to write and draw how they could be leaders in these different places. Encourage them to share and discuss their ideas.

► Assessment

- PWs 94, 95 and 96 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 94 could be kept in the child's portfolio
- Complete Running Record (page 339).

Name: _____ Date: _____

Text to self connections

You will need: coloured pencils

- Think of 3 different leaders you know. Write their name and draw a picture of them in the boxes.
- Write about where they are a leader and why they are a leader.

Who is the leader?	Where are they a leader?	Why are they a leader? What do they do?

Main teaching focus

Comprehension: Making connections – linking the text to personal experiences.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children think of 3 leaders they know. They draw a picture of them and write their names. They then write about where they are a leader, why they are a leader and what they do.

Name: _____ Date: _____

Contractions

You will need: scissors, glue

- Cut out the contractions.
- Match and paste them next to the correct word.
- Write the contraction in a sentence.

Did not		_____
Should not		_____
It is		_____
I am		_____
Do not		_____
That is		_____
Where is		_____
Could not		_____



Shouldn't	Don't	It's	I'm
Didn't	That's	Couldn't	Where's

Main teaching focus

Graphophonics: Identifying and reading contractions.

Other teaching focus

Phonological awareness: Identifying beginning, middle and ending sounds in words.

Teacher's note

Children cut out the contractions at the bottom of the page. They match and paste them with the words. Children then write the contractions in a sentence.

Name: _____ Date: _____

Acrostic poem

- Write an acrostic poem about leadership.
- Start each line with a word or sentence about leadership that begins with the given letter.

Title: _____

L _____

E _____

A _____

D _____

E _____

R _____

S _____

H _____

I _____

P _____

Main teaching focus*Writing:* Composing an acrostic poem.**Other teaching focus***Comprehension:* Recalling information from a text.**Teacher's note**

Children compose an acrostic poem by writing a word or sentence about leadership that begins with the given letter on each line.

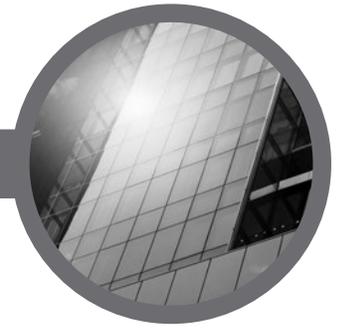
Light and Reflection

Level 18

Non-fiction

Word count: 390

Text type: Informational



High-frequency words introduced: else, hard, harder, know, watch

High-frequency words consolidated: anything, bright

Programme links: *The Greedy Dog and His Reflection* (fiction)

Curriculum links: me/family, science, community

Story summary: Find out about light and how the sun helps us to see everything around us. Learn how a light ray makes a shadow when it is stopped. Read about how light can bounce around and help us see things, such as the Moon. Find out how bouncing light helps us see reflections in shiny things like mirrors.

Tuning in

- As a group, talk about light. Ask, *Where does the light around us come from? What does light help us to see?* Discuss how light comes from the sun. Get children to look around the room and see if they can find anything that creates light, such as lights, lamps, or torches.
- Talk about reflections. Ask, *What is a reflection? How is a reflection created?* Provide children with mirrors and have them look at their reflection. Ask, *Why are you able to see yourself in the mirror?*

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 pictures 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, *What is light? Can you see light around you? Where is the light coming from? What does the light from the sun help us to see? Can you see trees, houses and people because of the light?*

pages 4–5: Ask, *What happens if there is no sunlight? Is it harder for us to see things when it is dark? Can you see light from the Moon? Can you also see light from things that people have made, such as torches, streetlights and car headlights? Does a torch help us see when it is dark?*

pages 6–7: Ask, *How can you watch how light moves? What is a ray? Does light move in a straight line? What happens when the light ray hits something? What happens when the light from the sun hits a tree? When is a shadow made? Can you make a shadow? What happens when sunlight hits your body? Why does the light stop? Why is a shadow made on the ground? What happens when a light from a flashlight hits your hand? Where does it make a shadow?*

pages 8–9: Ask, *What else can light do? Can light bounce*

around? Does the Moon make its own light? Can the light from the Sun bounce off the Moon? Does this help us to see the Moon? Does it make the Moon shine? Is the light from the Moon as bright as the light from the Sun?

pages 10–11: Ask, *Does light bounce off shiny things? Is a mirror shiny? Why can you see your reflection in the mirror? Why does the mirror bounce the light right back at you? Can you see reflections in other shiny things? Can you see reflections in water or when you look at a window?*

pages 12–13: Ask, *What do you see when you hold a book up to a mirror? Can you read the words? Why do the words in the book look backwards? What happens when the light reflects from the mirror? Is it hard to read things in a mirror? What happens when you write your name and look at it in the mirror? What might happen if you write a number? What would you see? What else could you look at in the mirror?*

pages 14–15: Ask, *Do we need light? Why do we need light? Does light help you to see everything and everyone around you? How do things like flashlights help us? Does light also help you to see your reflection in a mirror? Can light look good, too? What lights do you see all the time? What reflections do you see around you?*

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, *What light can you see around you? How is light helping you see things right now? Where have you seen your reflection?*
- 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.
- Discuss that this is a non-fiction informational text. Talk about the structure of the book and how it provides readers with information and facts.
- Encourage children to reflect on what this text has taught them. Ask, *What did you learn by reading this book? What did you find out about light, reflections and shadows?*
- Ask inferential questions such as: *Why do cars have headlights? Why do you think the Moon is not as bright as the Sun? What other things can you think of that we use to light up a dark room? Can you think of a letter that would not look backwards when you look at the reflection in the mirror?*

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.

Choose from the following activities.

Comprehension

- **Bundling:** Get children to recall what they learned about light and reflections. Write the headings 'Light', 'Shadows', 'Reflection' and 'What else can light do?' at the top of a piece of paper. Ask children to recall important facts from the text relating to each topic and record them under the correct heading. Get children to then summarise the text by rereading the facts they recorded. Ask children to complete **PW 118**.
- **Word meanings:** Discuss the importance of understanding word meanings while reading. Talk about how knowing the meaning of words in the text helps us to gain an understanding of what we are reading. Explain that we can find the meaning of words by using the context of the sentence/story, using a dictionary, or using the glossary. Select words from the text and get children to explain the meanings. Ask children to complete **PW 119**.

Phonological awareness/Graphophonics

- Find 'shine' 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, find and record other words that use this rule in the text (i.e. 'name', 'write', 'time').
- Discuss the vowel digraph 'ou' and model to children the sound these letters make when they are sounded together. Find 'around' in the text and discuss the 'ou' digraph. Find other 'ou' words in the text. Brainstorm and record other 'ou' words, e.g. 'shout', 'house', 'loud' and 'found'. Get children to circle the 'ou' in these words and discuss strategies for reading them. Repeat for the vowel digraphs 'ay', 'ee' and 'oo'.
- Discuss the 'ight' word ending in 'light'. Talk about the sound these letters make when sounded together. As a group, brainstorm and record other words containing 'ight'. Ask children to practise sounding these words.
- Discuss compound words and how it refers to two words that are joined together to create a new meaning. Find 'sunlight' in the text. Get children to identify the two words 'sun' and 'light'.

Discuss the meaning of these words separately and talk about the meaning that is created when they are joined to make a compound word. Find other compound words in the text (i.e. 'streetlight', 'headlight', 'everything'). Ask children to complete **PW 120**.

Vocabulary

- **Visual recognition of high-frequency words:** 'else', 'hard', 'harder', 'know', 'watch', 'anything', 'bright'. 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 make a word find using the high-frequency 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?* 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

- Write the question *'What do you know about light and reflection?'* on the board. Have the children write an informational text explaining what they learned about light and reflection. Encourage them to refer to the text to help recall information and facts.

► English Language Learners

- Provide children with mirrors and pieces of paper. Have them write names and numbers on the pieces of paper and place them in front of the mirror to see what reflection is created. Have them draw a picture of the new image that is shown in the mirror. Ask, *Why do the letters and numbers look different when they are reflected in the mirror?* Ask children to see if they can create a word or number that doesn't look backwards when reflected in the mirror.

► Assessment

- PWs 118, 119 and 120 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 118 could be kept in the child's portfolio
- Complete Running Record (page 340)

Name: _____ Date: _____

Bundling

You will need: scissors, glue

- Cut out the sentences.
- Sort and paste them in the matching box.

Light	Shadows
What else can light do?	Reflections

When a light ray hits something, it stops and makes a shadow.	You can also see reflections in water and windows.	The light is coming from the sun.	Light can bounce around.
Light helps us to see things around us.	Light from the sun bounces off the moon. This helps us to see the moon.	When sunlight hits your body, it stops and makes a shadow on the ground.	When light bounces off a shiny mirror you can see your reflection.

Main teaching focus

Comprehension: Bundling and grouping sentences

Other teaching focus

Comprehension: Identifying the main idea and supporting details

Teacher's note

Children cut out the boxes. They bundle sentences by pasting them in the box with the correct heading.

Name: _____ Date: _____

Word meanings

You will need: coloured pencils

- Write the meaning of each word.
- Draw a picture to match each word.

Word	Meaning	Picture
light		
dark		
torch		
ray		
shadow		
reflection		

Main teaching focus

Comprehension: Determining word meanings using context of the sentence or text

Other teaching focus

Comprehension: Recalling information from the text

Teacher's note

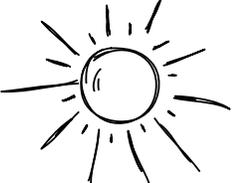
Children write a definition for each word and then draw a picture to match each word.

Name: _____ Date: _____

Compound words

You will need: scissors, glue, paper

- Cut out the boxes.
- Match together words to make compound words and paste with the matching picture.

sun	ground	
flash	room	
bed	light	
cup	light	
street	cake	
play	light	

Main teaching focus
Graphophones: Compound words

Other teaching focus
Comprehension: Understanding word meanings using sentence context

Teacher's note
Children cut out the boxes. They match together words to make compound words and then paste them with the matching picture.

Holly's Three White Mice

Level: 19 Fiction Word count: 486 Text type: Narrative



High-frequency words introduced: arrived, covered, follow, followed, idea, quietly, terrible, through, whispered

High-frequency words consolidated: easy, even, glad, I've, might, sadly, special

Programme links: *Holly's Three White Mice E-Book, Mouse Visor (non-fiction)*

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

Story summary: Holly loves her three white mice, but when her family goes on an overnight fishing trip, her mice escape from their box. The kitchen is a terrible mess, but Holly follows the tiny white footprints and finds her mice asleep in her doll's house.

Getting started

- Talk about mice. Ask children to describe what they look like, how they move and what they like to eat. Encourage children to role-play the movements of mice.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to share what they think the story will be about. Ask children to make predictions, using the title and cover illustration as prompts. Ask, *Who do you think Holly is? Why does she have three white mice? What might happen to the mice?*
- 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 animal does Holly love? What colour mice does she love? Which mice does she love most of all? Where do her three pet white mice live?*
- pages 4–5: Ask, *Do you think Holly wants to go on the overnight fishing trip with her family or does she want to stay home with her three mice? Who will take care of Holly's mice? Should Mrs Brooks come and feed the mice in the afternoon? What might Holly tell her mice before she goes?*
- pages 6–7: Ask, *What are the mice running up? What are they pushing their way through? Do you think the mice had a fun time running all over the house? Where do you think they ran in the house? What would they have been looking for when they ran into the kitchen? What would Mrs Brooks have found in the box that afternoon? Is she upset? Where is she looking for the mice? Has she found them anywhere?*
- pages 8–9: Ask, *What would Mrs Brooks be telling Holly now that she has arrived home? What is running down Holly's cheek?*
- pages 10–11: Ask, *What did they see when they walked into the kitchen? Where is the terrible mess? What is covering the bench and the floor? Who might have made the flour go everywhere? What has Holly picked up? What is in the corner of the box?*
- pages 12–13: Ask, *Where have the naughty mice been? Why do they need to find the mice quickly? What footprints can they see going down the hall? Why are they following the footprints?*

- pages 14–15: Ask, *What footprints do they follow? Where do the footprints go? What goes through the door of the doll's house, up the stairs and into the bedroom? Why is Holly down on her knees and peeking through the window?*
- page 16: Ask, *Where are the naughty white mice fast asleep? Would Holly be glad to see the mice even though they are very naughty? Who just opened their eyes and blinked?*

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.
- Encourage children to relate the text to their own experiences. Ask, *Have you had a pet that has run away? Did you find your missing pet?*
- Ask children to retell the story in their own words and discuss what happened in the beginning, middle and end.
- Ask inferential questions such as: *What could Holly have done to keep her mice safe inside their box? Why couldn't Mrs Brooks find Holly's three white mice? Why do you think the mice wanted to get out of their box? Why is there a tear running down Holly's cheek? Who put the hole in the box of flour? Who do you think should clean up the mess in the kitchen?*

After reading

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

Choose from the following activities.

Comprehension

- **Characters:** Ask children to recall the characters – Holly, Mum, Dad, Mrs Brooks and the three mice. Discuss their roles in the story. Draw a picture of each character on a separate piece of paper. Ask children to write sentences about each character on the paper, e.g. descriptions, feelings, actions. Encourage children to compare and contrast the characters by explaining how they were the same or different. Get children to use **PW 121** to make a mobile showing the characters, their feelings and actions.
- **Sequencing – time-order words:** Flip through the text and ask children to discuss the events. Ask, *What happened in the beginning/middle/end?* Write 'first', 'then', 'next', 'after', 'later' and 'finally' on flash cards. Get children to each draw a different event from the text. As a group, ask children to sequence their pictures in the correct order and place the time-order word flash cards next to the appropriate picture. Get children to complete **PW 122**, sequencing pictures and matching them to time-order words.

Phonological awareness/Graphophonics

- Discuss the word 'stay'. Talk about the vowel digraph 'ay' and model the sound these letters make together. Ask children to find other 'ay' words in the text. Get them to think of other 'ay' words. Repeat for 'ou' and 'mouse'.
- Talk about how the letter 'c' in 'mice' makes the sound of the letter 's'. Ask, *Can you think of any other words where the letter 'c' makes the sound of the letter 's'?*
- Talk about how the suffix 'ed' can be added to the end of words. Ask children to find words in the text that end with 'ed' and practice reading them. Talk about how if there is an 'ed' on the end of a word it means it has already happened (i.e. past tense). Repeat for the 'ly' suffix in 'quietly'. Discuss how the 'ly' suffix means the word is telling us how something is being done.
- Talk about the initial consonant digraph 'qu' at the beginning of 'quietly'. Model the sound that these letters make together. Brainstorm and list other words that begin with 'qu' and ask children to circle the 'qu' digraph.
- Find 'corner' in the text. Discuss the sound made when the letters 'or' are together. Brainstorm and record 'or' words and ask children to practise sounding them.
- As a group, talk about how 'white' and 'might' rhyme because their ending sounds the same. Talk about how words can rhyme even though they have different letter patterns at the end. Ask, *Can you think of any other words that rhyme with 'might' and 'white'?* (e.g. 'kite', 'sight', 'fight') Record these words and ask children to identify the 'ight' or 'ite' ending of them.
- Find 'all' in the text. Talk about how new words can be made by adding letters to the start of this word. Ask children to find 'small'. Ask, *Can you see the word 'all' in this word?* Cover up the 'sm' and ask children to find '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 and ask children to underline 'all' in each word.
- Find 'Holly' in the text. Discuss how the 'y' ending makes the long vowel 'ee' sound. Ask children to find other words in the text with a 'y' ending that makes this sound, e.g.

'sleepy', 'sorry'. Encourage children to practise reading and sounding these words.

Vocabulary

- **Visual recognition of high-frequency words:** 'arrived', 'covered', 'follow', 'followed', 'idea', 'quietly', 'terrible', 'through', 'whispered'. Ask children to find these words in the text. Give the children blank flash cards, get them to write a high-frequency word on each card and arrange the cards in alphabetical order.

Fluency

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

Text conventions

- **Exclamation points:** Talk about how exclamation points are used to show that something is important or exciting and they influence the way the text is read. Ask children to practise reading the sentences with exclamation points and compare how they would be read without exclamation points.
- **Speech marks:** Explain that text between speech marks is what a character is saying. Turn to page 12 and ask children to role-play the conversation between Holly and Mum. Repeat with other pages from the text.

Writing

- Get children to draw maps of Holly's house, including the kitchen, hall, stairs and Holly's bedroom. Get children to draw the mice's footprints to show where the mice went after they escaped. Ask children to write sentences explaining where the mice went. Encourage them to use time-order words (i.e. 'first', 'then', 'next', 'after', 'later', 'finally') at the beginning of sentences.

► English Language Learners

- Show children pictures of mice and ask them to describe and share what they know about mice. Draw a large picture of a mouse on paper and ask children to label the different parts of its body. Get children to use **PW 123** to make a mouse, then retell how they made it.

► Assessment

- PWs 97, 98 and 99 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 97 could be kept in the child's portfolio
- Complete Running Record (page 341).

Name: _____ Date: _____

Character mobile

You will need: coloured pencils or crayons, scissors, five pieces of string, tape, coat hanger or stick

- Colour and cut out the characters.
- Write about each character on the back of the pictures.
- Tape string onto the top of each picture.
- Tape the other end of the string onto a coat hanger or stick.

**Other teaching focus**

Comprehension: Comparing and contrasting characters.

Other teaching focus

Comprehension: Comparing and contrasting characters.

Teacher's note

Children colour and cut out the pictures. They write a description of the characters on the back. They tape string to the top of each picture and attach the other end of the string to the coat hanger or stick.

Name: _____ Date: _____

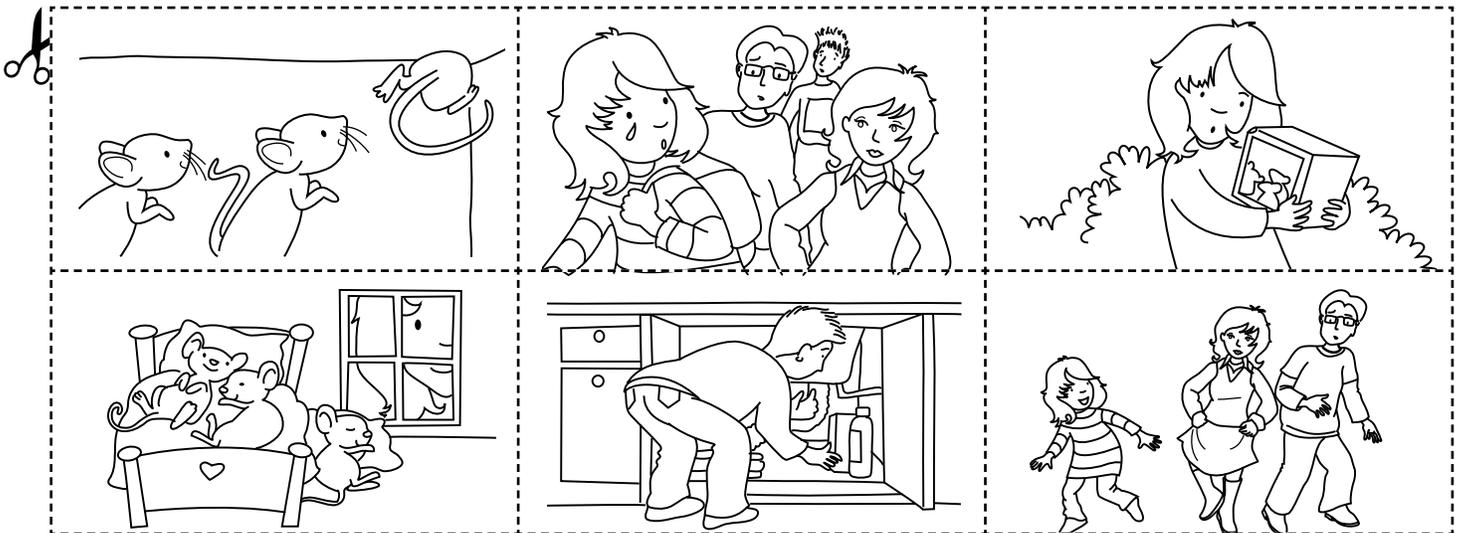
Sequencing

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

- Colour and cut out the pictures. Sequence and paste them in the correct order in the boxes.
- Write matching sentences for each picture on another piece of paper.

1 First ...	2 Then ...	3 Next ...

4 After ...	5 Later ...	6 Finally ...



Main teaching focus

Comprehension: Sequencing events from the text; time-order words.

Other teaching focus

Comprehension: Recalling events from the text.

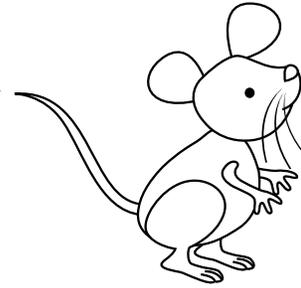
Teacher's note

Children colour and cut out the pictures. They sequence the pictures and paste them in the correct order in the boxes. Children then write what happened in the story on different pieces of paper.

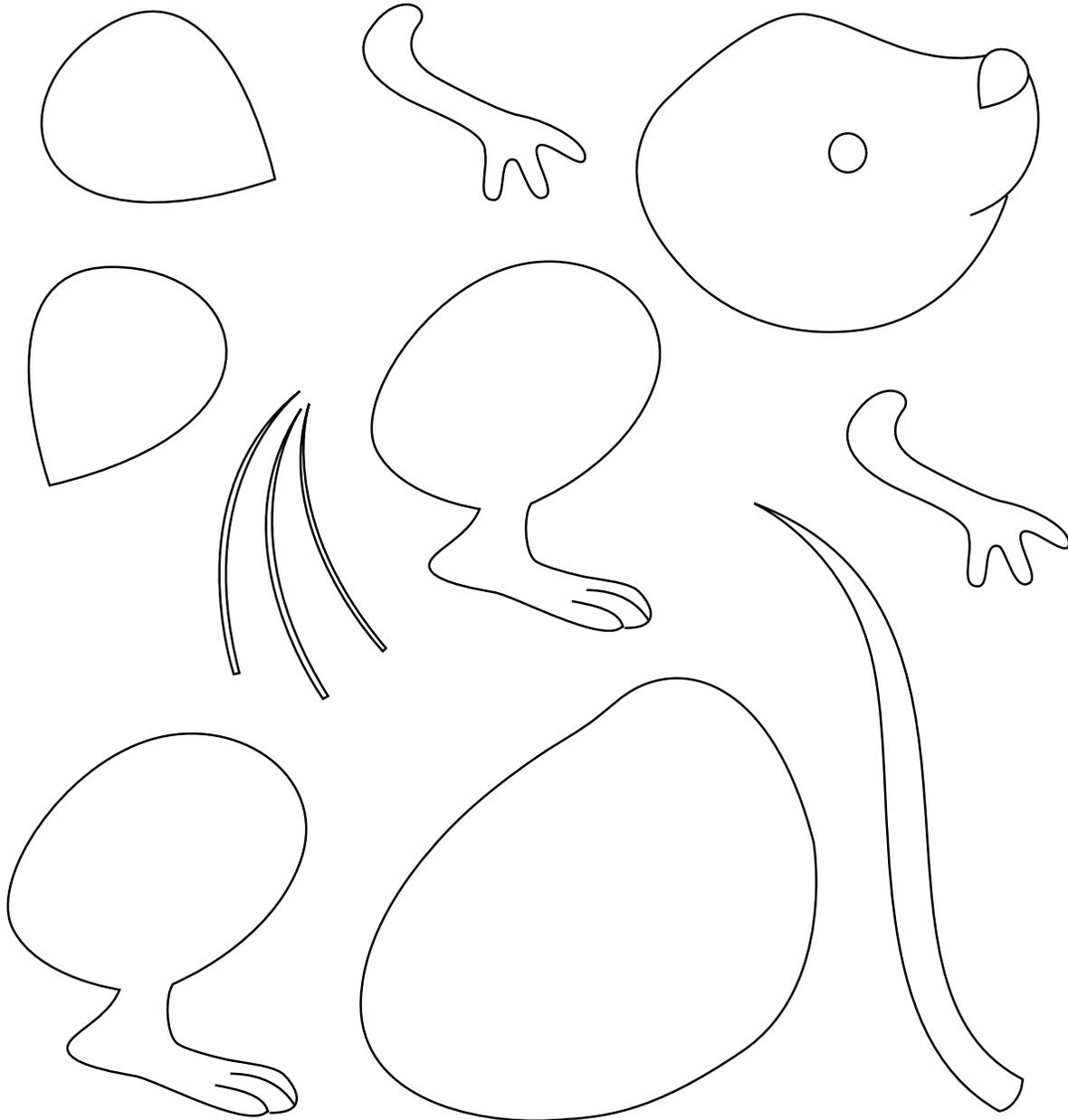
Name: _____ Date: _____

Make a mouse

You will need: coloured pencils or crayons, scissors, glue, a piece of paper, balls of cotton wool, yarn



- Colour the parts of the mouse.
- Cut them out and paste them onto the paper.
- Paste some cotton wool onto your mouse to make fur and yarn to make whiskers.



Main teaching focus

Oral language development: Language and vocabulary development.

Other teaching focus

Oral language development: Retelling an experience.

Teacher's note

Children colour and cut out the parts of the mouse. Then they paste them together and stick cotton wool onto their mice as the fur and yarn as the whiskers. Children retell how they made their mice.

Go-Kart Surprise

Level: 19 Fiction Word count: 467 Text type: Narrative



High-frequency words introduced: arrived, knew, really, sped, yelled

High-frequency words consolidated: almost, sadly, thought, wasn't, watch, watched

Programme links: Go-Kart Surprise E-Book, A Go-Kart at School (non-fiction)

Curriculum links: me/family, community, physical activity

Story summary: Justin wants to race in a go-kart and thinks it's unfair that his brother Mick gets to have all the fun. But when he turns eight, Mum takes him to the go-kart track and Justin has his first go-kart race!

Getting started

- Talk about go-karts. Ask, *What is a go-kart? Have you been in a go-kart before?* Get children to pretend to drive a go-kart. Make a 'go-kart track' around the classroom and ask children to participate in 'go-kart races'. Discuss the noise go-karts make and how fast go-karts go.
- Talk about surprises. Ask, *What is a surprise? Have you been surprised before?* Discuss things that people do to surprise others. Ask children to show surprised expressions on their faces. Ask, *Do surprises make people happy or sad?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to share what they think the story will be about. Ask children to make predictions, using the title and cover illustration as prompts. Ask children to think of words that might be in the text.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Is Justin able to race or is he too little? Who gave Mick his crash helmet and gloves? Do you think Justin might be able to race next week when it's his eighth birthday? Did Mick put on his helmet and gloves? Who jumped into the go-kart and zoomed off for a practice lap?*
- pages 4–5: Ask, *Who does Justin think gets to have all the fun? Does Justin get to race or does he just watch and help out? Why do you think Justin doesn't say anything?*
- pages 6–7: Ask, *What does Justin want to do? When will Justin get to race? Has the race started? What is zooming past?*
- pages 8–9: Ask, *What does Justin watch speed around the track? What colour go-kart does Mick overtake around the last corner? Who wins the race? What is Justin thinking? Does Justin think he would be a great go-kart driver?*
- pages 10–11: Ask, *What are they having for dinner? Who is happy? Would Mum think that it was a great race? Is Justin hungry? Where is Mick's trophy? How do you think Justin is feeling?*

- pages 12–13: Ask, *Whose birthday is it the next Saturday? How many friends come to his party? What are they eating? Does Justin look like he is having fun? What has Mum come out with? Where might they be going to in the van?*
- pages 14–15: Ask, *Where has Mum taken them? Is Mick at the track with some of his friends? How many go-karts are there waiting on the track? Why is Justin excited? What do they need to put on first?*
- page 16: Ask, *Are they ready to race once everyone has their safety gear on and they have gone over the rules? What number is on Justin's go-kart? Is it race time for Justin 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.
- Encourage children to relate the text to their own experiences. Ask, *Is there anything that you have had to wait until you were older to do? What things have you been upset or jealous about?*
- Ask children to retell the story in their own words and discuss what happened in the beginning, middle and end.
- Talk about the characters, setting and plot of the text.
- Discuss that this is a narrative text and talk about the orientation, complication and resolution.
- Ask inferential questions such as: *Why do you think Justin had to wait until he was eight before he could start go-karting? Why wasn't Justin hungry at dinner? Why wasn't Justin having fun at his party?*

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 'ready', discuss strategies such as sounding out, re-reading, looking at the illustrations or using the sentence content.

Choose from the following activities.

Comprehension

- *Crossword:* Get children to discuss the story. Ask comprehension questions; for example: *What did Justin want to do? How many friends came to his party? Did Mick win his race? How old was Justin when he was allowed to race?* If children are unsure of the answers, encourage them to re-read the text. Discuss how to do crosswords. Explain the difference between 'across' words and 'down' words. Get children to complete the crossword on **PW 124**.
- *Characters, setting, plot:* As a group, recall and draw the characters on the board. Encourage children to talk about and draw the setting on the board. Ask them to retell the plot. As a group, write a summary of the main events on the board. Get children to complete **PW 125**, writing a book report about the text.

Phonological awareness/Graphophonics

- Find 'zoomed' in the text and discuss the vowel digraph 'oo'. Model how these letters make a long sound in this word. Ask children to brainstorm other words that contain this sound.
- Discuss how the 'c' in 'race' makes the sound of the letter 's'. Ask, *Can you think of any other words where the 'c' makes the sound of the letter 's'?* Find 'place' in the text and ask children to sound the letter 'c' in this word.
- Talk about the consonant digraph 'ph' in 'trophy'. Explain how these letters are not sounded separately as 'p-h' but are sounded together. Model the sound these letters make. Ask, *When we sound these letters together, what letter sound does it sound like?*
- Ask children to find 'ould' in the text. Talk about the 'ould' word ending and the sound these letters make when they are together. Ask, *Can you think of any other words that end with 'ould'?* Record these words, ask children to circle the 'ould' ending and then ask children to practise sounding them.
- Talk about the contraction 'wasn't'. Write 'was not' and 'wasn't' on the board and discuss how the contraction has an apostrophe instead of the letter 'o'. Repeat for 'didn't' and 'you're'. Find the contractions in the text.
- Find 'start' in the text. Discuss the sound made when the letters 'ar' are together. Talk about how 'start' can be read by sounding 'st-ar-t'. Ask children to identify other 'ar' words in the text and practise reading them. Brainstorm and record other 'ar' words.
- As a group, talk about 'er' at the end of 'brother'. Model the sound these letters make together. Ask, *Can you think of any other words that have the 'er' sound?*
- Ask children to find 'stripes' in the text. Discuss the three-letter consonant blend 'str' at the beginning. Explain how these letters are sounded as 'str' to make one sound, rather than sounded separately as 's-t-r'. Ask, *Can you think of other words that begin with 'str'?*

Vocabulary

- *Visual recognition of high-frequency words:* 'arrived', 'knew', 'really', 'sped', 'yelled'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.

- Get children to spell the high-frequency words by moulding the letters with playdough.

Fluency

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

Text conventions

- *Features of the front cover:* Look at the front cover of the text and ask children to identify the title, author and illustrator. Explain to children that the author is the person who wrote the text and the illustrator is the person who drew the pictures. Ask, *What is the title of the text? Who is the author? Who is the illustrator?*
- *Features of the back cover:* As a group, look at the back cover and ask children to identify the blurb. Discuss how readers can read the blurb to get an idea of what the text will be about. Ask, *Does the blurb match what the text is about?*

Writing

- Ask children to write acrostic poems about go-karts, writing words, sentences or phrases about go-karts that begin with each of the letters in the word.

► English Language Learners

- As a group, brainstorm what you might see at a go-kart track. Use the illustrations in the text as a prompt. Encourage children to label and describe things that they see in the illustrations to enhance their vocabulary development. Make a list of 'go-kart' words. Enlarge a copy of **PW 126** on A3 paper for each child and get them to make their own go-kart track and go-karts. When they have completed this, encourage children to play with their tracks and go-karts together. During this time, support children in communicating and working together. Ask children to retell how they made their go-karts and track.

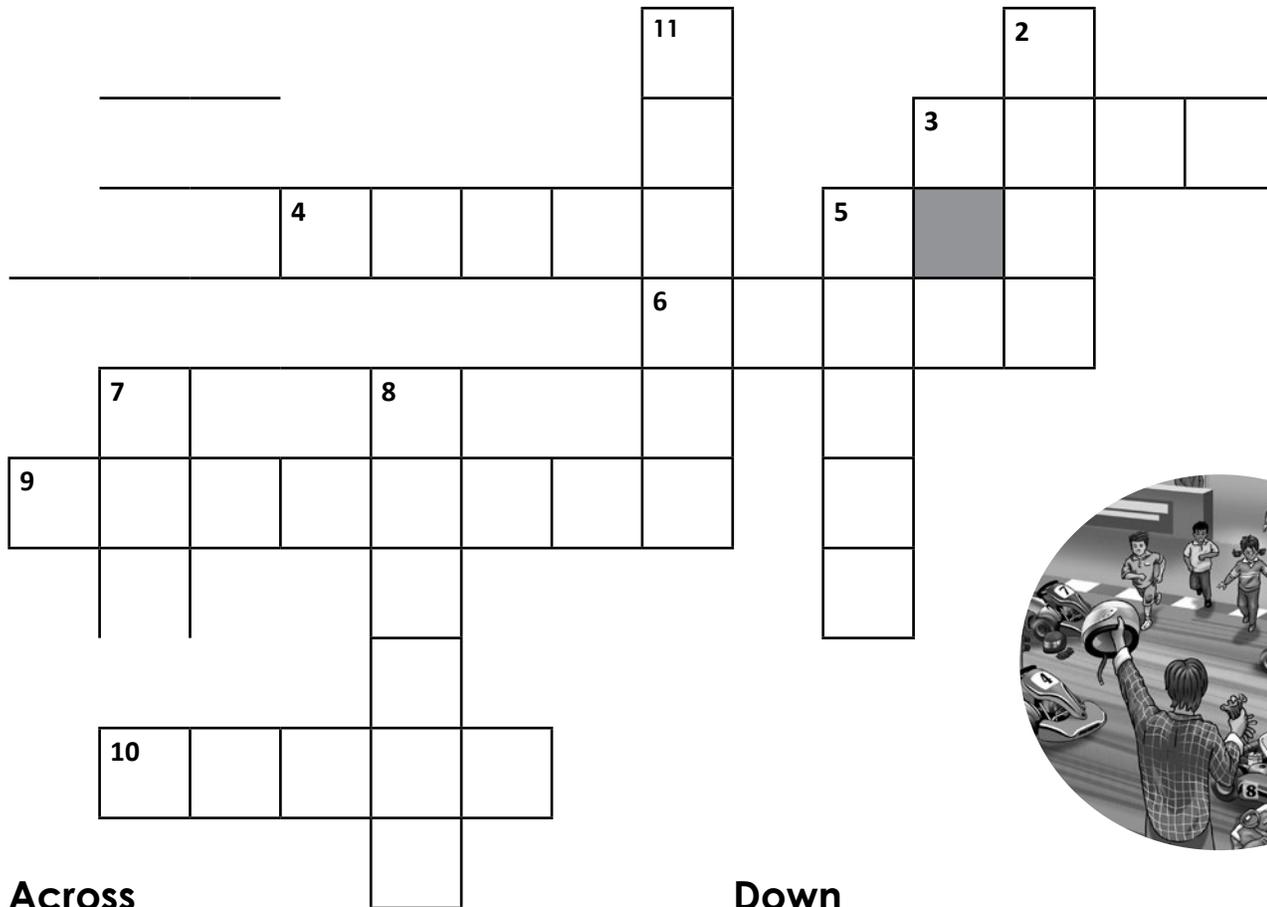
► Assessment

- PWs 100, 101 and 102 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 100 could be kept in the child's portfolio
- Complete Running Record. (page 342)

Name: _____ Date: _____

Crossword

- Write the answers to the questions in the crossword puzzle.



Across

- Justin wants to race in a go-_____.
- Where did Mick come in the race?
- How many friends were at Mick's party?
- The title of the book is 'Go-Kart _____'.
- How old did Justin turn?

Down

- Justin was too _____ to race.
- What did they eat at the party?
- The race was at the go-kart _____.
- At first, Justin was not having _____ at his party.
- What did Mick win?

Main teaching focus

Comprehension: Answering questions about a text; recalling information from a text.

Other teaching focus

Writing: Spelling.

Teacher's note

Children answer the 'across' and 'down' questions. They write the answers in the crossword puzzle.

Name: _____ Date: _____

Book report



You will need: coloured pencils or crayons

- Write the title, author and illustrator of the text.
- Write and draw about the characters, setting and your favourite part of the plot.

Title

Author

Illustrator

Characters

Setting

Plot

Main teaching focus

Comprehension: Recalling the characters, setting and plot of a text.

Other teaching focus

Text conventions: Front cover of a text – identifying title, author and illustrator.

Teacher's note

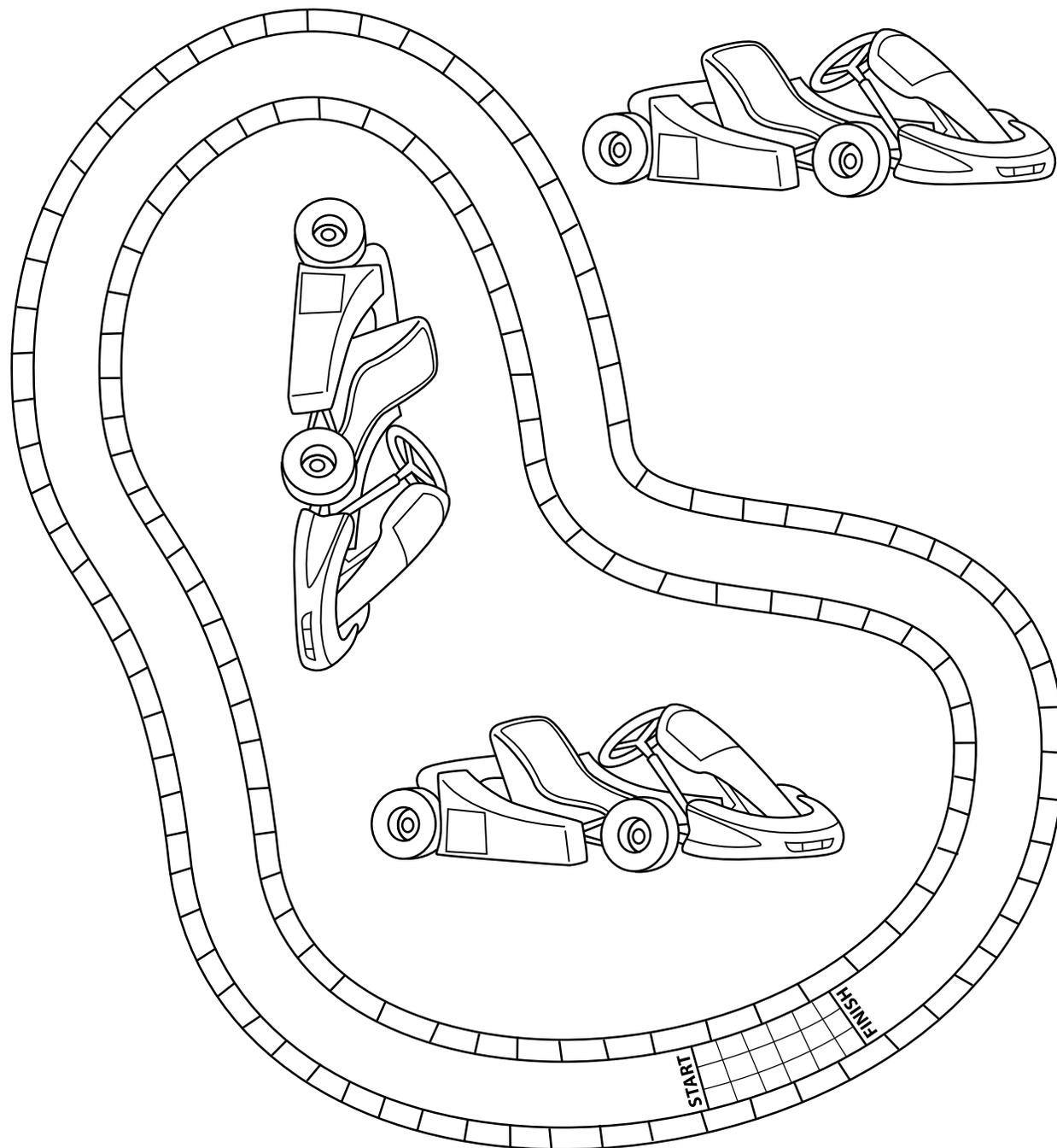
Children fill in the boxes by writing the title, author and illustrator of the text. Then they write and draw about the characters, setting and their favourite part of the plot.

Name: _____ Date: _____

Go-kart track

You will need: coloured pencils or crayons, scissors

- Colour the go-kart track and the go-karts.
- Cut them out and play with them!



Main teaching focus

Oral language: Developing language and vocabulary.

Other teaching focus

Oral language: Retelling an experience; communicating.

Teacher's note

Enlarge a copy of the PW on A3 paper for each child. Children colour the go-kart track and the go-karts. Then they cut them out and have a go-kart race!

Penny and the Peas

Level: 19

Fiction

Word count: 414

Text type: narrative



High-frequency words introduced: arrived, closed, finished, followed, weekend, quietly, raced, really, yelled

High-frequency words consolidated: anymore, carefully, disappeared, knocked, surprise, thought, threw

Programme links: *Penny and the Peas* E-Book, *Healthy Foods* (non-fiction)

Curriculum links: me/family

Story summary: Penny is hungry and Pa has picked her peas from the garden for dinner. She tries very hard to eat the peas, but she doesn't like them. When they get back from the park, Paddy knocks over Penny's plate. The peas go everywhere. Penny finally tells Pa that she likes lots of things that start with the letter 'p', but she doesn't like peas. Luckily, Paddy likes peas and eats them all.

Getting started

- Talk about peas. Provide children with pictures of peas and ask, *Who likes to eat peas? What do they taste like? Where do peas come from?* Discuss how peas are a vegetable that you can grow in the garden. Get children to talk about other vegetables that they like to eat.

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 with Penny and peas? Why do you think the peas are all over the floor? Do you think Penny likes to eat peas? Do you think it will be a fiction or non-fiction text?* 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 illustrations and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Do you think Penny is happy that dinner is ready? Would she be hungry after playing with Paddy? Why would she be running into the house? Why has Paddy followed Penny into the kitchen? Why do you think Paddy is wagging his tail? Do you think they love staying at Pa's house at the weekend?*
- pages 4–5: Ask, *What dinner has Pa surprised Penny with? Where would Pa have picked the peas from? Do you think Penny likes peas? Why do you think they will take Paddy to the park after dinner? What do you think Penny is worrying about? Do you think she will eat the peas if she doesn't like them?*
- pages 6–7: Ask, *Why would Penny be pushing the peas with her fork? What do you think happens when she carefully picks up one pea and puts it into her mouth? Do you think she will be able to swallow the pea? What is Paddy looking at? Why would he be licking his lips?*
- pages 8–9: Ask, *Why hasn't Penny finished her dinner yet? Why do you think she says she's not hungry anymore? Do you think Penny will be able to eat her dinner when she gets back from the park? Who put on Paddy's lead? Where do you think they will go?*
- pages 10–11: Ask, *What do they play at the park? Who is*

- playing fetch with Paddy? Where do they go when Pa gets tired? What do you think will happen when they get home? Where does Penny sit when they arrive home? Who has disappeared inside?*
- pages 12–13: Ask, *Why do you think Pa has yelled "oh no"? Who knocked over Penny's plate? Where are the peas? What's rolling around on the floor? Why are there peas everywhere? Why would Paddy be wagging his tail and licking his lips? How do you think Pa feels when he sees Paddy eating Penny's peas?*
- pages 14–15: Ask, *Why would Penny think that it's okay? What foods beginning with the letter 'p' does Penny like to eat? What other things beginning with the letter 'p' does Penny like? What kind of 'peas' does Penny not like?*
- page 16: Ask, *Who likes to eat peas? Why are Penny and Pa laughing?*

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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Encourage children to relate the story to their own experiences. Ask, *What foods do you like to eat? Are there any foods that you don't really like?*
- Ask children to predict what will happen on the next page or how the story might end.
- Talk about the characters in the story and their roles.
- Discuss how this text is a narrative and ask children to identify the problem and resolution. Talk about Penny's problem and how it was solved. Discuss other ways she could have solved her problem.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why was Penny worried about telling Pa that she didn't like the peas? How else could Penny have solved her problem? Why was Paddy wagging his tail and licking his lips when he looked at the peas?*

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 the children had difficulty with the word 'knocked', 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 large piece of paper. Ask children to draw what happened in the beginning, middle and end of the story under the headings. Get children to complete **PW 127**.
- **Recall:** Encourage children to talk about what happened in the story. Ask, *What were the main events of the story? Who were the characters in the story? What was Penny's problem in the story? How was the problem solved?* Get children to make puppets using the templates on **PW 128**. Then ask them to retell the story using the puppets.

Phonological awareness/Graphophonics

- Talk about the 'ed' suffix. Ask 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).
- Find the word 'hungry' and discuss how the 'y' makes an 'ee' sound. Get children to find other words that contain a 'y' that makes this sound, such as 'carefully' and 'Penny'.
- Discuss 'smile' 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. Find other examples in the text (e.g. 'like'). Get children to practise reading these words.
- Talk about the vowel digraph 'ea' and model to children the sound that these letters make when they are together. Find 'peas' and discuss the 'ea' digraph. Brainstorm and record other 'ea' words, e.g. 'eat', 'seat' and 'meat'. Get children to circle the 'ea' in these words and discuss strategies for reading them.
- Talk about the vowel digraph 'ay' and model to children the sound that these letters make when they are together. Find 'staying' and discuss the 'ay' digraph. Brainstorm and record other 'ay' words, e.g. 'day', 'say' and 'hay'. Get children to circle the 'ay' in these words and discuss strategies for reading them.

Vocabulary

- **Visual recognition of high-frequency words:** 'arrived', 'closed', 'finished', 'followed', 'weekend', 'quietly', 'raced', 'really', 'yelled', 'words', 'anymore', 'carefully', 'disappeared', 'knocked', 'surprise', 'thought', 'threw'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Provide children with whiteboards and markers or chalk and

chalkboards. Get them to write the high-frequency words in different colours on the boards. Ask, *Can you notice any spelling patterns in these words?*

Fluency

- Discuss the concept 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

- **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.
- **Sentence features:** Discuss how sentences begin with a capital 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? How do you know where the sentence ends?*
- **Exclamation points:** Talk about how exclamation points influence the way the text is read. Encourage children to find exclamation points in the text. Read sentences with exclamation points and compare how they would be read if there were no exclamation points.
- **Question marks:** Talk about how a question mark is used 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.

Writing

- Encourage children to talk about their favourite vegetable. Ask, *What vegetables do you like to eat? Where does your favourite vegetable grow?* Get children to write a report about their favourite vegetable. Encourage them to include paragraphs on what it looks like, how it tastes and where it grows.

► English Language Learners

- Talk about how Penny likes lots of things that begin with the letter 'p'. Choose letters from the alphabet and ask children to think of things that they like that begin with that letter. Get children to complete **PW 129**.

► Assessment

- PWs 127, 128 and 129 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 127 could be kept in the child's portfolio
- Complete Running Record (page 343).

Name: _____ Date: _____

Beginning, middle, end

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

Beginning

Middle

End

Main teaching focus

Comprehension: Sequence events into beginning, middle and end.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

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

Name: _____ Date: _____

Puppets

You will need: scissors, craft sticks, tape

- Cut out the puppets.
- Attach a craft stick to the back of each puppet using the tape.
- Retell the story using the puppets.

**Main teaching focus**

Comprehension: Retelling the events of the story.

Other teaching focus

Oral language development: Communication and vocabulary development.

Teacher's note

Children colour in and cut out the puppets. They then attach a craft stick to the back of the puppet using the tape. Children then use the puppets to retell the events of the story.

Name: _____ Date: _____

Things I like

- In each box, record the names of five foods or things that you like that begin with the given letter.

<p>S</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<p>T</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<p>A</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____
<p>L</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<p>B</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<p>M</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____
<p>R</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<p>D</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<p>P</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____

Main teaching focus

Oral language development: Vocabulary development.

Other teaching focus

Comprehension: Connecting the text with personal experiences.

Teacher's note

Children record five foods or things that they like that begin with the letter in each box.

Princess Writes a Play

Level: 19

Fiction

Word count: 499

Text type: narrative



High-frequency words introduced: act, copy, finished, knew, learned, practise, practised, quietly, really, together, words

High-frequency words consolidated: thought

Programme links: *Princess Writes a Play* E-Book, *How to Write a Great Story* (non-fiction)

Curriculum links: community, me/family, school

Story summary: Princess wants to put on a play for all the mums and dads, but her teacher is busy helping with the sports day. Then Princess writes a play and everyone helps to put it on. The children practise and practise and the play is a success.

Getting started

- Talk about plays. Ask, *Have you ever watched a play? What happens during a play?* Ask children if they have ever performed in a play. Discuss how actors need to practise and learn their words.
- Ask children to think about what texts they like to write. Brainstorm different things that writers can write, for example, stories, plays and reports.

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 is Princess going to do in the story? Why do you think she is going to write a play? What might the play be about? Who do you think is going to perform the play? Do you think it will be a fiction or non-fiction text?* 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 illustrations and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Why do you think Princess wants to put on a play? Why isn't Mrs Kay able to help Princess after school for the next four weeks? How do you think Mrs Kay feels?*
- pages 4–5: Ask, *How do you think Princess feels? Could Princess write the play by herself and then have everyone in the class help her put it on? Why would Mrs Kay want to think it over?*
- pages 6–7: Ask, *What do you think Princess asked Mrs Kay the next day? Who do you think might help Princess with the play? Why do you think the children are happy? What do you think Mrs Kay thinks of the idea if everyone helps?*
- pages 8–9: Ask, *What did Princess do that night when she got home? Why do you think she had to work on the play before dinner and after dinner? Why did she need to stay up late?*
- pages 10–11: Ask, *Who do you think Princess gave a copy of the play to the next day? Does everyone have a part to play? How often would the children need to practise the play?*
- pages 12–13: Ask, *Who has come to watch them put on the play? Who was acting as the old woman who lived in the big*

house? Had everyone learned their words?

- pages 14–15: Ask, *Why do you think all the mums and dads clapped at the end of the play? What do you think Mrs Kay said to the children? Would she be happy that they all worked very hard? Why would Bill be thanking Princess? Why do they think that one day Princess might write plays for people all around the world to see? What do you think Bill is saying to Princess? Why do you think the children are smiling and clapping?*
- page 16: Ask, *Why is Princess feeling so happy? What was the best part of the play? Would the play have been a success if they hadn't worked together?*

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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Encourage children to relate the story to their own experiences. Ask, *Have you ever written or performed in a play before? When have you had to work together with others?*
- Get children to predict what will happen on the next page or how the story might end.
- Talk about the characters in the story and their role.
- Discuss how this text is a narrative and ask children to identify the complication and resolution. Talk about what Princess really wanted and how she achieved it.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why do you think Princess enjoys writing and performing in plays? Would the play have been successful if the children hadn't worked together? Why do you think everyone clapped and clapped when the play was finished?*

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 the children had difficulty with the word 'practise', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Sequencing:** Copy sentences from the text onto separate strips of paper. Provide each child with a piece of paper and one of the sentence strips. Ask children to read their sentence and draw a picture to match the part of the story it is from. Then, as a group, sequence the sentence strips and pictures in the correct order. Get children to complete **PW 130**.
- **Cause and effect:** Discuss the concept of cause and effect. Talk about how when one thing happens it can affect or impact something else. Retell events (causes) from the text to the children and ask them to identify the effect. For example, say, *The children practised and practised the play. What was the effect?* Get children to complete **PW 131**.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ay' and model to children the sound that these letters make when they are together. Find 'play' and discuss the 'ay' digraph. Brainstorm and record other 'ay' words, e.g. 'day', 'say' and 'hay'. Get children to circle the 'ay' in these words and discuss strategies for reading them.
- Find the word 'helping' in the text. Talk about the 'ing' suffix and model the sound these letters make. Get children to find other words in the text that finish with 'ing'.
- Talk about the initial consonant digraph 'qu'. Discuss how these letters are sounded together as 'qu' rather than separately as 'q-u'. Find the word 'quietly' and ask children to identify the 'qu' consonant digraph. Ask children to think of other words beginning with 'qu'.
- Find the word 'Princess' and discuss how the 'c' makes an 's' sound. Ask children to think of other words that follow this pattern; for example, 'ice', 'face' and 'nice'.
- Find 'work' and discuss the vowel before 'r' – 'or'. Talk about the sound that these letters make when they are together. Brainstorm and record other words that contain 'or'. Ask them to circle the 'or' in each word.
- Discuss the word 'could' and talk about the 'ould' word ending. Model the sound these letters make when together. List other words that contain 'ould', such as 'would', 'should', 'couldn't', 'shouldn't' and 'wouldn't'.

Vocabulary

- **Visual recognition of high-frequency words:** 'act', 'copy', 'finished', 'knew', 'learned', 'practise', 'practised', 'quietly', 'really', 'together', 'words', 'thought'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Ask children to write the high-frequency words as rainbow words. Get them to write the words in one colour. Then with a different colour, write on top of the words they have already written. Repeat with five more colours.

Fluency

- Discuss the concept 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

- **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.
- **Sentence features:** Discuss how sentences begin with a capital 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? How do you know where the sentence ends?*
- **Exclamation points:** Talk about how exclamation points influence the way the text is read. Encourage children to find exclamation points in the text. Read sentences with exclamation points compared with how they would be read if there were no exclamation points.
- **Text emphasis/bold font:** Talk about how some words in the text are shown in large, bold font (e.g. 'Tap! Tap! Tap!' on page 8). Discuss and model how this influences the way we read the word.

Writing

- Talk about how Princess wrote the play in the text. Ask, *What was Princess' play about? Who were the characters in the play?* Model to children how plays are composed. Then ask children to compose a play. They could either write what they think Princess' play was about or they could use one of their own ideas.

► English Language Learners

- Get children to select one of the plays written during the writing activity above. Provide children with props and costumes (or they could make them themselves). Then ask children to work together to practise and perform the play.
- Discuss how people need a ticket when they attend a play or events. Get children to find images of tickets online. Ask, *Why do people need a ticket before they attend an event? What information is on the ticket?* Discuss how tickets include information including the name of the event, date, time, place, seat number and cost. Get children to design a ticket for Princess' play by completing **PW 132**.

► Assessment

- PWs 130, 131 and 132 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 130 could be kept in the child's portfolio
- Complete Running Record (page 344).

Name: _____ Date: _____

Sequencing

You will need: scissors, glue, strip of paper

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



For three weeks, the children practised the play every day. They met in the hall after school and practised the play over and over.

That night when Princess got home, she went to work.
Tap! Tap! Tap!
She worked on the play before dinner and she worked on the play after dinner.
"Yes!" she said quietly to herself.
"The play is finished!"

At the end of the play, all the mums and dads clapped and clapped.
"We all want to thank Princess," Bill said.
"It was the best play ever!"
Princess said.
"But the best part of all was... we did the play together."

At last, it was time to put on the play for the mums and dads and their friends. All the children knew what to do. Everyone had learned their words.

Main teaching focus

Comprehension: Sequencing events from the text; Matching sentences with pictures.

Other teaching focus

Comprehension: Recalling information from a text.

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: _____

Cause and effect

You will need: coloured pencils

- Read the sentences.
- Write the effect of that event.
- Draw a picture to match.

Cause	Effect	Picture
<p>Princess said she could write the play by herself. The children would all help to put on the play.</p>		
<p>For three weeks, the children practised and practised the play every day.</p>		
<p>It was the best play ever.</p>		
<p>They all worked very hard and did the play together.</p>		

Main teaching focus

Comprehension: Understanding cause and effect.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children read the sentences (causes) and then write what the effect of that event was. They then draw pictures to match.

Name: _____ Date: _____

Ticket to a play

You will need: coloured pencils

- Make a ticket for Princess' play. Write information such as the date, time, place, seat number and cost. Decorate the ticket, too!

TICKET

Main teaching focus

Oral language development: Concept and vocabulary – tickets.

Other teaching focus

Comprehension: Making connections to the text.

Teacher's note

Children design and decorate a ticket for Princess' play. Ensure they include details on the ticket such as the date, time, seat number, cost and location.

Nina and the Sled Dog



Level 19

Fiction

Word count: 502

Text type: Narrative

CCSS: RF.2.3.b, RF.2.3.b, RF.2.3.d, RF.2.3.3, RF.2.3.f

High-frequency words introduced: follow/ed, idea, practised, sped, together, through, yelled

High-frequency words consolidated: carefully, know, later, towards, worry

Programme link: *Life in the Arctic* (Non-fiction)

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

Story summary: Nina wants her dog, Missy, to be a racing dog. Nina trains Missy to run up and down hills and follow paths through the snow. One day, the rope on Dad's sled breaks. Mum decides to try Missy as a sled dog. Missy runs straight to the other dogs. They decide to train Missy to be the lead dog for the race.

Tuning in

- Discuss sled dogs. Ask, *What do sled dogs do? What do sled dogs pull? What type of environment do they live in? Why might someone need sled dogs?* Get children to describe a sled dog's appearance. Also discuss what qualities a sled dog would need to have, such as being strong and clever.

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 through the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Who is taking the sled dogs out for a run? Why do you think the best dog will go at the front and be the lead dog for the race?*

pages 4–5: Ask, *Would Missy make a good racing dog? Does she love to run? Why would racing dogs need to be strong and fast? Has Nina seen how fast Missy runs? Why would the lead dog need to be smart and know the best path through the snow? What idea might Nina have?*

pages 6–7: Ask, *Why might Nina be training Missy every day after school? What has she put on Missy? Why does Missy need to wear a harness? Who is Nina running behind?*

pages 8–9: Ask, *Is Missy ready for the sled? Are Nina and Missy practising and practising? Are they speeding up and down hills together? Are they following paths through the snow? Why do you think Missy is going faster and faster each day? Is Missy getting stronger and stronger, too?*

pages 10–11: Ask, *Why do you think Missy and Nina are going across the frozen lake? Does Missy always know which path is the best to follow? What do you think Nina is going to tell her Mum? What is mum doing? Why does Dad need help?*

pages 12–13: Ask, *Would Missy be able to help? Is she ready to be a sled dog? Could Missy take mum to Dad? Does Missy look strong? Do you think Nina is happy that mum is going to try Missy out?*

pages 14–15: Ask, *Where is Missy running? Have they gone up and down the hills and along the paths? Why do you think Missy stopped when mum wanted her to go towards the ice? Does Missy always know the best path to follow? Which path does Missy take to get to Dad? Why do you think she decided to go through the snow and under the fallen tree?*

page 16: Ask, *Why do you think Dad smiled at Nina and Missy? Is Missy a clever dog? Why do you think they will train Missy to be the lead dog for the sled dog race now? Is she just like Nina? How do you know that she always does her best and never gives up?*

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 persist with something? Have you ever trained an animal or pet to do something?*
- 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.
- Ask children to make predictions as they read. Ask, *What might happen next? What might happen at the end of the story?*
- Discuss that this text is a narrative. Ask children to identify and discuss the orientation, complication, events and resolution in the story.
- Ask inferential questions such as: *Why does Nina think Missy might make a good sled dog? Why doesn't Missy follow Mum's orders at the top of the hill? Why does a sled dog need to be strong? Why did Nina run behind Missy with the harness on before she used a sled?*

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

Choose from the following activities.

Comprehension

- *Character study:* Get children to recall the characters in the story. Discuss Nina and the type of character she is. Ask, *What did Nina do in the story? What was Nina trying to achieve? What things did Nina say? What might Nina be thinking during the story?* Discuss how at the end of the story Dad said that Nina 'always does her best and never gives up'. Ask children to find examples of Nina showing these traits in the story. Get children to complete **PW 133**.
- *Sequencing sentences:* Ask children to recall the events in the story. Ask, *What happened at the beginning of the story? What was the problem in the story? What happened in the middle of the story? What happened in the end? How was the problem solved?* Provide children with paper and have them draw pictures to show the sequence of events in the story. Get children to complete **PW 134**.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ee' in 'needs'. Discuss the long vowel sound these two letters make when they are together. Ask children to brainstorm and write down other 'ee' words. Have them circle the 'ee' digraph.
- 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 its meaning. Talk about how 'dog' means there is one dog. Discuss how 'dogs' means there is more than one dog. Draw pictures to illustrate. Ask children to find 'hills' in the text and compare it to 'hill'.
- 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.
- Find 'gave' 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, find and record other words that use this rule in the text (i.e. race, ice).
- Find 'place' in the text. Talk about the 'c' at the middle of the word and how it makes an 's' sound. Ask children to find 'practised', 'race' and 'ice' and talk about the sound that the 'c' makes in these words. Get children to practise sounding out these words. Ask children to complete **PW 135**.
- Find 'Missy' in the text. Talk about the 'y' at the end of the word and how it makes a long vowel 'ee' sound. As a group, brainstorm other words that contain 'y' making an 'ee' sound. Get children to practise sounding out these words.

Vocabulary

- *Visual recognition of high-frequency words:* 'follow', 'followed', 'idea', 'practised', 'sped', 'together', 'through', 'yelled', 'carefully', 'know', 'later', 'towards', 'worry'. 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 chalkboard 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. 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?* Get children to count the number of sentences in the text.
- *Speech marks:* Discuss speech marks. Explain that text between the speech marks is what a character is saying. Ask children to identify speech marks in the text. Write the text from page five onto 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

- Get children to recall what Nina did to train Missy to be a sled dog. Discuss how she practised with Missy every day, starting with easier things and then doing more difficult tasks. As a group, brainstorm things you need to do when training an animal, such as offering rewards, praising the animal, being patient and practising every day.

► English Language Learners

- Discuss how racing sled dogs is an activity that is done in a snowy environment. As a group, brainstorm and record other activities that can be done in the snow, such as skiing and sledding. Ask children to compare and contrast different activities. For example, ask, *How is skiing similar to sledding? How are they different?*

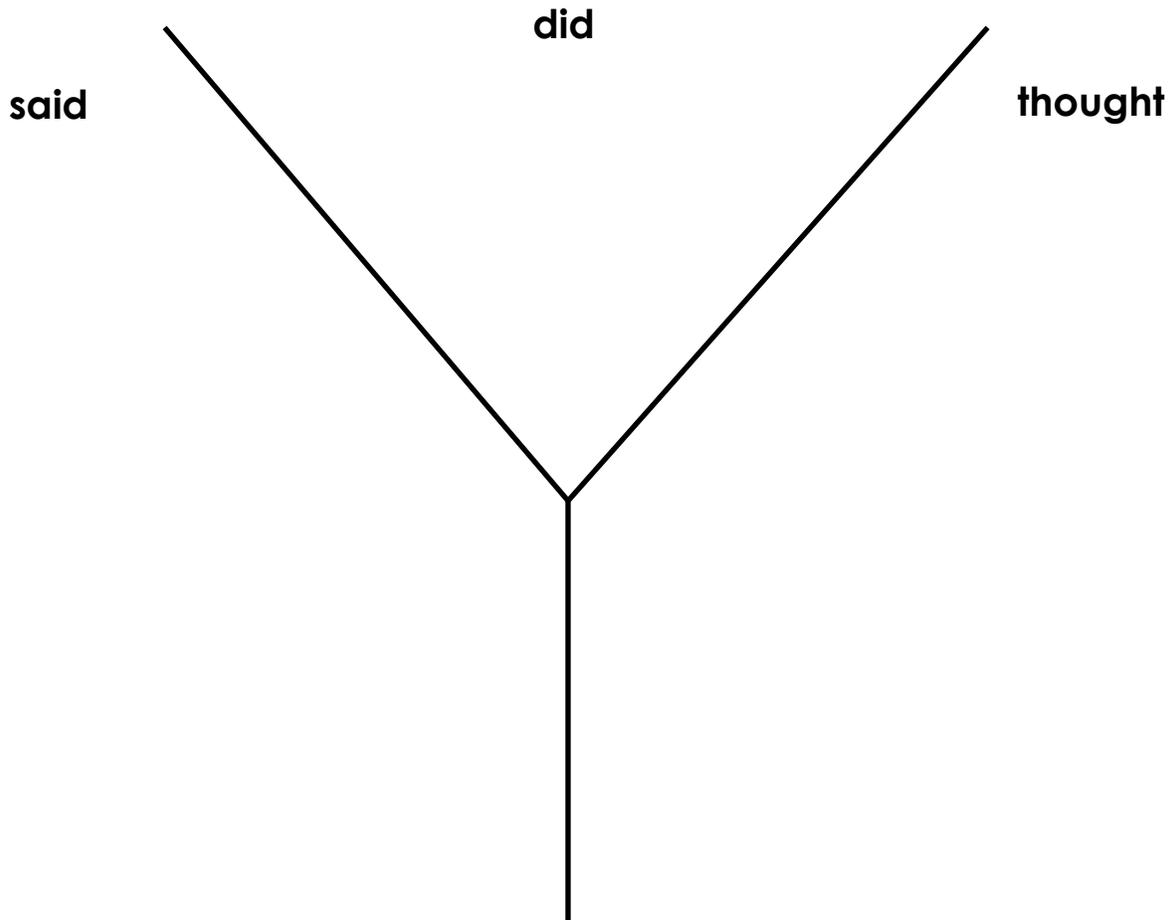
► Assessment

- PWs 103, 104 and 105 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 103 could be kept in the child's portfolio
- Complete Running Record (page 345)

Name: _____ Date: _____

Character study

- Write about what Nina did, said and thought in the story.
- Write examples of how Nina never gives up and always does her best.



Examples of how Nina never gives up and always does her best

Main teaching focus

Comprehension: Character study – recalling what a character did, said and thought in a story

Other teaching focus

Comprehension: Recalling events from the story

Teacher's note

Children record what Nina said, did and thought in the story. They also record examples from the story that show how Nina never gives up and always does her best.

Name: _____ Date: _____

Sequencing

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

- Cut out the boxes, order and paste on the paper.
- Draw pictures to match the sentences in each box.



Dad smiled at Nina and Missy.
“I think we should train Missy to be the lead dog for the sled dog race,” said mum. “Missy is just like you! She never gives up and always does her best!”

Missy stopped. She would not go.
“Don’t worry, mum,” said Nina.
“Missy always knows the best path to follow.” Then off she ran! She went through the snow and under a fallen tree. She ran towards the other dogs.

Every day after school, Nina trained Missy. She carefully put the harness on her dog.
“Good girl. You need to wear this harness if you’re going to be a sled dog,” said Nina.

Nina and Missy practised and practised. They sped up and down hills. They followed the paths through the snow. Each day, Missy went faster and faster. And she was getting stronger and stronger, too!

“Mum, Missy can help you,” said Nina.
“She is ready to be a sled do. She can take you to Dad.”
“Okay,” said mum. “I’ll try her out!”
Nina and mum got Missy ready. Then they both got on the sled.

“Mum, I think Missy would make a good racing dog,” said Nina. “She loves to run.”
“Yes, she does like to run,” said mum.
“But Missy is our pet. Racing dogs need to be strong and fast.”

Main teaching focus

Comprehension: Sequencing sentences from the text

Other teaching focus

Comprehension: Visualising

Teacher’s note

Children cut out the boxes, sequence and paste them on a sheet of paper. Then they draw pictures to match the sentences.

Name: _____ Date: _____

Find the words

- Unjumble the letters to make words that end in 'ce'. Draw a line to match them to the pictures.
- Then find the 'ce' words in the word search.

earc _____

pecal _____

iec _____

celis _____

paces _____

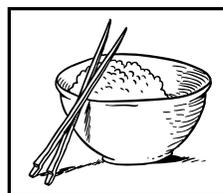
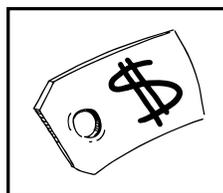
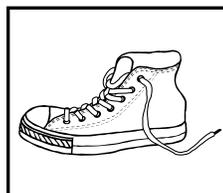
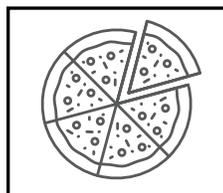
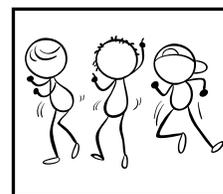
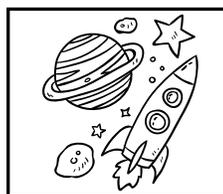
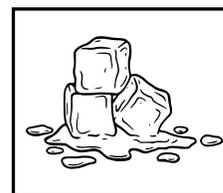
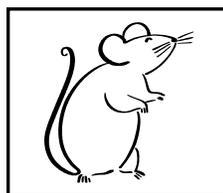
rcie _____

clae _____

meic _____

dacen _____

ricep _____



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l	i	g	s	r	w	p
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c	e	l	a	c	e	i
e	r	a	c	e	h	c
l	a	c	e	s	t	e
z	p	l	a	c	e	k

Main teaching focus

Graphophones: 'c' making an 's' sound

Other teaching focus

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

Teacher's note

Children unjumble the letters to spell words that end with 'ce'. They draw a line to match the words to the pictures. Children then find the words in the word search.

Mouse Visor

Level: 19 Non-fiction Word count: 415 Text type: Procedural



- High-frequency words introduced:** doesn't, instead, together, wear
- High-frequency words consolidated:** because, between, carefully, easy, favourite, might
- Programme links:** *Mouse Visor* E-Book, *Holly's Three White Mice* (fiction)
- Curriculum links:** creative play, animals
- Text summary:** Learn how to make a mouse visor to wear on your head.

Getting started

- Ask, *Who wears hats?* Get children to bring a hat to school and talk about the different parts of their hats, such as the brim. Ask, *Can anyone think of any different hats? What is a visor?* Show children a visor and compare the visor and their hats. Ask, *How are they the same? How are they different?*

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to share what they think the text will be about.
- Ask children to read the blurb on the back cover. Ask, *Now that you have read the blurb, what do you think the text will be about? How did the blurb help you make your prediction?*
- 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, *Do you think it is hard to make a mouse visor? Could you wear it as soon as you have made it? What is a visor like? What will you need to make your mouse visor?*
- pages 4–5: Ask, *Why might you make the face and ears first? What is the boy cutting out to make the mouse's face? What shape is he cutting out of the grey card? Would it need to be a big shape so it fits around your head? Which part do you think will be the mouse's face?*
- pages 6–7: Ask, *How many circles do you cut out from the grey card? What will these two circles be? How many small circles do you cut out from the pink card? Where do you paste the pink circles? What have they made? Where do you paste the ears?*
- pages 8–9: Ask, *How do you think you would make the nose and cheeks of the mouse? How many big brown pom-poms do you paste onto your mouse's face? What would the brown pom-poms be on the mouse? What colour pom-pom do you paste between the two brown pom-poms? Is the pink pom-pom smaller or bigger than the brown pom-poms? What would the pink pom-pom be?*
- pages 10–11: Ask, *How many googly eyes would you need to paste on? Where would be a good place to paste the eyes? How do you cut the three pipe cleaners? Who might you need to ask for some help? Where do you paste the pipe cleaners? What do the pipe cleaners look like? What could you use instead of pipe cleaners?*
- pages 12–13: Ask, *How would you see if your visor fits your*

head? What do you put the visor around? How do you work out where the ends meet? What will the teacher need to do when you take the visor off your head? Could your teacher use staples or tape?

- pages 14–15: Ask, *Is the mouse visor ready to wear? Could you make more mice? How are these mice different?*
- page 16: Ask, *What do these words mean?* Discuss that the glossary shows us the meaning of words that are in the text. Read through the words and talk about what they 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 that the purpose of this text is to teach readers how to make mouse visors. Ask, *Could you make a mouse visor after reading this text? What things does this text explain to you? What do we learn how to make when we read this?*
- Talk about how this is a non-fiction procedural text.
- Ask inferential questions such as: *How would you use the yarn or string to make the whiskers? Why do the pipe cleaners need to be cut in half? Why would you need strong paste to stick the whiskers on? How might you make a visor that looks like a different animal?*

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 'shape', discuss strategies such as sounding out, re-reading, looking at the pictures or using the sentence content.

Choose from the following activities.

Comprehension

- *Sequence sentences:* As a group, flip through the text and ask children to talk about the steps involved in making the mouse visor. Copy sentences from the text onto strips of card. Give the strips of card to the children and get them to read and then sequence them in the correct order. As a group, read through the steps to ensure that they make sense. Get children to complete **PW 136**, sequencing sentences.
- *Recall:* Collect the materials needed to make the mouse visor. Hold up each item and ask children how this will be used. Get children to complete **PW 137**, recalling how items are used to make a mouse visor.

Phonological awareness/Graphophonics

- Find 'mouse' in the text and talk about the vowel digraph 'ou'. Model to children the sound that these letters make together. Ask children to find 'ou' words in the text.
- Talk about the 'ea' vowel digraph in 'ears'. Discuss the long sound 'ea' makes in this word. Then talk about the short sound 'ea' makes in 'head'. Ask children to find 'ea' words in the text and determine if they have a long or short sound.
- Find 'grey' in the text and discuss the vowel digraph 'ey'. Ask, *What sound do the letters 'ey' make in this word?*
- Find 'need' in the text. Discuss the vowel digraph 'ee' and model the sound that these letters make together. Brainstorm and record other 'ee' words and ask children to circle the 'ee' digraph in each word.
- Find 'visor' in the text. Discuss the sound made when the letters 'or' are together. Brainstorm and record other 'or' words and ask children to practise sounding them.
- Talk about the contraction 'doesn't'. Write 'does not' and 'doesn't' on the board and discuss how the contraction has an apostrophe instead of the letter 'o'. Ask children to find 'doesn't' in the text.
- 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 'make' and 'nose' in the text and ask children to practise sounding them. Ask them to find other words in the text that use the silent 'e' rule.
- Ask children to find 'string' in the text. Discuss the three-letter consonant blend 'str' at the beginning of the word. Explain how these letters are sounded as 'str' to make one sound, rather than being sounded separately as 's-t-r'. Ask, *Can you think of other words that begin with 'str'?*
- As a group, talk about the strategy of segmenting words. Discuss how 'brown' can be sounded as 'br-own'. Emphasise the importance of blending the initial consonants. Find 'small' and discuss how it can be sounded as 'sm-all'. Ask children to identify other words in the text that can be read using this strategy.

Vocabulary

- *Visual recognition of high-frequency words:* 'doesn't', 'instead', 'together', 'wear'. Ask children to find these words in the text. Get children to write the words in three different writing styles.
- *Verbs:* As a group, talk about the verbs in the text. Explain how verbs are action words (words for actions that we can

do). Find 'cut' in the text and ask children to role-play the action of cutting something. Ask children to find and list other verbs in the text.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading 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. Show children how these are the words in the glossary and we can find the meaning of the words by looking at the glossary on page 16.

Writing

- After making the mouse visor, ask children to write recounts about how they made them. Ensure children include the materials they needed and the steps they took to make the visor. Support children in sequencing their text into a beginning, middle and end. Encourage children to use time-order words (i.e. 'first', 'then', 'next', 'after', 'later', 'finally') to sequence their ideas.

► English Language Learners

- Collect a variety of different hats or pictures of hats. Ask children to identify and name the different hats. Ask, *Who wears these different hats? Why do people wear these hats?* Discuss how hats are important because they protect us from the sun. Talk about how some hats have a different purpose. Ask, *Why would someone wear a swimming cap?* Discuss how hats can be part of someone's uniform and how some hats are designed to protect our skull. Focus on building children's understanding and vocabulary during the discussion. Get children to complete **PW 138**, identifying different hats and writing why they would be worn.

► Assessment

- PWs 136, 137 and 138 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 136 could be kept in the child's portfolio
- Complete Running Record (page 346).

Name: _____ Date: _____

Sequencing steps

You will need: scissors, glue, a piece of card



- Cut out the sentences.
- Sort them in the right order and paste them onto the piece of card.



Paste the ears onto the face of your mouse.

Paste on the small pink pom-pom. Paste it between the two brown pom-poms. This is your mouse's nose.

Carefully cut three pipe cleaners in half.
Paste the pipe cleaners each side of the brown pom-poms so they look like whiskers.

To make your mouse's face, cut out a big shape from the grey card.

The last thing you have to do is to see if your mouse visor fits.
Take the visor off your head and ask your teacher to staple or tape it together.

Paste two big brown pom-poms onto your mouse's face.
These are your mouse's cheeks.

Now paste on the two googly eyes.
These go just down from the ears.

Cut out two circles from the grey card.
Next, cut out two small circles from the pink card.

Main teaching focus

Comprehension: Sequencing sentences from the text.

Other teaching focus

Comprehension: Gaining meaning from text.

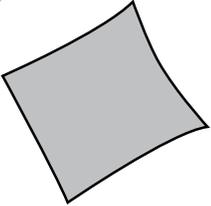
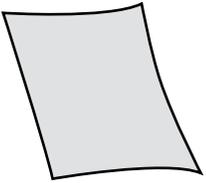
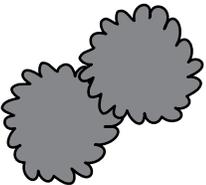
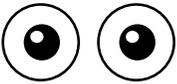
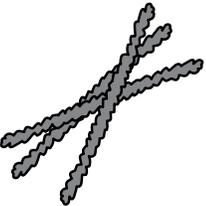
Teacher's note

Children cut out and read the sentences. Then they sort them in the correct sequence and paste them onto the piece of paper.

Name: _____ Date: _____

How do you make ...?

- Look at the pictures and fill in the table. Explain how you make the parts of the mouse visor.

	How do you make the mouse's face?	
	How do you make the ears?	
	How do you make the cheeks?	
	How do you make the nose?	
	How do you make the eyes?	
	How do you make the whiskers?	

Main teaching focus

Comprehension: Recalling events from the text; answering literal questions.

Other teaching focus

Writing: Writing instructions/a simple procedural text.

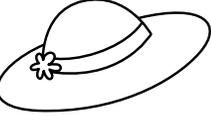
Teacher's note

Children look at the pictures and recall how the items are used to make the different parts of the mouse visor. Then they write the answers to the questions in the boxes.

Name: _____ Date: _____

Hats

- Look at each hat.
- Write what type of hat it is and why people wear it.

	What type of hat is it?	Why do people wear this hat?
		
		
		
		
		
		
		
		

Main teaching focus

Oral language: Developing language and vocabulary.

Other teaching focus

Oral language: Comparing and contrasting.

Teacher's note

Children look at the pictures of the hats. They write what type of hat it is and why someone would wear that hat.

A Go-Kart at School

Level: 19 Non-fiction Word count: 445 Text type: Exposition



High-frequency words introduced: during, idea, important, learn, race, really, wear, weekend

High-frequency words consolidated: easy, know, special, thought, watch

Programme links: *A Go-Kart at School* E-Book, *Go-Kart Surprise* (fiction)

Curriculum links: me/family, school, community, physical activity

Text summary: Read Clare's letter to Mr Ritter asking if she can bring her go-kart to school to show all the children. She has thought of lots of reasons why it would be a great idea.

Getting started

- Ask children to bring something from home for show and tell. Get them to explain where they got their items and what they do with them. Encourage them to ask questions about each other's items. Discuss why it is good to have show and tell at school.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Get children to share what they think the text will be about. Encourage them to make predictions, using the title and cover pictures as prompts.
- Get children to read the blurb on the back cover. Ask, *Now that you have read the blurb, what do you think the text will be about? How did the blurb help you make your prediction?*
- 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, *Who is the letter to? What does Clare Ling love to do? What does she do every weekend? Who comes go-kart racing with Clare? Who do you think Clare wants to show her go-kart to?*
- pages 4–5: Ask, *How old was Clare when she started racing go-karts? Who do you think taught her? Do you think it would be hard to drive a go-kart? Do you think Clare wants the children in her class to have a ride in her go-kart? Would the mums and dads think it was a great idea?*
- pages 6–7: Ask, *Who might bring the go-kart to school? Where would be the best place for the children to try out Clare's go-kart? Where is there a track that would be just right for a go-kart? Is the sports field close to the school buildings? Do go-karts make a lot of noise?*
- pages 8–9: Ask, *What is important for people to wear when they are go-karting? What special clothes would they wear? How do the helmet and gloves keep Clare safe? Could Clare's dad bring special clothes, helmets and gloves for the other children? Who could help the children get into the special clothes so they are ready when it is their turn?*
- pages 10–11: Ask, *What are some of the great things about racing go-karts? Would you learn about road rules? Would you learn about engines and how to steer? Would it be lots of fun? Would you make new friends?*

- pages 12–13: Ask, *Is go-kart racing a great sport? Would it be fun for the children in Clare's class to learn something new? Do you think some children might go to Clare's go-karting club with her once they have had their turns?*
- pages 14–15: Ask, *Who is the letter from? Do you think Clare wants Mr Ritter to like her idea?*
- page 16: Ask, *Where did we see these words in the text? What do these words mean?* Discuss that the glossary shows us the meaning of words that are in the text. Read the words with the children and talk about what they 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.
- Encourage children to retell in their own words what the text was about.
- Ask, *What is Clare trying to do by writing this letter? Why did she write the letter?*
- Ask inferential questions such as: *How would the helmet, gloves and special clothes help to keep the children safe? Do you think the other children would like the go-kart? Why/why not? Why is it lucky that the sports field is a long way from the buildings?*

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 'racing', discuss strategies such as sounding out, re-reading, looking at the pictures or using the sentence content.

Choose from the following activities.

Comprehension

- *Writing questions:* Discuss what Clare wrote in her letter. Write the question stems 'who', 'what', 'when', 'where' and 'why' on the board. Discuss how these words can be used to form questions. Ask children to think of questions that begin with each of these words. Get children to complete **PW 139**, writing questions to match sentences.
- *Summarising:* Talk about why Clare wrote the letter. Ask, *What were the main reasons that Clare gave for why she should bring her go-kart to school?* As a group, make a summary of the reasons Clare put in her letter. Get children to complete **PW 140**, summarising the main ideas in the text.

Phonological awareness/Graphophonics

- 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 'make', 'home' and 'drive' in the text and ask children to practise sounding them. Ask them to find other words in the text that use the silent 'e' rule. Get children to complete the silent 'e' activities on **PW 141**.
- As a group, find 'weekend' in the text. Discuss the vowel digraph 'ee' and model the sound that these letters make together. Brainstorm and record other 'ee' words and ask children to circle the 'ee' digraph in each word.
- Find 'really' in the text and discuss the vowel digraph 'ea'. Talk about the sound these letters make together. Discuss how the vowel digraph 'ea' in this word makes the same sound as the 'ee' in 'weekend'.
- Find 'know' in the text and talk about the 'ow' vowel digraph. Model the sound these letters make together. Brainstorm and record other 'ow' words. Repeat for 'oa' in 'road'. Discuss how these letters make the same sound as 'ow' in 'know'.
- Find 'start' in the text. Discuss the sound made when the letters 'ar' are together. Talk about how 'start' can be read by sounding 'st-ar-t'. Ask children to identify 'ar' words in the text and practise reading them. Brainstorm and record other 'ar' words.
- Find 'turn' in the text and talk about the sound made when the letters 'ur' are sounded together. Discuss how 'turn' can be sounded as 't-ur-n'. Brainstorm and record other 'ur' words and ask children to identify 'ur' in each.
- Find 'would' in the text and discuss the 'ould' word ending. Model the sound that these letters make together. Write 'ould' on the board and talk about how new words can be made by placing different letters at the start. Record words such as 'could' and 'should'.
- Ask children to identify and read 'come' and 'some'. Discuss how these words rhyme because they sound the same at the end. Choose other words from the text and encourage children to think of rhyming words.
- Discuss the consonant blends 'th', 'wh' and 'ch'. Talk about the sound each blend makes. Ask children to find 'th', 'wh' and 'ch' words in the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'during', 'idea', 'important', 'learn', 'race', 'really', 'wear', 'weekend'. Ask children to find these words in the text. Write the words on cards (two cards for each word) and play a game such as Concentration.
- *Theme words – go-karts:* Brainstorm vocabulary related to go-karts, such as 'wheels', 'engine', 'race', 'seat', 'fast'. Record words on a piece of paper. Encourage children to use each word in a sentence to show their understanding of the word's meaning.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading 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. Show children that these words are in the glossary on page 16 and that we can find the meaning of the words by looking at the glossary.
- *Text type – letter:* Discuss how this text is a letter written from Clare to Mr Ritter. Help children to identify the features of the letter in the text.

Writing

- As a group, discuss what Mr Ritter might think when he reads the letter. Ask, *Do you think that Mr Ritter will let Clare bring her go-kart to school?* Discuss children's predictions. Ask children to write a letter to Clare, pretending that they are Mr Ritter. Ask them to explain in the letter whether or not Clare is allowed to bring her go-kart to school and give reasons why.

► English Language Learners

- Talk about go-kart races and ask children to describe what they would be like. Ask, *What other races can you think of?* Take children outside and get them to participate in races using different sports equipment. For example, have a bouncing ball race, a skipping race or a race where children need to balance a bean bag on their head. Discuss ordinal numbers (e.g. 'first', 'second', 'third') with children as they complete each race. Ask children to design other races using the equipment. During the activity, discuss the characteristics of someone who displays good sportsmanship.

► Assessment

- PWs 139, 140 and 141 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 139 could be kept in the child's portfolio
- Complete Running Record (page 347).

Name: _____ Date: _____

Writing questions

- Read the sentences.
- Use a pencil to write a question to match each sentence.



Go-kart racing is lots of fun and it is a great sport.

I started go-kart racing when I was eight years old.

When I race my go-kart, it is very important that I wear special clothes.

My dad can bring my go-kart to school any day.

I race my go-kart every weekend.

My dad always comes with me.

Main teaching focus

Comprehension: Writing a question to match a sentence; gaining meaning from text.

Other teaching focus

Text conventions: Question marks.

Teacher's note

Children read the sentences and then write questions on the lines underneath to match the sentences.

Name: _____ Date: _____

What did Clare think of?

- Use a pencil to write the main things Clare thought of when she wrote her letter.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____



Main teaching focus

Comprehension: Summarising.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children summarise the main ideas from the text and record the things that Clare thought about in the thought bubble.

Name: _____ Date: _____

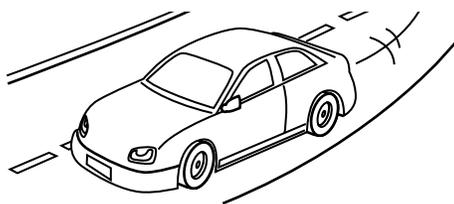
Silent 'e'

You will need: coloured pencils or crayons

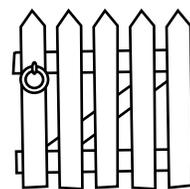
- Write the silent 'e' on the end of each word. Draw a matching picture.

mic__	rac__	ros__	rid__	bik__
gat__	cak__	nos__	lak__	rak__

- Unscramble the letters to spell the word.



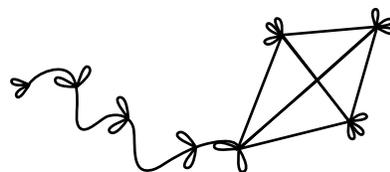
vedri _____



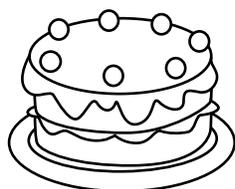
tega _____



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iket _____



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reso _____

Main teaching focus

Graphophones: Silent 'e' (long vowel rule).
Vocabulary: Word meanings.

Other teaching focus

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

Teacher's note

Children add the silent 'e' to the end of each word, read the words and draw a picture to match the words. Then they unscramble the letters to make silent 'e' words to match the pictures.

Healthy Foods

Level: 19 Non-fiction Word count: 421 Text type: informational



High-frequency words introduced: idea, important, learn, protect, really, together

High-frequency words consolidated: because, colourful, easy, favourite, know, special

Programme links: *Healthy Foods E-Book, Penny and the Peas (fiction)*

Curriculum link: science

Text summary: Learn about healthy foods and how they help you grow and keep your body strong. Find out about the types of healthy food you should eat every day – fruits, vegetables, grains, proteins and dairy. Also find out how eating healthy foods can be fun!

Getting started

- As a group, make a list of healthy foods. Ask, *What healthy foods can you think of? What different types of healthy foods do you eat?* Encourage children to think of foods such as fruits, vegetables, dairy, grains and meats. Discuss how foods high in sugar and fat are not best for our bodies.

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 might we learn about healthy foods? What might be some of the healthy foods we learn about in this book?* Discuss how the title and photographs help us make predictions about a text.
- Flip through the book, discussing facts and photographs. Promote language that is used throughout the text. Discuss photographs and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Why is it important to eat healthy food? How does it help you grow and keep your body strong? Does healthy food help your body work well?*
- pages 4–5: Ask, *Which foods are best for your body? Why do you think fruits, vegetables, grains, proteins and dairy are best for your body? What is the best drink for your body? Do you need water to keep healthy?*
- pages 6–7: Ask, *How often should you have healthy food? How might you know how much food to have? How many grains and proteins should you eat? How much dairy food should you have?*
- pages 8–9: Ask, *Why do you think your body needs lots of colourful fruits and vegetables? Can you try to eat vegetables the colour of the rainbow? What colour vegetables should you eat? How might fruits and vegetables protect your body from getting sick? Do they help make you strong? Do you think the colourful foods look really good, too?*
- pages 10–11: Ask, *What types of foods are grains? How do you think they will help your body? Is protein good for your body? Why do you think you should eat protein? How would protein help your nails, hair, bones and muscles grow?*
- pages 12–13: Ask, *Are foods made from dairy good for your body? What types of foods are dairy foods? How do dairy foods*

help your bones and teeth?

- pages 14–15: Ask, *How do you think healthy foods help your body? Can healthy foods help you get better when you are sick? Can eating healthy foods be fun? Which healthy plate do you like? How would you make a special plate of healthy food? What healthy foods would you put on your plate?*
- 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 these words? Did that make sense?* Discuss how looking at the photographs can help with reading.
- Encourage children to relate the text to their own experiences. Ask, *What healthy foods do you eat? Why do you eat healthy foods?*
- Ask children to predict what will happen on the next page or what else they might learn from the text.
- Discuss how this text is a non-fiction text and that we can learn things from reading.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *What are some of the vegetables you could eat to be healthy? What might happen if your body doesn't get enough healthy foods? What healthy meals could you have for breakfast, lunch and dinner? Why should you eat all types of healthy foods – vegetables, fruits, grains, protein and dairy?*

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 the children had difficulty with the word 'strong', discuss strategies such as sounding out, re-reading or looking at the photographs.

Choose from the following activities.

Comprehension

- *Answering true/false questions:* Flip through the text and encourage children to recall facts about healthy food. Ask, *What types of healthy foods should we eat? How do healthy foods help your body?* Write sentences about healthy food – some that are true and some that are not. Ask children to read the statement and decide if it is true or false and write ‘True’ or ‘False’ next to the sentence. For example, ‘We should not eat healthy food every day. False’. Get children to complete **PW 142**.
- *Synthesising:* Encourage children to discuss what they learned about healthy foods. Ask them to think about how the information in the book relates to their own life. Ask, *What types of foods should you be eating? Why is it important for you to eat these foods?* As a group, discuss what types of meals children could eat for breakfast, lunch and dinner. Ask, *What could you have for a healthy breakfast/lunch/dinner?* Also, talk about what types of healthy snacks and drinks they could have each day. Get children to complete **PW 143**.

Phonological awareness/Graphophonics

- Talk about the word ‘food’. Discuss the vowel digraph ‘oo’ and the sound these letters make when sounded together. Get children to find other words containing ‘oo’ in the text. Encourage children to record these words and circle the vowel digraph.
- Discuss the vowel digraph ‘ai’. Find the word ‘grains’ and identify the digraph in this word. Model the sound these letters make when sounded together. Make a list of other ‘ai’ words and ask children to practise reading these words.
- Discuss the vowel digraphs ‘ea’ and ‘ee’. Talk about how these vowel digraphs can make the same sound. Find the words ‘meat’ and ‘green’ and identify the vowel digraphs. Get children to sound the words to recognise that the vowel digraphs are sounded the same way.
- 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. Find other examples in the text (e.g. ‘brave’). Get children to practise reading these words.
- Find the words ‘healthy’ and ‘body’. Discuss how the ‘y’ at the end of these words makes an ‘ee’ sound. Brainstorm other words that contain ‘y’ that makes this sound, for example, ‘happy’.
- As a group, talk about the suffix ‘s’ and how it changes the way we read a word. Discuss how it also changes the meaning. Talk about how ‘drinks’ means there is more than one drink. Compare it to ‘drink’ by covering up the ‘s’ suffix. Draw pictures to illustrate.
- As a group, clap the syllables in the word ‘healthy’. 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:* ‘idea’, ‘important’, ‘learn’, ‘protect’, ‘really’, ‘together’, ‘because’, ‘colourful’, ‘easy’, ‘favourite’, ‘know’, ‘special’. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Provide children with magazines and newspapers. Get them to cut out and paste letters to spell the high-frequency words.

Fluency

- Discuss the concept 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:* Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? 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 the words that the children might not recognise or understand the meaning of and that they are in the glossary. Show children how we can find the meaning words by looking at the glossary of page 16.

Writing

- Ask children to compose a persuasive text on why people should eat healthy food. Help children develop arguments and convincing reasons for why healthy food is important.

► English Language Learners

- Ask children to look at the plates of fun healthy food on page 15. Ask, *What healthy foods can you see on these plates?* As a group, brainstorm other ways that eating healthy food could be fun. Ask, *What other fun, healthy dishes could you make? How many healthy foods could you put on one plate?* Get children to design fun, healthy dishes. Get children to complete **PW 144**.
- Present children with a variety of different healthy foods, e.g. fruits, vegetables, breads. Get children to taste different healthy foods to find out which ones they like. Encourage children to sort and classify the foods.

► Assessment

- PWs 142, 143 and 144 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 142 could be kept in the child’s portfolio
- Complete Running Record (page 348).

Name: _____ Date: _____

True or false

- Read the sentences about healthy food.
- If it is true, circle True.
- If it is false, circle False.

Healthy food is really good for your body.	True	False
Healthy food doesn't help you grow.	True	False
The best foods for your body are fruits, vegetables and sugar.	True	False
The best drink for your body is water.	True	False
It is important to eat healthy food every day.	True	False
Grains are not healthy food.	True	False
Your body does not need lots of colourful fruits and vegetables.	True	False
Cheese, milk and yogurt are dairy foods.	True	False
Healthy foods will make you sick.	True	False
Protein is found in foods like fish, eggs and meat.	True	False
Half of your plate needs to be fruit and vegetables.	True	False
Eating healthy food can be fun.	True	False

Main teaching focus

Comprehension: Answering true or false questions about a text.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children read each sentence and decide if the statement is true or false and then circle True or False.

Name: _____ Date: _____

Healthy menu

What you need: coloured pencils

- Plan a healthy menu for a day. Write what you would eat for breakfast, lunch and dinner. Also write the snacks and drinks you could have.
- Draw pictures of what you would eat and drink.

<p>Breakfast</p> <hr/> <hr/> <hr/>	
<p>Lunch</p> <hr/> <hr/> <hr/>	
<p>Dinner</p> <hr/> <hr/> <hr/>	
<p>Snacks</p> <hr/> <hr/> <hr/>	
<p>Drinks</p> <hr/> <hr/> <hr/>	

Main teaching focus

Comprehension: Synthesising – applying information learned in a text.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

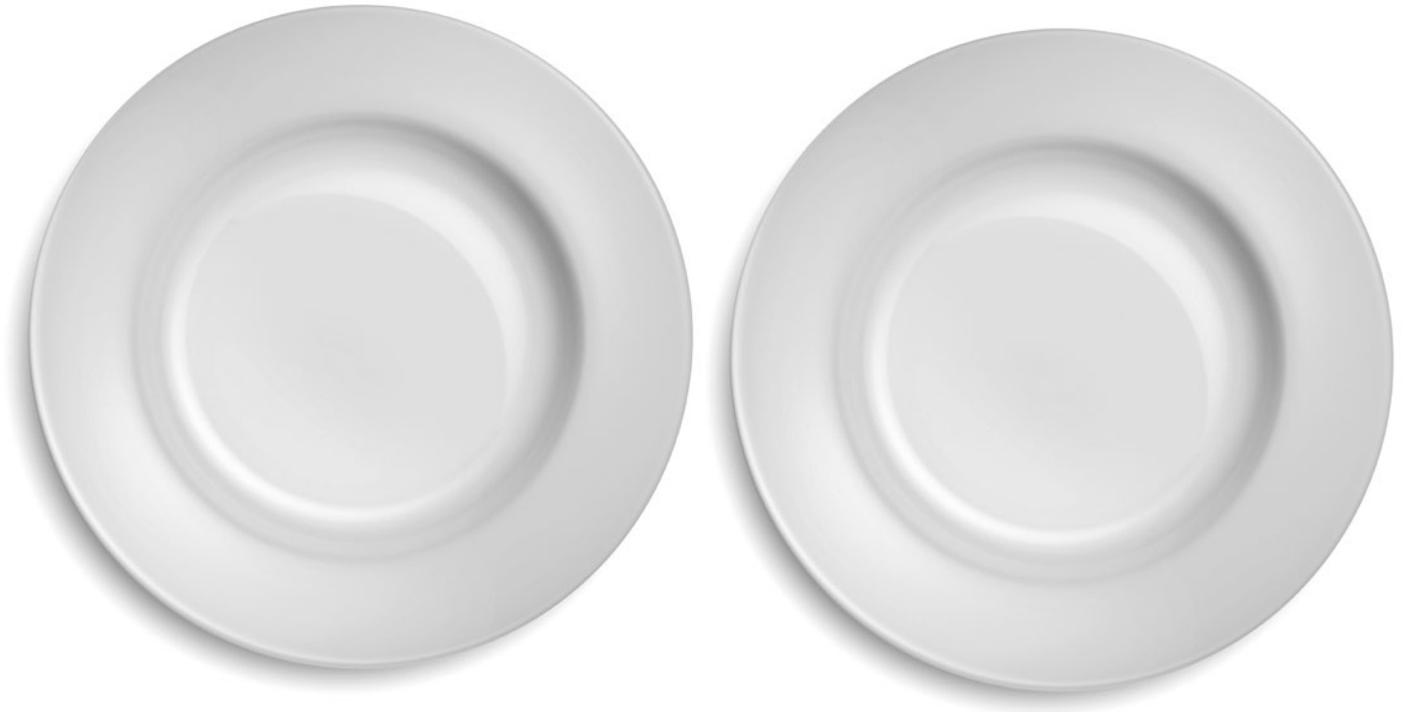
Children plan a healthy menu for a day. They record what they would eat for breakfast, lunch and dinner and also snacks and drinks they would have. They then draw pictures of the foods in their menu.

Name: _____ Date: _____

Fun food

What you need: coloured pencils

- Draw two plates of fun healthy food.
- List the healthy foods you used.



Healthy foods

Healthy foods			

Main teaching focus

Oral language development: Vocabulary development.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children design and draw two plates of fun, healthy food. They then list the healthy foods that they used on the plates.

How to Write a Great Story



Level: 19 Non-fiction Word count: 472 Text type: procedural

High-frequency words introduced: beginning, finish, idea, learn, really, use, words

High-frequency words consolidated: even, favourite, huge, know, might

Programme links: *How to Write a Great Story E-Book, Princess Writes a Play* (fiction)

Curriculum link: school

Text summary: Learn about the things you need to consider when you write a story – the characters, setting and plot. Find out about why it is important have a plan and then write a beginning, a problem and an ending where the problem is solved.

Getting started

- Encourage children to talk about their favourite story. Ask, *What is your favourite book to read?* Discuss what they like about the story and what makes it a good story. Ask children to talk about the characters, setting and plot in their favourite story.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Get children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What might be some of the things you need to do to write a good story?* Discuss how the title and photographs help us make predictions about a text.
- Flip through the book, discussing facts and photographs. Promote language that is used throughout the text. Discuss photographs and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Why do lots of people like to read stories? What different types of stories are there? Do you think you might like to write stories if you like to read stories? Why should you think about your story before you start writing? Would you write a funny story, a sad story or a scary story?*
- pages 4–5: Ask, *Why do you need to think about who will be in your story? Could your story be about your friends or family? What could the characters be like? Could they be clever, kind, tiny, huge, funny, brave or scary?*
- pages 6–7: Ask, *Why do you need to think about where the story takes place? Could your story be set in a big, old house or under the sea? What could be the problem in your story? Could the problem be a character who has lost something important? Could the problem be a character who is trying to learn something new? How might the problem be fixed?*
- pages 8–9: Ask, *How does a plan help you work out what you are going to write? Why does your story need to have a beginning, middle and end? Will your plan have your ideas about your characters, the setting and the problem?*
- pages 10–11: Ask, *What would you write about in the beginning of your story? What are some different ways you could start your story?*
- pages 12–13: Ask, *What would you need to write about next?*

Why should you take your time when you are writing about the problem and what happens in the story? Why might you use words like 'first', 'next' and 'then'?

- pages 14–15: Ask, *When will you be ready to finish your story? Why do you need to write about how the problem was fixed? Can stories have sad endings or funny endings? Would you know how to write a great story now?*
- 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 these words? Did that make sense?* Discuss how looking at the photographs can help with reading.
- Encourage children to relate the text to their own experiences. Ask, *Have you ever written a story? What things do you think of when you write a story?*
- Ask children to predict what will happen on the next page or what else they might learn from the text.
- Discuss how this text is a non-fiction text and that we can learn things from reading.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why is it important to have a plan before you start writing your story? Why would the longest part of your story be when you write about the problem and what happens in your story? Where could you get some ideas for your story?*

After reading

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

Choose from the following activities.

Comprehension

- *Summarising*: Get children to summarise the text by recalling the most important details about how to write a good story. Write the words 'setting', 'character', 'problem', 'plan', 'beginning' and 'ending' at the top of a large piece of paper. Encourage children to record important facts about how to write a great story under the headings. Get children to complete **PW 145**.
- *Cloze*: Flip through the book and ask children to explain what they learned about writing stories in different parts. Copy sentences from the text onto large sheets of paper, but leave a word out in each sentence, e.g. 'It's always a good idea to think about your story before you start _____'. As a group, discuss strategies for figuring 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 for meaning. Repeat with other sentences in the text.

Phonological awareness/Graphophonics

- Find 'starts' and discuss the vowel before 'r' – 'ar'. Talk about the sound that these letters make when they are together. Get children to brainstorm and record other words that contain 'ar' such as 'park', 'far' or 'part'. Ask them to circle the 'ar' in each word.
- Find the word 'story' and discuss the vowel before 'r' – 'or'. Talk about the sound 'or' makes in this word. Find other words in the text that contain 'or' and ask children to practise reading these words.
- Find 'might' and discuss the 'ight' word ending. Model the sound that these letters make. Ask children to think of other words that contain this word ending, such as 'fright', 'night' and 'light'. Get children to record 'ight' words and underline 'ight' pattern.
- Discuss the 'ing' in the word 'endings'. Talk about the sound these letters make when sounded together. Ask, Can you think of any other words that contain 'ing'? Record these words and ask children to circle the 'ing'.
- Talk about rhyming words. Find 'now' and 'how' 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. Brainstorm other rhyming words.
- Talk about the word 'now'. Discuss the vowel digraph 'ow' and the sound these letters make when sounded together. Get children to find other words containing 'ow' in the text. Encourage children to record these words and circle the vowel digraph.
- 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. Find other examples in the text (e.g. 'brave'). Get children to practise reading these words. Get children to complete **PW 146**.

Vocabulary

- *Visual recognition of high-frequency words*: 'beginning', 'finish', 'idea', 'learn', 'really', 'use', 'words', 'even', 'favourite', 'huge', 'know', 'might'. Ask children to locate these words in the

text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.

- Ask children to write high-frequency words in alphabetical order.

Fluency

- Discuss the concept 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*: Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? How do you know where the sentence ends?*
- *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 in the text. Get children to ask each other questions and record them on paper with a question mark at the end.
- *Exclamation points*: Talk about how exclamation points are used at the end of a sentence rather than a full stop and how they influence the way the text is read. Get children to find exclamation points in the text. Read sentences with exclamation points and compare with how they would be read if there were no exclamation points.

Writing

- Get children to write their own story using the information they learned while reading the text. Ask, *What will you need to do to write a great story?* Discuss with children that first they will need to think about their story. Encourage them to talk about their characters, setting and the problem in their story. Discuss how their story needs to have a beginning, a middle and an end. Get children to complete **PW 147**.

► English Language Learners

- Present children with a variety of different story books. As a group, read the stories and discuss why each might be a great story. Ask children to identify the characters, setting and problem in each story. Also encourage children to identify the beginning, middle and end in each story.

► Assessment

- PWs 146, 147 and 148 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 146 could be kept in the child's portfolio
- Complete Running Record (page 349).

Name: _____ Date: _____

How to write a story

- Think about what you need to do to write a great story.
- Write facts about the plan, characters, setting, beginning, problem and ending.

Plan	Characters	Setting
Problem	Beginning	Ending

Main teaching focus

Comprehension: Summarising the main ideas in a text.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children summarise the text by recording the most important facts about a plan, characters, setting, problem, beginning and ending.

Name: _____ Date: _____

End with 'e'

You will need: coloured pencils

- Look at the picture and write a word that ends with 'e' to match.
- Read the words and draw a picture to match.

		
B _ _ _	G _ _ _	Home

		
B _ _ _ _	R _ _ _	Plane

		
C _ _ _	N _ _ _	Smile

Main teaching focus

Graphophics: Reading words using the silent 'e' rule.

Other teaching focus

Phonological awareness: Identifying beginning, middle and ending sounds in words.

Teacher's note

Children look at the pictures and write a word that ends with 'e' to match. They then read the words ending with 'e' and draw a picture to match.

Name: _____ Date: _____

Write a great story

You will need: coloured pencils

- Write or draw a plan for a great story.
- Write the beginning, middle and end of your story.

My Plan

Characters	Setting	Problem

My Story

Beginning

Middle

End

Main teaching focus

Writing: Composing a narrative text.

Other teaching focus

Comprehension: Linking text to personal experiences; Applying information learned in a text.

Teacher's note

Children compose a narrative by writing or draw a plan (characters, setting, problem) and then writing the beginning, middle and end of their story.

Life in the Arctic

Level 19

Non-fiction

Word count: 499

Text type: Informational



High-frequency words introduced: covered, covers, during, protect, through, wear

High-frequency words consolidated: dark, even, know, many

Programme link: *Nina and the Sled Dog* (fiction)

Curriculum links: community, environment, science

Text summary: Find out what life is like in the very cold Arctic. Learn about how people live in the Arctic and protect themselves from the cold. Read about how it is light most of the time in summer and dark most of the time in winter. Learn about how animals and plants survive in the Arctic.

Tuning in

- Discuss the Arctic and ask children to share their prior knowledge relating to this topic. Ask, *Where is the Arctic? What do you know about the Arctic? What is the environment like in the Arctic?* Get children to imagine what their life might be like if they lived in the Arctic.

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 through the text. Discuss how photos help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Is the Arctic a very cold or very warm place on Earth? Is the Arctic at the top of the Earth near the North Pole? What size is the Arctic? What is most of the Arctic made up of? Is some of the water frozen? Why do you think the water that is frozen in the Arctic Ocean is called sea ice? What is an iceberg? How do you think the ice breaks off into the ocean? What is the ice covered in?*

pages 4–5: Ask, *Do people live in the Arctic? Why do you think they fish and hunt? How would they stay safe from the cold? What type of clothes do people who live in the Arctic need to wear? Do the buildings in the Arctic keep people warm and safe? How do people go from place to place? How do snow trucks, snow skis, sleds and snowmobiles help them go through snow and over the ice?*

pages 6–7: Ask, *Is there summer and winter in the Arctic? Do you think it is light or dark in summer? Do you think it is light or dark in winter? Why do you think it is light most of the time in summer? Would it ever be dark if the sun does not go down? Why do you think it is called midnight sun? Would children still need to go to sleep at bedtime even when it is not dark? Why*

would they need to sleep when it is light outside?

pages 8–9: Ask, *Would it be dark most of the time in winter? Would it never get light if the sun does not come up? Why would this be called a polar night? Would people still go to work and to school on very dark days? How would people see where they are going? Do you think children can still play outside when it is cold and snowing? What might children ride to school?*

pages 10–11: Ask, *Can the Arctic sometimes look like it does not have plants? Are the plants that grow in the Arctic big or small? What size leaves do they have? Can they grow under snow? Can some small bushes grow in the Arctic? Are there some parts of the Arctic that have small trees?*

pages 12–13: Ask, *Are there animals in the Arctic? What size are many of the animals? Why do you think they have fur? How would the blubber under their skin help them stay warm? Why do you think some animals that live in the Arctic are white? Why do you think polar bears, arctic foxes and snowy owls are the colour of snow? How does it help to keep them safe?*

pages 14–15: Ask, *Is the Arctic home to many people, plants and animals? Do they live, work and play in the snowy Arctic?*

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 figure 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, *How do you keep yourself warm and safe during cold weather?*
- 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.
- Discuss that this is a Non-fiction informational text. Talk about the structure of the book and how it provides readers with information and facts.
- Encourage children to reflect on what this text has taught them. Ask, *What did you learn by reading this book? What did you find out about the Arctic and the people and animals that live there?*
- Ask inferential questions such as: *Why do you think plants are small in the Arctic? How does the colour of an animal's fur help them to stay safe in the Arctic?*

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

Choose from the following activities.

Comprehension

- *Summarising:* Get children to recall what they learned about life in the Arctic. Look at the headings throughout the text – 'The Arctic', 'People', 'Day and Night', 'Winter', 'Plants' and 'Animals'. Ask children to summarise the information in the text by recalling the most important facts relating to each of the headings. Get children to complete **PW 148**.
- *Compare and contrast:* Ask children to discuss what life in the Arctic is like. Ask, *What is the environment like? What is life like for people who live there? How do people travel around? What is interesting about days and nights? Do people still go to work and school?* Get children to compare and contrast their life to life in the Arctic. Ask, *What is similar/different about your life and life in the Arctic?* Ask children to complete **PW 149**.

Phonological awareness/Graphophonics

- Find 'safe' 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, find and record other words that use this rule in the text (i.e. time, bike).
- Discuss the vowel digraph 'ou' and model to children the sound these letters make when they are sounded together. Find 'outside' in the text and discuss the 'ou' digraph. Find other 'ou' words in the text. Brainstorm and record other 'ou' words, e.g. 'shout', 'house', 'loud' and 'found'. Get children to circle the 'ou' in these words and discuss strategies for reading them. Repeat for the vowel digraphs 'ay' and 'ee'.
- Discuss the 'ight' word ending in 'light'. Talk about the sound these letters make when sounded together. As a group, brainstorm and record other words containing 'ight'. Ask children to practise sounding out these words. Get children to complete **PW 150**.
- Discuss how 's' on the end of a word changes how we read it and also changes its meaning. Talk about how 'plant' means there is one plant. Discuss how 'plants' means there is more

than one plant. Draw pictures to illustrate. Ask children to find 'animals' in the text and compare it to 'animal'.

- Find 'place' in the text. Talk about the 'c' at the middle of the word and how it makes an 's' sound. Get children to find 'ice' and talk about the sound that the 'c' makes in this word. Ask children to practise sounding out these words.

Vocabulary

- *Visual recognition of high-frequency words:* 'covered', 'covers', 'during', 'protect', 'through', 'wear', 'dark', 'even', 'know', 'many'. 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 each high-frequency word in a sentence and draw a picture to match.

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?* 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 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 write a fictional text with the title 'My Life in the Arctic'. Ask them to imagine what their life would be like if they lived in the Arctic. Have them write a text explaining what they would do in one day.

► English Language Learners

- Discuss what life is like in the Arctic. Get children to think about the positive, negative and interesting things about living in the Arctic. Ask, *What would be some positive/good things about living in the Arctic? What would be some negative/bad things about living in the Arctic? What would be some interesting things about living in the Arctic?* Ask children to complete a PMI (Plus, Minus, Interesting) about life in the Arctic.

► Assessment

- PW 148, 149 and 150 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 148 could be kept in the child's portfolio
- Complete Running Record (page 350)

Name: _____ Date: _____

Summarising

- Write facts in each box to summarise the text.

The Arctic	People
Day and Night	Winter
Plants	Animals

Main teaching focus*Comprehension:* Summarising facts in a text**Other teaching focus***Comprehension:* Recalling information in a text**Teacher's note**

Children summarise the text by recalling and recording important facts about 'the Arctic', 'people', 'day and night', 'winter', 'plants' and 'animals'.

Name: _____ Date: _____

Comparing and contrasting

- Write facts about life in the Arctic.
- Write facts about your life.
- Write how they are the same and different.

Life in the Arctic	My Life

- What is the same about life in the Arctic? What is different about life in the Arctic and your life?

Main teaching focus*Comprehension:* Comparing and contrasting**Other teaching focus***Comprehension:* Recalling information in a text**Teacher's note**

Children record sentences about life in the Arctic and sentences about their life. Then they compare and contrast and write how they are similar and different.

Name: _____ Date: _____

'ight' word ending

You will need: coloured pencils

- Write 'ight' in each word.
- Draw a picture to match each word.
- Write each word in a sentence.

Word	Picture	Sentence
l _ _ _ _		
n _ _ _ _		
s _ _ _ _		
fr _ _ _ _		
br _ _ _ _		
r _ _ _ _		

Main teaching focus
Graphophonics: 'ight' words

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

Teacher's note
Children add 'ight' to complete each word. Then they draw a picture to match and write the word in a sentence.

Pirate Lessons

Level: 20 Fiction Word count: 526 Text type: Narrative



High-frequency words introduced: above, act, acting, believe, spoke
High-frequency words consolidated: arrived, idea, learned, practise, really, softly, sounded, through, wear, whispered

Programme links: *Pirate Lessons E-Book, Off to the Movies* (non-fiction)

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

Story summary: Lucy is very happy to be a pirate in the school play, but she doesn't know how a pirate should act. With some help she learns how a pirate walks and talks and on the night of the play, Lucy is the best pirate ever!

Getting started

- Talk about pirates. Ask, *What does a pirate look like? What do pirates do? Where do pirates live?*
- Ask, *Have you been in a school play or concert? What is an actor?* Encourage children to act out the movements of pirates.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Encourage children to share what they think the story will be about. Get children to make predictions, using the title and cover illustration as prompts. Ask children to think of words that might be in the text.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Who do you think Mrs Crosby has picked to be the pirate in the school play? How does Lucy feel? Who is going to be the pirate Tess on Captain Blood's ship? Do you think Lucy wants to be the best pirate ever?*
- pages 4–5: Ask, *Who does Lucy tell about the play when she arrives home? What is Lucy looking for in the dress-up box? What do pirates wear? Could they make an eye patch? Could Lucy wear the baggy pants and the old T-shirt? What colour is Mum's favourite scarf? When do you think Lucy practised her lines over and over?*
- pages 6–7: Ask, *Where is Lucy's class practising the play? Does it look like Lucy is saying her lines softly or shouting them? Why might Lucy be whispering? Would she be sounding like a pirate?*
- pages 8–9: Ask, *Who is Lucy asking to help her act like a pirate? Who is showing her how to walk the plank and fall into the sea? Do you think Mum and Dad are trying to help her, too?*
- pages 10–11: Ask, *What movie is Lucy watching? Does it help her to be a pirate? What is Lucy thinking of? What job does Dad's friend Bill do? Would Bill know how to act like a pirate?*
- pages 12–13: Ask, *Why has Bill come over? What are the pirate lessons on the piece of paper? How is he walking? How do pirates talk? What do pirates do with their arms? What is Bill showing Lucy? Do you think Lucy is trying hard to be a pirate?*

- pages 14–15: Ask, *What has finally arrived? What is Lucy doing as the curtain goes up? How has she walked onto the stage? How would she be talking? What is she doing with her arms? What is she waving above her head? What would everyone in the audience do when Lucy leaves the stage?*
- page 16: Ask, *Who comes back onto the stage when the play is over? What is Lucy's family doing? How would Lucy feel? Is she the best pirate ever?*

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.
- Ask children to relate the text to their own experiences. Ask, *Have you ever been in a school play? What have you had to act as before?*
- Talk about the characters, setting and plot of the text.
- Discuss how this is a narrative text and talk about the orientation, complication and resolution.
- Ask inferential questions such as: *Why might a pirate wear an eye patch? Why do you think Lucy spoke so softly at the first practice? Why does Mum want Lucy to take care of the red scarf? Why isn't Lucy whispering on the big night? Why is Lucy the best pirate ever?*

After reading

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

Choose from the following activities.

Comprehension

- *Cloze*: As a group, ask children to retell events of the story. Flip through the text and ask, *What happened in this part of the story?* Copy sentences from the text onto paper, but leave a word out in each sentence. Discuss strategies for working out the missing word. Get children to complete **PW 151**, writing missing words in sentences.
- *Following directions*: On a big piece of paper, draw a large outline of Lucy standing on a stage, holding a flag in her hand. Provide children with coloured pencils or crayons. On the board, write instructions, such as 'Colour the stage brown' or 'Draw a pirate hat on Lucy'. As a group, ask children to read and follow the instructions. Get children to follow the instructions on **PW 152**.

Phonological awareness/Graphophonics

- Find 'movie' in the text and talk about the 'ie' vowel digraph at the end. Model the sound that these letters make. Ask children to think of other 'ie' words.
- Find 'now' in the text and talk about the 'ow' vowel digraph. Discuss the sound made by 'ow' in this word. Ask children to find 'sounded' in the text. Talk about the 'ou' vowel digraph. Discuss how in these words, 'ow' and 'ou' make the same sound. Get children to find other 'ou' and 'ow' words in the text and ask them to practise sounding these 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 'came' and 'those' in the text and ask children to practise sounding them. Ask them to find other words in the text that use the silent 'e' rule.
- Find 'all' in the text. Talk about how new words can be made by adding letters to the start of this word. Ask children to find 'hall'. Ask, *Can you see 'all' in this word?* Cover up the 'h' at the start and ask children to identify 'all'. Ask, *What other words could we make by putting letters in front of the word 'all'?* (e.g. 'tall', 'ball', 'fall', 'call') Record these words and ask children to underline 'all' in each one.
- Talk about the 'er' in 'ever'. Ask children to model the sound made by these letters. Get them to identify and record other 'er' words in the text and underline the 'er'.
- Find 'turn' in the text. Talk about the 'ur' in the word and model the sound these letters make together. Brainstorm and list other 'ur' words.
- Talk about how the suffix 'ed' can be added to the end of words. Ask 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). Repeat for the 'ing' suffix.
- Ask children to identify words in the text that have the double consonants 'gg', 'll', 'ss' and 'dd'. Discuss that when there are double letters in a word you only say the sound once. Ask children to write the words with double consonants from the text, circle the double consonants and sound out the words.

Vocabulary

- *Visual recognition of high-frequency words*: 'above', 'act', 'acting', 'believe', 'spoke'. Ask children to find these words in the text. Ask them to write the words in alphabetical order.
- *Theme words – pirates*: Brainstorm and record words associated with pirates (e.g. 'hat', 'treasure', 'island', 'ship', 'eye patch'). Encourage children to say these words in a sentence.

Fluency

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

Text conventions

- *Commas*: As a group, discuss commas and ask children to identify the commas in the text. Talk about how readers pause at commas when they are reading. Model this to children and then get them to practise, using the text.
- *Speech marks*: Discuss speech marks. Explain that text between speech marks is what a character is saying. Ask children to identify speech marks in the text. Turn to pages 8–9 and ask children to role-play the conversation between Lucy, Ben, Mum and Dad. Repeat with other pages from the text.

Writing

- Ask children to discuss what it would be like to be a pirate. Ask, *What would you do? What would you look like? Where would you live?* Write the sentence starter 'If I was a pirate ...' on the board. Get children to finish the sentence and write imaginative texts about being pirates. Encourage them to include details in their writing and support children in sequencing ideas in their text.

► English Language Learners

- As a group, make a pirate mural. Ask children to paint blue water and a yellow island on large pieces of paper to make a background for their mural. Get children to colour and cut out the pirate pictures on **PW 153**. When the paint on the paper is dry, ask children to paste the pictures onto their backgrounds. Ask children to describe the parts of their mural. Focus on enhancing and building children's vocabulary during the activity.

► Assessment

- PWs 151, 152 and 153 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 151 could be kept in the child's portfolio
- Complete Running Record (page 351).

Name: _____ Date: _____

Cloze

- Fill in the missing word in each sentence with a word from the box.
- Read it again to make sure it makes sense!



those need black T-shirt pirate
best She scarf trousers smiled

Lucy could not believe her luck!

Her teacher, Mrs Crosby, had picked her to be a _____
in the school play.

Lucy was really happy. _____ was going to be Tess –
a girl pirate on Captain Blood's ship.

Lucy wanted to be the _____ pirate ever.

“What do pirates wear?” Lucy asked Mum, as she looked through
the dress-up box.

“Well,” said Mum, “they always wear a _____ eye patch.
We could make one of _____.”

“Look!” said Lucy, pulling out some baggy _____ and a T-shirt.

“We could cut these trousers off and I could wear
this old _____.”

“All you _____ now,” said Mum, “is a red scarf.”

Mum came back from her bedroom with her red _____.

“Please take care of it,” she _____.

Main teaching focus

Comprehension: Cloze (with words given).

Other teaching focus

Comprehension: Gaining meaning from text.

Teacher's note

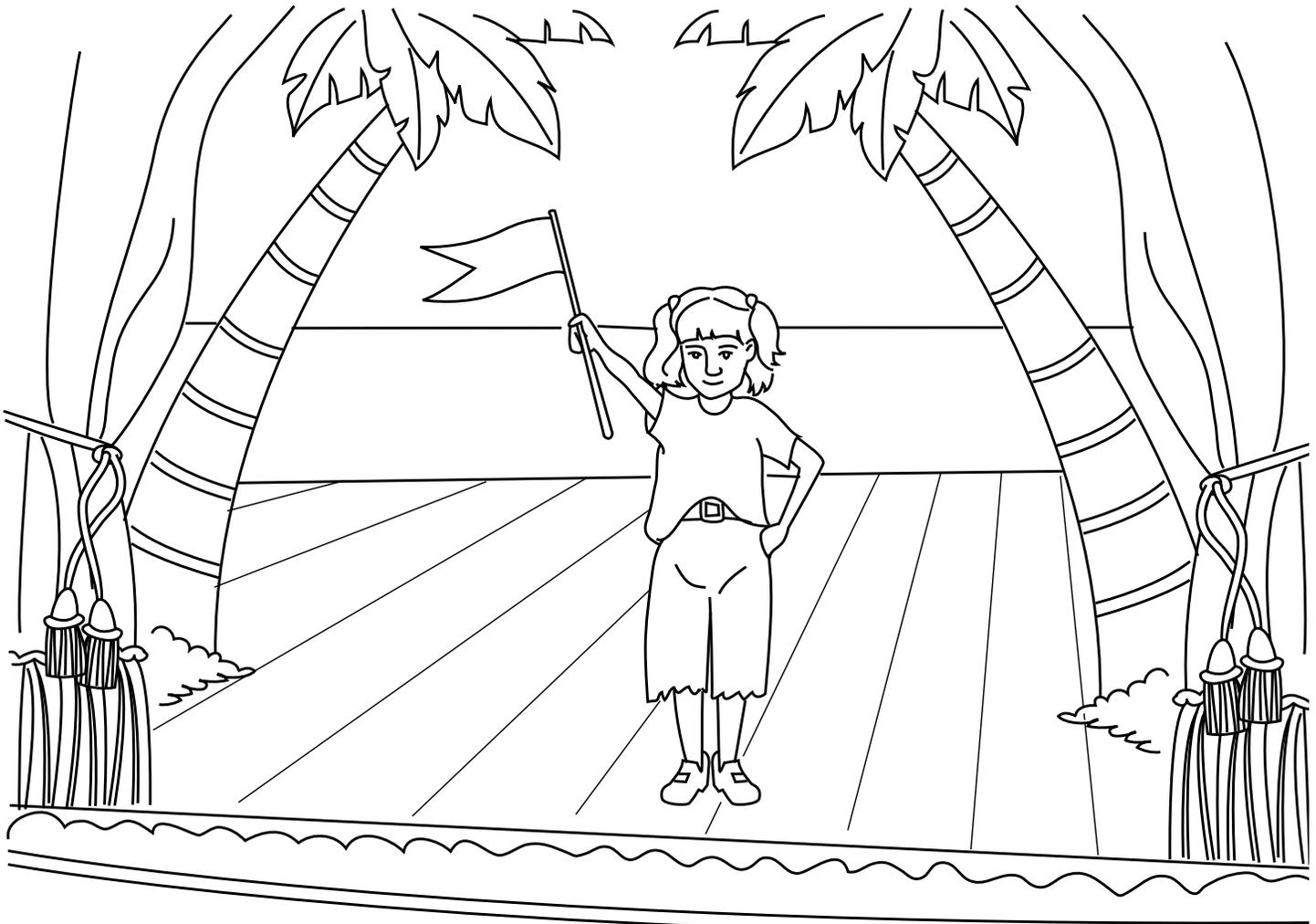
Children fill in the missing word in each sentence using a word from the box. Then they re-read the sentence to ensure it makes sense.

Name: _____ Date: _____

Following instructions

You will need: coloured pencils or crayons

- Read the instructions and make the changes to the picture.



- 1 Colour the stage **brown**.
- 2 Draw a **red** scarf on Lucy's head.
- 3 Colour the flag **black** and **white**.
- 4 Colour the trees **brown** and **green**.
- 5 Draw a **black** eye patch on Lucy.
- 6 Draw all the children on the stage.
- 7 Colour in the children.
- 8 Colour Lucy's baggy trousers **black** and **red**.
- 9 Colour the curtains **red**.
- 10 Draw the pirates' gold next to Lucy.

Main teaching focus

Comprehension: Reading and following directions.

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: _____

A pirate picture

You will need: a large piece of paper, blue and yellow paint, coloured pencils or crayons, scissors, glue

- Paint a yellow island and blue water on the paper.
- Colour the pirate pictures and cut them out.
- Paste the pictures onto the island and water.



Main teaching focus

Oral language: Developing language and vocabulary.

Other teaching focus

Oral language: Retelling an experience.

Teacher's note

Children paint a yellow island and blue water on paper to make a background. Then they colour and cut out the pirate pictures. When the paint is dry, children arrange and paste the pirate pictures onto their background.

Meeting Milly

Level: 20 Fiction Word count: 514 Text type: Narrative



High-frequency words introduced: believe, gently, scratching, they're, trained
High-frequency words consolidated: arrived, closed, idea, raced, really, sound, sounded, yelled

Programme links: Meeting Milly E-Book, The Senses (non-fiction)

Curriculum links: me/family, school, animals/pets, community

Story summary: Ned is very excited when the puppy, Milly, arrives. But in the morning when Milly is missing, Ned is very worried. After looking all over the house, Ned finally finds Milly in a special bed!

Getting started

- Talk about how guide dogs help people. Get the children to work in pairs. One child closes his or her eyes. A partner then guides the child around the room. Ask children to swap roles. Ask, *How was it helpful having someone to guide you around the room?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask children to share what they think the story will be about. Encourage them to make predictions, using the title and cover illustration as prompts. Get them to predict whether this is a fiction or a non-fiction text. Ask children to think of words that might be in the text.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Who has come quickly to the door? Who has a big smile on his face and is holding a small puppy? What do you think the puppy's name is? Do you think Ned is excited that Milly has arrived? What do you think Ned and his family will need to do to raise a puppy?*
- pages 4–5: Ask, *Why would they only be keeping Milly for one year? Where would she go after one year? What is Ned thinking about? Does Deb's dog Sultan go everywhere with her? When do you think Ned got the idea about raising a puppy?*
- pages 6–7: Ask, *Where has Ned taken Milly on her first night with the family? Do you think Milly might become the best guide dog ever? Who is yawning? Why do you think Milly would fall asleep quickly? Why was it a big day for Milly?*
- pages 8–9: Ask, *Who is Ned going to check on the next morning? What has Ned opened? Where is he peeking? Where is Milly? Who has Ned raced up the stairs to tell that Milly is gone? Is Milly in the laundry room?*
- pages 10–11: Ask, *Could Milly have got out of the laundry room if Dad had closed the door when he went to bed?*

- *What is Ned worried about? Could Milly have been dog-napped or do you think she is just somewhere else in the house?*
- pages 12–13: Ask, *Who is looking all over the house for Milly? Where is Ned looking? Where is Dad looking? Can they find Milly anywhere? Do you think Ned is getting really worried? Could Milly really be lost?*
- pages 14–15: Ask, *What might be going 'Yip! Yip! Yip!?' What room do you think the sound is coming from? Do you think Ned could see Milly when he raced to the laundry room? Do you think he could hear her? What does Ned see when he peeks inside the cupboard? What is Milly behind? What is Milly sitting on top of?*
- page 16: Ask, *What has Ned gently picked up? Who has jumped up and licked Ned on the cheek? Has Milly found her own special bed? Who is the special puppy?*

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.
- Ask children to relate the text to their own experiences. Ask, *Have you had a puppy before? Has one of your pets gone missing? Where did you find them?*
- Ask children to retell the story in their own words and discuss what happened in the beginning, middle and end.
- Ask inferential questions such as: *What things might Ned need to do to take care of Milly? Why do you think Deb came to Ned's school? Why is raising a puppy an important job? Why was it a big day for Milly? Why was Milly hard to find? Why do you think she went into the cupboard?*

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 'arrived', discuss strategies such as sounding out, re-reading, looking at the illustrations or using the sentence content.

Choose from the following activities.

Comprehension

- *Sentence match*: Ask children to recall events from the text. Copy sentences from the text on strips of paper. Give children pieces of paper and get them to 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 154**, numbering sentences to show their order.
- *Connecting pronouns with nouns*: Copy these sentences onto paper: 'Ned went quietly downstairs to check on Milly. He opened the door and peeked inside'. Read them and discuss how 'He' refers to 'Ned'. Circle 'Ned' and 'He' in red. Repeat with other sentences, circling connected nouns and pronouns in the same colours.

Phonological awareness/Graphophonics

- Talk about the suffixes 'ly' in 'quickly', 'ed' in 'arrived' and 'ing' in 'scratching'. Discuss how these suffixes change the meaning of the words. Ask children to find words in the text with these suffixes.
- Find 'raise' in the text. Discuss the vowel digraph 'ai' in the middle of the word. Model the sound these letters make together. As a group, make a list of other 'ai' words and ask children to circle the 'ai' digraph in the words. Repeat for 'aw' in 'yawn'.
- Talk about the initial consonant digraph 'qu' at the beginning of 'quietly'. Model the sound that these letters make together. Brainstorm and list other words that begin with 'qu' and ask children to circle the 'qu' digraph.
- Ask children to find 'scratching' in the text. Discuss the three-letter consonant blend 'scr' at the beginning. Explain that these letters are sounded as 'scr' to make one sound, rather than being sounded separately as 's-c-r'. Ask, *Can you think of other words that begin with 'scr'?*
- Find 'her' in the text. Discuss the sound made when the letters 'er' are together. Talk about how 'her' can be read by sounding 'h-er'. Ask children to identify 'er' words in the text and practise reading them. Brainstorm and record other 'er' words.
- Talk about the contraction 'couldn't'. Write 'could not' and 'couldn't' on the board and discuss how the contraction has an apostrophe instead of the letter 'o'. Ask children to find the contractions in the text.

Vocabulary

- *Visual recognition of high-frequency words*: 'believe', 'gently', 'scratching', 'they're', 'trained'. Ask children to find these words in the text. Get children to write each of the high-frequency words in a sentence to show they understand their meanings. Ask children to draw a picture to match each sentence.

Fluency

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

Text conventions

- *Features of the front cover*: Look at the front cover and ask children to identify the title, author and illustrator. Explain to children that the author wrote the text and the illustrator drew the pictures. Ask, *What is the title of the text? Who is the author? Who is the illustrator?* Give each child a piece of paper and get them to design new front covers for the text. Ensure they include the title, author and illustrator.
- *Features of the back cover*: As a group, look at the back cover and ask children to identify the blurb. Discuss how readers can read the blurb to get an idea of what the text will be about. Ask, *Does the blurb match what the text was about?*

Writing

- Brainstorm and record facts about dogs. Look at the illustrations in the text as a prompt for the discussion. As a group, talk about and record facts about what dogs look like, what they do, where they live and what they eat. Get children to write a report about dogs, using **PW 155** to record their information. Ensure children write multiple facts for each section and support them in using capital letters and full stops correctly.

► English Language Learners

- Discuss animals that people have as pets. Ask children to talk about pets that they have at home or would like to own one day. Ask, *What would you need to do to take care of a pet? What would you do if a pet went missing?* Talk about why people have pets. Ask, *What do you think the most popular pet in our class is?* Get children to find out by collecting the data using the chart on **PW 156**. Get children to ask each child in the room: 'What pets do you have or would like to have one day?' Ask children to record the responses on the chart. As a group, draw a bar graph on a piece of paper to represent the data that the children collected. Talk about how the bar graph makes it easy for us to compare the number of pets that people own or would like to own one day. Ask children to answer the questions at the bottom of the page once they have compared the data.

► Assessment

- PWs 154, 155 and 156 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 154 could be kept in the child's portfolio
- Complete Running Record (page 352).

Name: _____ Date: _____

Matching sentences and pictures

You will need: coloured pencils or crayons



- Draw a picture to match each group of sentences.
- Number the boxes to show the order the story events happened in. The first one has been done for you.

Sentences	Picture	Order
Ned went quietly downstairs to check on Milly.		
Ned, Mum and Dad looked all over the house for Milly.		
Inside the cupboard, behind a mop and bucket, was an old basket. And there, sitting on top of some old towels, was Milly.		
Dad had a big smile on his face. He was holding a small puppy.		1
Ned gently picked up the basket and took it out of the cupboard.		
“Mum! Dad!” cried Ned, as he raced up the stairs. “Milly is gone! She’s not in her bed.”		

Main teaching focus

Comprehension: Gaining meaning from text; visualising.

Other teaching focus

Comprehension: Sequencing.

Teacher’s note

Children read the sentences and draw pictures next to them to show their meaning. Then they write numbers in the boxes to show the order in which they happened.

Name: _____ Date: _____

Dog report

You will need: coloured pencils or crayons

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

Description

What the dog eats

Where the dog lives

What the dog likes to do

Picture

Main teaching focus

Writing: Writing a report on a familiar topic; using capital letters and full stops.

Other teaching focus

Oral language: Discussing facts about dogs.

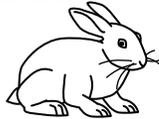
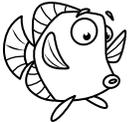
Teacher's note

Children write a report about a dog by writing sentences in each of the boxes: description, what it eats, where it lives and what it likes to do. Then they draw a picture.

Name: _____ Date: _____

Popular pets

- Ask everyone in your class what pets they have at home or would like to own one day.
- Keep a tally using the chart and work out the total for each pet.

Pets	Tally	Total	Pets	Tally	Total
dog 			bird 		
cat 			rabbit 		
mouse 			turtle 		
fish 			guinea pig 		

Which is the most popular pet? _____

Why do you think that pet is popular?

Which is the least popular pet? _____

Why do you think that pet is not very popular?

Main teaching focus

Oral language: Developing language and vocabulary.

Other teaching focus

Comprehension: Relating texts to personal experiences.

Teacher's note

Children ask their classmates what pets they have or would like to have one day and record their answer in the table, then answer the questions. Children may need help collecting and recording the data and reading the questions.

Etta's Baby Lamb

Level: 20

Fiction

Word count: 535

Text type: narrative



- High-frequency words introduced:** cosy, enough, gently, grinned, tickled, won't
- High-frequency words consolidated:** close, doesn't, during, idea, raced, whispered
- Programme links:** *Etta's Baby Lamb* E-Book, *Farms Around the World* (non-fiction)
- Curriculum links:** animals/pets, community, me/family
- Story summary:** Etta's dad arrives home with a little lamb that doesn't have a mother. Etta helps Dad take care of the baby lamb. She feeds him milk from a bottle and he falls asleep on her lap. They name the lamb Spot and put him to sleep in the old dog's house.

Getting started

- Get children to think about how they would care for a baby animal. Ask, *How would you keep the baby animal safe? What would you need to feed the baby animal? Where would the baby animal sleep?* Encourage children to think about if they would need to care for all baby animals in the same way.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Get children to predict what they think the text will be about. Ask, *Why does Etta have a baby lamb? How do you think she looks after the baby lamb? Do you think it will be a fiction or non-fiction text?* 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 illustrations and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Who can Etta see coming up the road? What is Dad carrying? Why do you think Dad has a baby lamb? Why do you think they need to take care of the lamb?*
- pages 4–5: Ask, *Does Etta want to help Dad take care of the lamb? Why would Etta need to take care of the lamb every day? Where is Etta sitting while she carefully holds the lamb? How do you think the lamb feels?*
- pages 6–7: Ask, *Why do you think Dad has gone to get the lamb some sheep's milk? Do you think Etta likes patting the lamb's ears and rubbing him under his chin? Why would the lamb be crying, "Baaaa! Baaaa!"? What is Etta doing with the bottle of warm milk?*
- pages 8–9: Ask, *What does the lamb do when Etta holds the bottle up to his mouth? Was the lamb hungry? How often would Etta need to feed the lamb? Do you think Etta will be able to feed him a bottle of milk in the morning and at night?*
- pages 10–11: Ask, *Why would the lamb's eyes begin to close as the last of the milk went from the bottle? What name do you think they'll give him? Where does the lamb have a brown spot? Why would Spot be a good name for the lamb?*
- pages 12–13: Ask, *Would Spot be able to sleep in Etta's lap all day? Where could they put Spot to sleep? Would the old dog's house be a good place for the little lamb?*

- pages 14–15: Ask, *What has Etta placed inside the dog's house? Why did they put an old blanket in the dog's house? Did Spot wake up as Dad put him inside the dog's house? Is Spot fast asleep? Why would they need to make Spot a pen later that day?*
- page 16: Ask, *Where is Etta patting Spot? Do you think Etta will take good care of the lamb?*

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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Get children to relate the story to their own experiences. Ask, *Have you ever taken care of a baby animal?*
- Encourage children to predict what will happen on the next page or how the story might end.
- Talk about the characters in the story and their roles.
- Discuss how this text is a narrative and ask children to identify the problem and resolution.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *How did Etta know that the lamb was hungry? Why do you think the lamb was hungry? What other things will Etta need to do to take care of the lamb?*

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 the children had difficulty with the word 'blanket', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Sequencing:** As a group, discuss what happened in the story. Get children to retell the main events of the story. Ask, *What happened in the beginning/middle/end of the story?* Write events from the story onto strips of paper; for example,

'Etta fed the baby lamb sheep's milk in a bottle' and 'Etta got an old blanket for the dog's house'. Ask children to read the sentences and then sequence them in the correct order. Get children to complete **PW 157**.

- **Characters:** Get children to talk about the characters in the text – Etta and Dad. Ask, *What type of characters are Etta and Dad?* Encourage children to recall details about the characters from the text. Talk about what the characters did, said and thought. Ask, *What did Etta/Dad say? What did Etta/Dad do? What do you think Etta/Dad were thinking?* Get children to complete **PW 158**.

Phonological awareness/Graphophonics

- Find the word 'lamb'. Discuss how the 'b' on the end of the word is a silent letter. Brainstorm other words that end with a silent 'b', such as 'comb', 'crumb' and 'climb'.
- Talk about the vowel digraph 'oa' and model to children the sound that these letters make when they are together. Find 'road' and discuss the 'oa' digraph. Brainstorm and record other 'oa' words, e.g. 'load', 'boat' and 'loaf'. Get children to circle the 'oa' in these words and discuss strategies for reading them.
- Find the word 'down' and talk about the vowel digraph 'ow'. Discuss the sound these letters make when sounded together. Ask, *What other words do you know that contain 'ow'?* Record other 'ow' words and ask children to practise reading these words.
- Find 'first' and discuss the vowel before 'r' – 'ir'. Talk about the sound that these letters make when they are together. Get children to brainstorm and record other words that contain 'ir' such as 'dirt', 'skirt' or 'circus'. Ask them to circle the 'ir' in each word. Compare with the other vowel before 'r' sounds (i.e. 'or' and 'ar'). Get children to complete **PW 159**.
- Discuss 'white' 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. Find other examples in the text (e.g. 'take'). Get children to practise reading these words.
- Talk about the contractions in the text: 'it's', 'doesn't', 'he's' and 'can't'. Discuss how a contraction has an apostrophe to show that two words have been joined. Write 'does not' and 'doesn't' and show how the apostrophe is written instead of the 'o' when the words are joined. Repeat for 'it's', 'he's' and 'can't'. Find the contractions in the text.

Vocabulary

- **Visual recognition of high-frequency words:** 'cosy', 'enough', 'gently', 'grinned', 'tickled', 'won't', 'close', 'doesn't', 'during', 'idea', 'raced', 'whispered'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Get children to write the high-frequency words in alphabetical order.

Fluency

- Discuss the concept 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

- **Speech marks:** Discuss speech marks. Explain that text between the speech marks is what a character is saying. Ask children to identify speech marks in the text.
- **Exclamation points:** Talk about how exclamation points influence the way the text is read. Get children to find exclamation points in the text. Read sentences with exclamation points and compare how they would be read if there were no exclamation points.
- **Question marks:** Talk about how a question mark is used at the end of a question rather than a full stop. Encourage children to count the question marks in the text. Get them to ask each other questions and record the questions on paper with a question mark at the end.

Writing

- Get children to write about their favourite part of the story. Ask, *What part of the story did you enjoy? Why was this your favourite part?*

► English Language Learners

- Talk about sheep. Discuss how a lamb is a baby sheep. Assist children in researching sheep online to learn interesting facts about them. Ask questions such as, *What do sheep eat? Where do they live? What do they do?* Encourage children to make a poster about sheep and share the information they have learned.

► Assessment

- PWs 157, 158 and 159 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 157 could be kept in the child's portfolio
- Complete Running Record (page 353).

Name: _____ Date: _____

Sequencing sentences

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

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



Etta sat down on an old chair. Dad placed the baby lamb carefully in her arms. The lamb felt warm and soft.

"What would you like to call him, Etta?" asked Dad.
Etta patted the lamb's ears again and tickled him under the chin.
"Well," said Etta, "he does have one white ear and one ear with a little brown spot. I think we should call him Spot."

"He's fast asleep," whispered Etta. "But he can't sleep on my lap all day."
Dad gently lifted Spot from Etta's lap and carried him to the end of the porch.
"I think this old dog's house will do just fine," said Dad.

Etta bent down and patted Spot's little brown ear.
"Sleep well, my baby lamb," she whispered. "We'll take good care of you."

"Dad!" called Etta. "What do you have there?"
"It's a baby lamb," said Dad. "This poor little lamb doesn't have a mother. We'll have to take care of him."

Etta raced inside the house and got an old blanket. She placed it inside the dog's house. Then Dad put Spot gently into the dog's house. Spot's eyes didn't open at all. He was still fast asleep.

Dad came with a bottle of warm milk. He passed the milk to Etta.
"What should I do?" asked Etta.
"Just hold the top of the bottle up to the lamb's mouth," said Dad. "He should start to drink."

Main teaching focus

Comprehension: Sequencing events from the text; *Visualising* – drawing pictures to match sentences.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

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

Name: _____ Date: _____

Characters

- Think about the characters in the text.
- Write about the things they did, said and thought during the story.
- Answer the question at the bottom of the page.

thought

did **said**



thought

did **said**



In what ways are Etta and Dad similar? _____

Main teaching focus

Comprehension: Recalling and inferring characters' thoughts and actions.

Other teaching focus

Comprehension: Recalling information from a text; Comparing characters.

Teacher's note

Children complete a Y-chart by recording what the characters said, did and thought. They then answer the question at the bottom of the page.

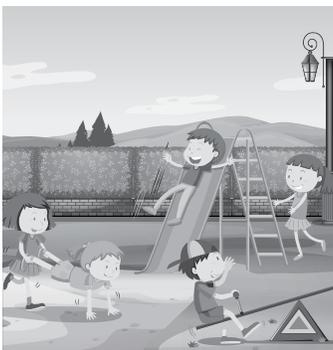
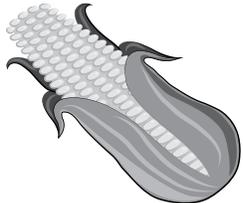
Name: _____ Date: _____

'or', 'ar' and 'ir'

- Look at the pictures.
- Write 'or', 'ar' or 'ir' to complete the words.

			
B _ _ _	F _ _ _	F _ _ _	P _ _ _

			
S _ _ _	S _ _ _	C _ _	S _ _ _

			
P _ _ _	J _ _	G _ _ _	C _ _ _

Main teaching focus

Graphophones: Words containing vowels before 'r' – 'ar', 'or' and 'ir'

Other teaching focus

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

Teacher's note

Children complete the words to match the pictures by adding 'or', 'ar' or 'ir'.

Something is Watching

Level: 20

Fiction

Word count: 523

Text type: narrative



High-frequency words introduced: above, again, believe, different, large, wonderful

High-frequency words consolidated: protects, really, sound

Programme links: *Something is Watching* E-Book, Rainforests (non-fiction)

Curriculum links: environment, me/family, science

Story summary: Nick, Dad and his sister are on a camping trip in a rainforest. Nick has a feeling that something is watching him because something hits him on the head and his apple disappears. When he gets back to his tent, it is a big mess. Then he sees his hat jumping away! It is the monkey that had been watching him all along.

Getting started

- Talk about camping. Ask, *Have you ever gone on a camping trip? What things did you bring with you? Where did you sleep? Where did you go camping?* Discuss different things that you can do when you go camping.

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 might be watching them? Where are they? Why might they feel as though something is watching them? Do you think it will be a fiction or non-fiction text?* 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 illustrations and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Where are they? Why would Nick be looking into the large clump of trees and ferns? Is the rainforest full of different animals? What other wonderful things might they see in the rainforest?*
- pages 4–5: Ask, *Why do you think everyone is on the walkway? Has something hit Nick on the head? Would this make Nick think that something is watching him?*
- pages 6–7: Ask, *Where have they stopped for a rest and a snack? Where has Nick put his apple? What happened to Nick's apple? Would he think someone has taken it?*
- pages 8–9: Ask, *What can Nick see run up the tree? Do you think he still feels like he is being watched?*
- pages 10–11: Ask, *What does Nick see on his way back to camp? How are the people zooming past high above the trees? Would the zip line be a wonderful way to see the rainforest? Would Nick think they are the ones watching him?*
- pages 12–13: Ask, *Do you think Nick was really tired by the time they got back to camp? What do you think he could hear coming from inside the tent? Might there be something or someone inside? What did Nick see when he peeked inside the tent? What was all over the floor? Why was the tent a mess?*
- pages 14–15: Ask, *How could his hat jump from one side of the tent to the other? What did he see jump out of his hat? What*

was the small monkey eating? Was it the monkey that had been watching Nick?

- page 16: Ask, *Was Nick really being watched? What have the monkeys been doing?*

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 these words? Did that make sense?* Discuss how looking at the illustrations can help with reading.
- Get children to relate the story to their own experiences. Ask, *Have you ever been on a camping trip? Have you ever had the feeling that you were being watched?*
- Encourage children to predict what will happen on the next page or how the story might end.
- Talk about the characters in the story and their role.
- Discuss how this text is a narrative and ask children to identify the problem and resolution.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why did Nick have the feeling that he was being watched? Why would the zip line be a good way to see a rainforest? How would walkways help keep everyone safe? Why couldn't Nick see the monkey when it threw the berry at him?*

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 the children had difficulty with the word 'walkway', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Questioning:** As a group, discuss what happened in the story. Ask, *What were the main events?* Write questions about the text on strips of paper and then write the answers on

separate strips of paper. For example, write ‘What did the monkey throw at Nick?’ on one strip of paper and write ‘A berry’ on another strip of paper. Mix up the question and answer strips and ask children to sort and match them together.

- **Visualising:** Ask children to imagine that they are Nick walking through the rainforest. Encourage them to think about what they would be able to see, hear, smell, feel or taste. Ask, *What would it have been like for Nick in the rainforest? What information would he have gained through his five senses?* Discuss how visualising can help readers better understand the characters in the text. Get children to complete **PW 160**.

Phonological awareness/Graphophonics

- Talk about the vowel digraph ‘oa’ and model to children the sound that these letters make when they are together. Find ‘croaking’ and discuss the ‘oa’ digraph. Brainstorm and record other ‘oa’ words, e.g. ‘load’, ‘boat’ and ‘loaf’. Get children to circle the ‘oa’ in these words and discuss strategies for reading them.
- Find ‘fern’ and discuss the vowel before ‘r’ – ‘er’. Talk about the sound that these letters make when they are together. Get children to brainstorm and record other words that contain ‘er’ such as ‘her’ or ‘water’. Ask them to circle the ‘er’ in each word.
- Discuss ‘line’ 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. Find other examples in the text (e.g. ‘safe’). Get children to practise reading these words.
- Talk about the contractions in the text: ‘couldn’t’, ‘it’s’ and ‘that’s’. Discuss how a contraction has an apostrophe to show that two words have been joined. Write ‘could not’ and ‘couldn’t’ and show how the apostrophe is written instead of the ‘o’ when the words are joined. Repeat for ‘it’s’ and ‘that’s’. Find the contractions in the text.
- Discuss compound words. Find ‘something’ and ask children to identify the words ‘some’ and ‘thing’ that have been joined together to form the compound word. Ask children to find other compound words in the text, such as ‘walkway’, ‘everyone’ and ‘anything’.
- Find the words ‘there’ and ‘their’ and explain that they are homophones. Get children to read these words and discuss how they sound the same when read aloud even though they are spelled differently. Talk about how they have different meanings. As a group, brainstorm other homophones.

Vocabulary

- **Visual recognition of high-frequency words:** ‘above’, ‘again’, ‘believe’, ‘different’, ‘large’, ‘wonderful’, ‘protects’, ‘really’, ‘sound’. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Get children to write the high-frequency words in a sentence. Get them to identify any difficult spelling patterns

in the high-frequency words and underline them.

- **Synonyms:** Talk about synonyms and how it refers to words that have the same or similar meanings. Read the sentence ‘Look at this huge plant’ and identify the word ‘huge’. Ask, *What is another word that has the same meaning as ‘huge’?* Discuss how the word ‘large’ would have the same meaning. Get children to complete **PW 161**.

Fluency

- Discuss the concept 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

- **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 a large sheet of paper. Tell children to colour over the words that are between the speech marks. Get them to role-play the conversation by reading the text between the speech marks. Get children to complete **PW 162**.
- **Exclamation points:** Talk about how exclamation points influence the way the text is read. Encourage children to find exclamation points in the text. Read sentences with the exclamation points and compare how they would be read if there were no exclamation points.
- **Question marks:** Talk about how a question mark is used 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.

Writing

- Encourage children to imagine they are camping in the rainforest. Ask, *What would you do in the rainforest? What would you enjoy about camping?* Get children to draw a picture of themselves on a camping trip. Ask children to compose a text based on the sentence starter: ‘If I were on a camping trip ...’

► English Language Learners

- Show children photos of camping equipment, such as tents, sleeping bags, camping chairs, etc. As a group, name and describe the camping items. Encourage children to explain what the items are used for.

► Assessment

- PWs 160, 161 and 162 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 130 could be kept in the child’s portfolio
- Complete Running Record (page 354).

Name: _____ Date: _____

Visualising using 5 senses

You will need: coloured pencils

- Imagine you are Nick walking through the rainforest.
- Write and draw what you would be able to see, hear, smell, feel and taste.

	Write	Draw
See 		
Feel 		
Smell 		
Hear 		
Taste 		

Main teaching focus

Comprehension: Visualising using your five senses.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children imagine they are Nick walking through the rainforest. They visualise using their five senses and record what they would be able to see, hear, feel, taste and smell.

Name: _____ Date: _____

Synonyms

You will need: coloured pencils

- Draw a picture to match each word.
- Write a synonym to match each word.

	Picture	Synonym
huge		
cool		
river		
small		
threw		

Main teaching focus

Vocabulary: Identifying synonyms.

Other teaching focus

Vocabulary: Understanding word meanings.

Teacher's note

Children draw a picture to match each word. They then write a synonym to match each word.

Name: _____ Date: _____

Speech marks

You will need: scissors, glue

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



<p>"Everyone please stay on the walkway. The walkway protects the forest floor. But it also keeps us safe."</p>	<p>"Don't look at me. Maybe you dropped it in the water."</p>	<p>"I think something is watching us!"</p>	<p>"The rainforest is full of different animals. It's a wonderful place to visit."</p>
<p>"That's a fern. Ferns are the oldest plants in the world."</p>	<p>"You're just making it up. You just want everyone to look at you."</p>	<p>"Hey! Something just hit me on the head!"</p>	<p>"That wire you can see is called a zip line. It's a wonderful way to see the rainforest."</p>

Main teaching focus

Text conventions: Recognising speech marks.

Other teaching focus

Comprehension: Recalling events of the text; Matching speech with characters.

Teacher's note

Children cut out the sentences at the bottom of the page and match and paste them next to the character who said them in the story.

Kela's Paper Planes

Level 20

Fiction

Word count: 531

Text type: Narrative



High-frequency words introduced: above, different, proudly, scratched, wonderful

High-frequency words consolidated: arrived, idea, reached, really, through, weekend

Programme link: *History of Flight* (non-fiction)

Curriculum links: community, me/family, science

Story summary: There is a paper plane contest at Kela's school. Kela tries folding paper in lots of different ways to make her paper plane. When she takes a walk outside, she sees a bird flying and finds a feather. Then Kela makes a plane and rolls the wings. At the contest, her plane is like a wonderful flying bird.

Tuning in

- Ask children to talk about paper planes. Ask, *What is a paper plane? What do you need to make a paper plane?* Ask children to explain how they would make a paper plane. Ask, *What are you trying to achieve when you make a paper plane?*

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 through the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Does Kela look happy or sad? Why do you think she is very happy about the paper plane contest that her teacher, Mrs Gee, just told her about? Why will she need to make a paper plane this weekend? How might she make a paper plane that can fly really far?*

pages 4–5: Ask, *Why does Kela get her art box and some paper? What happened to the piece of paper when she held it above her head and let it go? What happened when she made the paper into a ball and let it go? Which paper floated to the ground? Which one fell quickly to the floor? What will Kela have to think about when she makes her paper plane?*

pages 6–7: Ask, *What has Kela done with the next sheet of paper? Why has she carefully folded the paper and given it wings? Does the paper with very long wings and a thin body fly? Why do you think it spun around and around to the ground? Did the plane go very far? Will Kela need to keep trying?*

pages 8–9: Ask, *How has Kela folded the next sheet of paper? Do you think this plane with a long body and short wings will fly? Why do you think it landed on the floor? Why does Kela keep trying? What could she do to make a plane that is different and can fly far? Would a walk outside help Kela think?*

pages 10–11: Ask, *What does Kela see as she walks around the yard? Where is the bird flying? Can Kela see the bird's wings flapping up and down? Does the bird have long wings and a long tail? What new idea might Kela have when she sees a yellow feather?*

pages 12–13: Ask, *What does Kela need to do before the paper plane contest tomorrow? How has she folded the paper? How is she rolling the wings? Does the plane look different?*

pages 14–15: Ask, *What is happening on the day of the contest? Are some planes going way, way up? Are some planes going really far or doing a loop? What does Kela take out when it is her turn? How can her teacher tell that Kela has done lots of thinking? Where did her plane land?*

page 16: Ask, *Did Kela's plane go as far as some of the other planes? Did she make a wonderful flying bird? Has her flying bird made some friends in the tree?*

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 figure 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 entered a contest? When have you persisted and kept trying with something? Have you ever made a paper plane?*
- 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.
- Discuss that this text is a narrative. Ask children to identify and discuss the orientation, complication, events and resolution in the story.
- Ask inferential questions such as: *How did Kela learn to make her*

plane fly? In what ways do you think Kela may have made her plane different from her classmates' planes?

After reading

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

Choose from the following activities.

Comprehension

- **Cause and effect:** Discuss how when things happen in a story they can cause something else to happen. Discuss events in the story and ask children to identify the cause or effect. For example, look at the illustration of Kela holding the feather on page 11. Ask, *What was the effect of Kela finding the feather?* Get children to complete **PW 163**.
- **Cloze:** Flip through the book and ask children to explain what was happening at different parts of the story. Copy sentences from the text onto paper but leave a word out in each sentence, e.g. 'She folded more paper, but the little plane did not _____ far'. 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 re-read the sentence to check the meaning. Repeat with other sentences. Get children to complete **PW 164**.

Phonological awareness/Graphophonics

- Talk about the vowel digraph 'ee' in 'needs'. Discuss the long vowel sound these two letters make when they are together. Ask children to brainstorm other 'ee' words. Ask them to record 'ee' words and circle the 'ee' digraph. Repeat for words containing 'oo' and 'ou'.
- Find 'trying' 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.
- Discuss the suffix 'ly' in 'quickly'. 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 other words that end in 'ly'?* Record these words and ask children to circle the 'ly' suffix.
- Find 'plane' 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, find and record other words that use this rule in the text (i.e. home, made).
- Talk about the letters 'ar'. Talk about how these letters are sounded together as 'ar', rather than separately as 'a-r'. Find 'ar' words in the text.
- Discuss the contractions in the text: 'didn't' and 'I'm'. Talk about how a contraction has an apostrophe to show that two words have been joined. Write 'did not' and 'didn't' and show how the apostrophe is written instead of the 'o' when the words are joined. Repeat for 'I'm'.
- Discuss the 'ight' word ending in 'right'. Talk about the sound these letters make when sounded together. As a group,

brainstorm and record other words containing 'ight'. Get children to practise sounding out these words.

Vocabulary

- **Visual recognition of high-frequency words:** 'above', 'different', 'proudly', 'scratched', 'wonderful', 'arrived', 'idea', 'reached', 'really', 'through', 'weekend'. 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.
- Ask children to make a word find 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.

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?* Ask children to count the number of sentences in the text.
- **Question marks:** Discuss how question marks are used to identify a question. Talk about how questions need to have an answer. Get children to find sentences in the text with question marks. Ask children to ask each other questions, e.g. *What is your favorite colour?* Record the questions with a question mark.

Writing

- Get children to recall and discuss the paper plane contest in the text. Ask children to design a poster advertising the paper plane contest at Kela's school. Ask, *What features should your poster have?* Discuss how the poster would need to include a description of the event and details about where and when the event will take place. Get children to complete **PW 165**.

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- Provide children with three sheets of paper. Have them use the paper to design and create three different paper planes. After they have made their planes, let them test how they fly. Then ask children to explain what is good about their planes and how they need improving. Children can also explain where they got the idea for each of their planes.

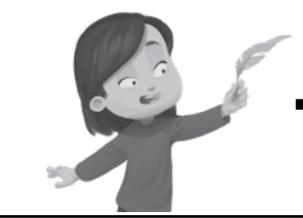
► Assessment

- PW 163, 164 and 165 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 163 could be kept in the child's portfolio
- Complete Running Record (page 355)

Name: _____ Date: _____

Cause and effect

- Write the effects to match the causes.

Cause		Effect
<p>There was a paper plane contest at school.</p>		
<p>Kela made the paper into a ball. She let it go.</p>		
<p>Kela folded some paper. It had a long body and short wings.</p>		
<p>Kela went for a walk outside. She saw a bird. The bird went from branch to branch.</p>		
<p>Kela looked down and saw a yellow feather. Kela smiled.</p>		
<p>Kela carefully reached into her box and pulled out her plane.</p>		

Main teaching focus

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

Other teaching focus

Comprehension: Recalling events of the text

Teacher's note

Children read the sentences (the causes). Then they write a sentence to show the effect of each of the causes.

Name: _____ Date: _____

Cloze

- Write the words in the box in the correct places in the sentences.

head	good	contest	floor	Kela	
weekend	floated	think	I	plane	paper

Kela was very happy. Her teacher, Mrs Gee, had just told the children about the paper _____ contest at school.

“Mum, I am going to make a paper plane this _____,” said Kela. “We will see how far our planes can fly. And I want mine to be really _____!”

When they got home, Kela got out her art box and some _____. “How do _____ get paper to fly?” thought Kela. “Paper is flat.”

Kela held the paper above her _____. She let it go. The paper slowly _____ to the ground.

Then _____ made the paper into a ball. She let it go. But this time, the paper fell quickly to the _____.

“Mmm,” said Kela, as she scratched her head. “I’m really going to have to _____ about this.”

Main teaching focus

Comprehension: Completing a cloze with words given; reading to check for meaning

Other teaching focus

Comprehension: Recalling events from the text

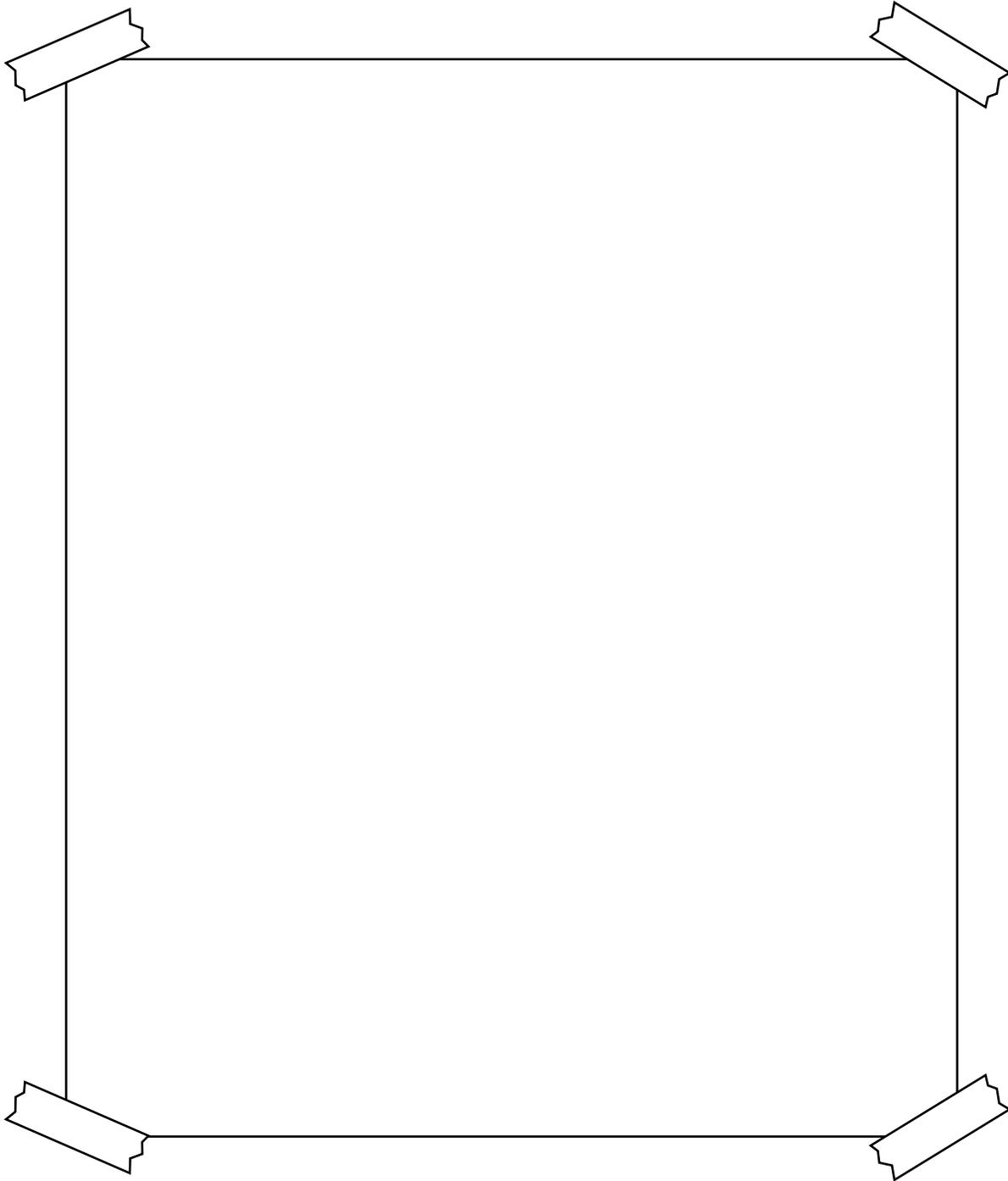
Teacher’s note

Children complete the sentences by writing words from the box.

Name: _____ Date: _____

Poster

- Make a poster to advertise the Paper Plane Contest.
- Include a description of the event and details explaining when and where it will happen.

**Main teaching focus**

Writing: Composing an advertisement text

Other teaching focus

Comprehension: Recalling events from the text; inferring events and information in the text

Teacher's note

Children create an advertisement poster for the Paper Plane Contest at Kela's school. Children need to include a description of the event and include details, such as when and where it is happening.

The Senses

Level: 20 Non-fiction Word count: 522 Text type: Discussion



High-frequency words introduced: different, easily, enough, large, loud, person, trained, wonderful, world

High-frequency words consolidated: cover, important, instead, sounds, through, wear

Programme links: *The Senses E-Book, Meeting Milly* (fiction)

Curriculum links: me/family, science

Text summary: Learn about how we use our eyes, ears, mouth, nose and hands to find out about the world. Find out how our senses compare to the senses of animals.

Getting started

- Draw a large picture of a face and body (with hands) on a large piece of paper. Talk about the five senses and ask children to identify and circle the parts of the body that we use for each sense.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to share what they think the text will be about. Get them to make predictions, using the title and cover picture as prompts. Ask, *What are our senses? What senses are these people using?*
- 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 parts of our body do we use to find out about the things around us? How do our eyes, ears, mouth, nose and hands help us? What do our senses do?*
- pages 4–5: Ask, *What do we use our eyes for? What could we say about the way the elephant, ball and butterfly look? What is a person who can't see called? What do we use our ears for? What could we say about how the drums or a flute sound? What might deaf people wear to help them hear? Why would they do sign language?*
- pages 6–7: Ask, *What sense are we using if we use our mouth to taste food and drink? What could we say about how these foods taste? What part of our mouth do we taste food and drink through? Where are our taste buds?*
- pages 8–9: Ask, *What do we use our nose for? What could we say about the smell of the flower, candles and rubbish? What do we use our hands for? How do you think these things feel?*
- pages 10–11: Ask, *Do animals have senses? Do you think some animals have better senses than we do? Might some of their senses be not as good as ours? Can cats see well at night when there is little light? Why do you think an owl needs to be able to see 50 to 100 times better than us in dim light?*

- pages 12–13: Ask, *Where do we have ears? Why might crickets have ears on their knees? Do you think bats, dogs and dolphins can hear sounds that we can't hear? How do we taste things? What part of their body do flies and butterflies use to taste? Would they taste things when they land on them? Why would worms have taste buds all over their body?*
- pages 14–15: Ask, *Do you think bears, sharks, dogs, moths, snakes and rats have a better sense of smell than we do? What are police dogs trained to use their wonderful sense of smell for? What do cats use their whiskers for? How do our senses help us in different ways? Which of our senses do you think is the most important?*
- page 16: Ask, *Where did we see these words in the text? What do these words mean?* Discuss that the glossary shows us the meaning of words that are in the text. Read through the words and talk about what they 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.
- Encourage children to relate the text to their own experiences. Ask, *What senses do you use? What can you see? What can you touch? What things did you taste while you ate your lunch? What things can you smell?*
- Ask inferential questions such as: *Would you be able to taste anything if you didn't have taste buds? Why do you think cats need to see easily in the dark? What would it be like if we didn't have a sense of touch? Why do you think a baby puts things in his or her mouth? Would it be good or bad if we tasted things through our feet? Why?*

After reading

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

Choose from the following activities.

Comprehension

- *Recall and sorting:* Write 'see', 'smell', 'taste', 'hear' and 'touch' on separate pieces of paper. Ask children to recall facts they learned from the text about the senses and get them, as a group, to record sentences on the appropriate piece of paper. Encourage children to draw pictures on the papers that represent each sense. Get children to complete **PW 166**, sorting and matching pictures and sentences.

Phonological awareness/Graphophonics

- 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 'nose' and 'white' in the text and ask children to practise sounding them. Ask them to find other words in the text that use the silent 'e' rule.
- Find 'world' in the text and discuss the sound that the letters 'or' make in this word. Talk about how 'world' can be sounded as 'w-or-ld'. Ask children to identify 'or' words in the text and practise reading them. Brainstorm and record other 'or' words.
- Talk about the vowel digraph 'ou' in 'mouth'. Discuss the sound made by these letters together. Brainstorm and list other 'ou' words and ask children to practise sounding them.
- Discuss the vowel digraph 'ow' in 'yellow'. Model the sound that these letters make in this word. Talk about how 'ow' in this word makes a long sound. Ask, *What other words can you think of that have this sound?*
- Find 'trained' in the text and discuss the vowel digraph 'ai'. Ask children to model the sound that these letters make. Talk about how they make a long 'a' sound. Brainstorm other 'ai' words.
- Talk about the consonant digraph 'ph' in 'dolphin'. Discuss how sounding the 'ph' together makes the same sound as the letter 'f'. Ask, *Can you think of any other words that contain 'ph'?*
- As a group, clap the syllables in 'butterflies'. Ask, *How many syllables are in this word?* Discuss the beginning, middle and ending sounds in the word. Count syllables in other words from the text.
- Ask children to identify and read 'white' and 'light'. Discuss how these words rhyme because their ending sounds the same, even though they have different letter patterns. Ask, *Can you think of any other words that rhyme with 'light' and 'white'?* (e.g. 'kite', 'sight', 'fight') Encourage children to identify the 'ight' or 'ite' ending of these words.

Vocabulary

- *Visual recognition of high-frequency words:* 'different', 'easily', 'enough', 'large', 'loud', 'person', 'trained', 'wonderful', 'world'. Ask children to look up the words in a dictionary and write a sentence for each word.

Fluency

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

Text conventions

- *Features of a sentence:* Discuss the features of a sentence and ask children to identify sentences in the text. Copy sentences from the text onto strips of paper, with the first half of the sentence on one strip and the second half of the sentence on another strip. Get children to match the sentence beginnings and endings. Discuss how sentences need to make sense. Encourage children to re-read sentences they have matched to ensure that they make sense. Get children to complete **PW 167**, matching sentence beginnings and endings.

Writing

- Ask children to talk about which sense they think is the most important and why. Write the sentence starter 'I think the most important sense is ...' on the board. Get children to finish the sentence and write texts that give reasons why they think that sense is the most important. Support children in sequencing ideas and developing the argument in their text.

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- Play a Senses Guessing Game. Collect a range of items including: toy car, bag, book, fork, pencil, teddy, flower, popcorn, leaf, lollipops, pieces of apple and bread, bell, stapler, bouncy ball. Keep the items out of sight. Give each child a blindfold and explain that they are going to use their senses to guess what some items are. Starting with the sense of sight, show children the toy car, bag and book one at a time and get them to draw or write what they think they are in the appropriate section of **PW 168**. Get children to put the blindfolds on and touch the fork, pencil and teddy. Hide the items and ask children to take the blindfolds off and draw what they think the items were. Continue so they smell the flower, popcorn and leaf; taste the lollipops, apple and bread; listen to the bell, stapler and bouncy ball. Discuss what it was like trying to use their senses. Ask, *Which sense did you find most difficult? How did you work out what the items were?* Show children the items and discuss how accurate their guesses were.

► Assessment

- PWs 166, 167 and 168 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 166 could be kept in the child's portfolio
- Complete Running Record (page 356).

Name: _____ Date: _____

Which sense?

You will need: scissors, glue

- Cut out the sentences. Paste them in the table to match the correct sense.

Senses	Sentences
Sight 	
Hearing 	
Taste 	
Smell 	
Touch 	

 We use our mouth.	We can say: "It looks big."
We use our eyes.	We can say: "It tastes sweet."
We can say: "It feels soft."	We use our ears.
We can say: "It sounds soft."	We use our nose.
We use our hands.	We can say: "It smells yucky."

Main teaching focus

Comprehension: Recalling information from the text; sorting and matching text.

Other teaching focus

Comprehension: Comparing and contrasting.

Teacher's note

Children cut out the sentences. Then they match them with the correct sense and paste them in the appropriate place in the table.

Name: _____ Date: _____

Sentence beginnings and endings

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.



✂ Flies and butterflies taste things

Cats use their whiskers to find out if

Did you know that bears, sharks and dogs

Some animals have senses that are better than ours,

But cats can see in the dark

Police dogs are trained to use

✂ while others have senses that are not as good.

very easily when there is little light.

through the little hairs on their feet!

a space is large enough for them to fit into.

their wonderful sense of smell to find things.

all have a much better sense of smell than we do?

Main teaching focus

Features of a sentence: Capital letters and ending punctuation.

Other teaching focus

Comprehension: Matching sentence beginnings with sentence 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 on a piece of paper.

Name: _____ Date: _____

Using your senses

You will need: coloured pencils or crayons

- Draw pictures or write in each box to show the things you see, smell, touch, taste and hear.

Main teaching focus

Oral language: Developing language and vocabulary.

Other teaching focus

Comprehension: Relating texts to personal experiences.

Teacher's note

Children look at, touch, taste, smell and hear specific items while blindfolded. Then they record what they saw, felt, tasted, smelled and heard by drawing pictures or writing in each box.

Off to the Movies

Level: 20

Non-fiction

Word count: 506

Text type: Recount



High-frequency words introduced: above, another, being, believe, different, dressed, enough, large, months, wonderful

High-frequency words consolidated: arrived, background, followed, really, wear

Programme links: *Off to the Movies* E-Book, *Pirate Lessons* (fiction)

Curriculum links: me/family, community

Text summary: Read this diary entry to find out what happens on a movie set. Find out how indoor and outdoor parts of movies are filmed, where actors get their hair and makeup done, where the costumes are kept and what it looks like when the actors are being filmed.

Getting started

- Talk about movies. Ask, *What is a movie? How are movies made? What do actors do?* Get some children pretend to be actors and others to pretend to be people filming the movie.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Ask children to share what they think the text will be about. Get children to make predictions, using the title and cover illustration as prompts.
- 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 type of text does this look like? Where did the girl go last Friday? Is her big brother, Tom, one of the actors? How will Tom show her what actors do? Do you think the movie is about a family that lived a long time ago? Are there any people dressed for their part in the movie? What are the people riding around in?*
- pages 4–5: Ask, *What does the movie set look like? What are the roads made of? What type of buildings are they? Do the buildings look old? Why would they have old buildings if they were just made three months ago?*
- pages 6–7: Ask, *What is inside this large shed? Are there lots of rooms? Do they look like rooms you would find in an old house? Would they film the indoor or outdoor parts of the movie here?*
- pages 8–9: Ask, *Where did Tom take the girl next? What is kept in this room? Are these clothes the same as the clothes we wear today or are they different? What type of dresses do the ladies wear? Who would wear the funny trousers and jackets? What colour dress did she try on?*
- pages 10–11: Ask, *What do the actors get done here? Who is sitting near a mirror with bright lights? Do the men and boys wear make-up in a movie? Where does Tom take the girl when she is hungry? What is inside this shed? What did they have for lunch? Does the food look yummy?*
- pages 12–13: Ask, *Where did they go after lunch? Why would she need to be very quiet in here? Where are the cameras, bright lights and microphones? Do you think sometimes the actors had to go over their lines many times to get them right?*

- pages 14–15: Ask, *Which people are the movie extras? Whose job is it to walk around and talk in the background of the movie? What do you think some of these people want to be? Did the girl have a great day with Tom? Do you think she will ask her mum and dad if she can be an extra in a movie? What do you think she wants to be when she is older? Do you think being an actor would be hard work?*
- page 16: Ask, *Where did we see these words in the text? What do these words mean?* Discuss that the glossary shows us the meaning of words that are in the text. Read through the words and talk about what they 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.
- Ask children to relate the text to their own experiences. Ask, *Have you been to a movie set before? Have you seen how people make movies? Have you acted before?*
- Discuss how this is a non-fiction text and how readers can learn about how movies are made.
- Ask inferential questions such as: *Why do the buildings look old if they were only built three months ago? Why do you think the men and boys had to wear make-up? Why does the girl need to be quiet when the movie is being filmed? Why do you think the actors had to keep going over their lines many times? How would being a movie extra be a good place to start if you want to be an actor?*

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 'microphones', discuss strategies such as sounding out, re-reading, looking at the illustrations or using the sentence content.

Choose from the following activities.

Comprehension

- *Recall*: Get children to talk about the different parts of the movie set. On a large piece of paper, draw a map of the different areas of the movie set. As a group, ask children to draw what was in each of the different areas. Ask, *What did they use this part of the movie set for?* Get children to complete **PW 169**, writing about what happened in each part of the set.

Phonological awareness/Graphophonics

- Find 'actor' in the text and discuss the 'or' sound in this word. Ask children to identify 'or' words in the text and practise reading them. Brainstorm and record other 'or' words. Repeat for 'er' in 'brother' and 'ir' in 'dirt'.
- Talk about the vowel digraph 'ie' and model the sound that these letters make together. Find 'movie' in the text and ask children to identify the 'ie' vowel digraph. Repeat for the 'ou' vowel digraph in 'around'.
- Talk about the contraction 'couldn't'. Write 'could not' and 'couldn't' on the board and discuss how the contraction has an apostrophe instead of the letter 'o'. Ask children to find the contractions in the text.
- Talk about the suffixes 'es' in 'sandwiches', 's' in 'computers' and 'ing' in 'acting'. Discuss how these suffixes change the meaning of the words. Ask children if they can find words in the text with these suffixes.
- Find 'bright' in the text. Discuss the word ending 'ight' and model the sound these letters make together. Ask children to find 'ight' words in the text. Write 'ight' on the board and explain how new words can be made by adding letters to the start of the 'ight' word ending. Ask, *What other words could we make by changing the beginning of this word?* As a group, make and record new words, e.g. 'fright', 'might', 'sight', 'light'. Get children to complete **PW 170**, making 'ight' words and using them in sentences.
- As a group, talk about the consonant digraph 'ph' in 'microphone'. Discuss how when the 'ph' is sounded together it makes the same sound as the letter 'f'. Ask, *Can you think of any other words that contain 'ph'?*
- Discuss the consonant digraph 'qu' at the beginning of 'quiet'. Model the sound these letters make together. Brainstorm and record other words that begin with 'qu' and ask children to underline the 'qu' in each word.

Vocabulary

- *Visual recognition of high-frequency words*: 'above', 'another', 'being', 'believe', 'different', 'dressed', 'enough', 'large', 'months', 'wonderful'. Ask children to find these words in the text.

- *Theme words – movie words*: As a group, brainstorm and list words relating to movies and movie sets. Flip through the text and encourage children to use the pictures as a prompt. Turn to the glossary and ask children to identify words that they could add to their lists. Discuss the meaning of the words. Get them to say the words in sentences to show their understanding. Get children to complete the word search on **PW 171**.

Fluency

- Discuss the importance of reading smoothly and without stopping. Demonstrate how to read fluently. Get children to practise by reading 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. Show children how these words are in the glossary and they can find the meaning of them by looking at the glossary on page 16.
- *Text type – recount (diary entry)*: Talk about how this text is a diary entry written by a girl recounting her experiences at a movie set. Help children to identify the features of the diary entry in the text.

Writing

- Ask children to write diary entries recounting times when they did something really wonderful. Encourage them to provide information about where they went, what they did and who was there and to explain why it was such a wonderful day. Ask children to use time-order words (e.g. 'first', 'then', 'next', 'after', 'later', 'finally') when sequencing ideas in their text. Get children to draw pictures to support their writing. Support children in providing details and using adjectives.

► English Language Learners

- Talk about the frontier. Ask, *What was it like many years ago?* Show children pictures, books and photos of the frontier and ask them to describe what they see. Discuss how there weren't things that we have today, such as cars, computers and televisions. As a group, compare the frontier with 'today'. Ask, *How would it have been different living then? How would it have been the same?* Record children's ideas on the board. Get them to draw a picture of themselves living on the frontier. Ask, *What things would you do?* Focus on developing and enhancing children's language and understandings.

► Assessment

- PWs 169, 170 and 171 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 169 could be kept in the child's portfolio
- Complete Running Record (page 357).

Name: _____ Date: _____

The movie set

- Look at each picture and write what happened in that part of the movie set.

Main teaching focus

Comprehension: Recalling information from a text.

Other teaching focus

Comprehension: Inferring – drawing together information across sentences from the text.

Teacher's note

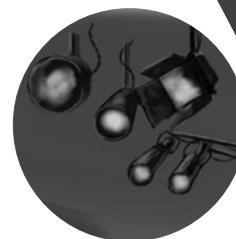
Children look at the pictures and write sentences explaining what happened in that part of the movie set.

Name: _____

Date: _____

Words with 'ight'

You will need: coloured pencils or crayons



- Add 'ight' after the letters.
- Write a sentence and draw a picture for each word to show its meaning.

Add 'ight'	Sentence	Picture
br _ _ _ _		
l _ _ _ _		
s _ _ _ _		
fr _ _ _ _		
f _ _ _ _		
n _ _ _ _		
t _ _ _ _		
r _ _ _ _		

Main teaching focus
Graphophones: 'ight' word ending.

Other teaching focus
Writing: Writing simple and complex sentences; spelling patterns ('ight').

Teacher's note
Children add 'ight' to the word beginnings. Then they write that word in a sentence to show its meaning and draw a picture to match.

Name: _____

Date: _____

Word search

You will need: coloured pencils or crayons



- Find the words in the word search.

set

make-up

computers

actor

cameras

mirrors

lights

microphones

horses

indoor

extras

shed

costumes

town

lines

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

Main teaching focus

Vocabulary: Theme words – movies; word meanings.

Other teaching focus

Writing: Recognising spelling patterns in words.

Teacher's note

Children read the words. Then they find the words in the word search. Words may be hidden vertically, horizontally or diagonally.

Farms Around the World

Level: 20 Non-fiction Word count: 496 Text type: informational



High-frequency words introduced: another, different, enough, large, plenty, trained, world

High-frequency words consolidated: covering, doesn't, important, really, use/used

Programme links: *Farms Around the World* E-Book, *Etta's Baby Lamb* (fiction)

Curriculum links: animals, community, environment

Story summary: Learn about different types of farms around the world – plant farms and animal farms. Find out about what farmers do on these farms and how most of the food that we eat and other things that we use every day can come from farms.

Getting started

- Get children to brainstorm what they know about farms. Ask, *What might you see on a farm? What might grow on a farm? What animals might you see on a farm?* Encourage children to talk about different types of farms.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Get children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? Do you think all farms are similar? What different types of farms might there be around the world?* Discuss how the title and photographs help us make predictions about a text.
- Flip through the book, discussing facts and photographs. Promote language that is used throughout the text. Discuss photographs and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *Where does most of the food that we eat come from? What other things can come from farms? What might you see on a plant farm/animal farm? Are there farms in many different places? Why do you think farms are important to us?*
- pages 4–5: Ask, *What do we call the plants that grow on farms? What vegetables might some farmers grow? What fruits might farmers grow?*
- pages 6–7: Ask, *Do some farmers grow rice on their farm? What does rice grow in? How do you think some farmers make a rice paddy for the rice to grow in? What would these farmers use a water buffalo for?*
- pages 8–9: Ask, *Do many farms have animals? Do some farmers keep sheep on their farms? Why do farmers keep sheep? What can the wool be made into? How might the farmer look after the sheep while their wool grows long and thick? How do you think the farmer rounds up the sheep and cuts off their wool? Would it hurt the sheep when the farmer shears it?*
- pages 10–11: Ask, *What are farms that have cattle on them sometimes called? Why would ranches need to be large? Why would the farmer have to move the cattle from one place to another?*
- pages 12–13: Ask, *Are there farms that keep cows for their milk? What can cow's milk be used to make? Can farmers use*

their hands to milk a cow? Why would most farmers use special machines to milk a cow? What are farms that have cows to milk called?

- pages 14–15: Ask, *What other things might come from farms? Would the beautiful flowers sold in shops grow on farms? Does cotton that is used to make our clothes come from farms? Would some of the fish we eat come from farms? What type of farm would you have if you were a farmer?*
- 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 these words? Did that make sense?* Discuss how looking at the photographs can help with reading.
- Encourage children to relate the text to their own experiences. Ask, *What types of farms do you know of? Have you ever visited a farm? What foods do you eat that come from a farm?*
- Ask children to predict what will happen on the next page or what else they might learn from the text.
- Discuss how this text is a non-fiction text and we can learn things from reading.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *What might a farm grow in water? What might you see on a farm that is in a hot and dusty place? Would a farmer be able to grow rice in a hot and dusty place? Why/why not? What things might a farmer do to care for the sheep on a farm?*

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 the children had difficulty with the word 'cattle',

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

Choose from the following activities.

Comprehension

- *Compare and contrast*: Flip through the text and encourage children to recall facts about the different types of farms. Ask, *What did you learn about plant farms? What did you learn about animal farms?* Discuss similarities and differences between the two types of farms. Ask, *How are they the same? How are they different?* Get children to compare and contrast the different types of farms using the Venn diagram on **PW 172**.
- *Making groups*: Talk about how the text is written in paragraphs and that the sentences in each paragraph are all about the same topic. Turn to page 6 and discuss how all the sentences on this page relate to rice farms. Then turn to page 10 and talk about how the sentences on this page are about ranches. Copy sentences from the text onto strips of paper. Then get children to read the sentences and group together sentences that are about similar topics. Get children to complete **PW 173**.

Phonological awareness/Graphophonics

- Find 'fern' and discuss the vowel before 'r' – 'er'. Talk about the sound that these letters make when they are together. Get children to brainstorm and record other words that contain 'er' such as 'her' or 'water'. Ask them to circle the 'er' in each word. Also discuss the vowel before 'r' – 'ar'. Find the word 'farm' and identify 'ar'. Model the sound these letters make together and then ask children to think of other 'ar' words.
- Talk about the word 'grow'. Discuss the vowel digraph 'ow' and the sound these letters make when sounded together. Ask children to find other words containing 'ow' in the text. Encourage children to record these words and circle the vowel digraph.
- Find 'sell' and discuss the 'ell' word ending. Model the sound these letters make when sounded together. Get children to brainstorm other words that contain the 'ell' word ending, such as 'tell' and 'smell'.
- Find 'hill' and talk about the 'ill' word ending. Discuss how new words can be made by placing different letters in front of the 'ill' word ending. For example, write the words 'hill', 'bill' and 'frill' and ask children to identify the 'ill' word ending.
- As a group, talk about the suffix 's' and how it changes the way we read a word. Discuss how it also changes the meaning. Talk about how 'farms' means there is more than one farm. Compare it to 'farm' by covering up the 's' suffix. Draw pictures to illustrate.
- Discuss the consonant digraph 'qu' in 'quicker'. Talk about how these letters form a sound together 'qu' rather than separately as 'q-u'. As a group, make a list of other words that begin with 'qu'.
- Find 'paddy' and 'paddies'. Discuss how when changing 'paddy' to make the plural, the 'y' is changed to an 'i' and then 'es' is added. Brainstorm other words that follow this rule; for example, dolly/dollies or country/countries.

Vocabulary

- *Visual recognition of high-frequency words*: 'another', 'different', 'enough', 'large', 'plenty', 'trained', 'world', 'covering', 'doesn't', 'important', 'really', 'use/used'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such as Concentration or Go Fish using the cards.
- Provide children with magazines and newspapers. Get them to cut out and paste letters to spell the high-frequency words.

Fluency

- Discuss the concept 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*: Talk about sentences, capital letters and full stops. Discuss how sentences begin with a capital 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? 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 the words that the children might not recognise or understand the meaning of and that they are in the glossary. Show children how we can find the meaning of words by looking at the glossary of page 16.

Writing

- Encourage children to think of the type of farm that they would like to have if they were a farmer. Ask, *Would you have an animal farm or a plant farm? What things would you grow on your farm? What jobs would you need to do?* Get children to complete **PW 174**.

► English Language Learners

- As a group, choose one type of farm from the text (for example, an animal farm with dairy cows). Discuss what things you would see on that farm, what jobs the farmer would need to do and what things we get from that type of farm. Get children to draw a picture of what the farm would look like. Ask, *Why is this type of farm important to us?* Repeat by selecting a different type of farm.

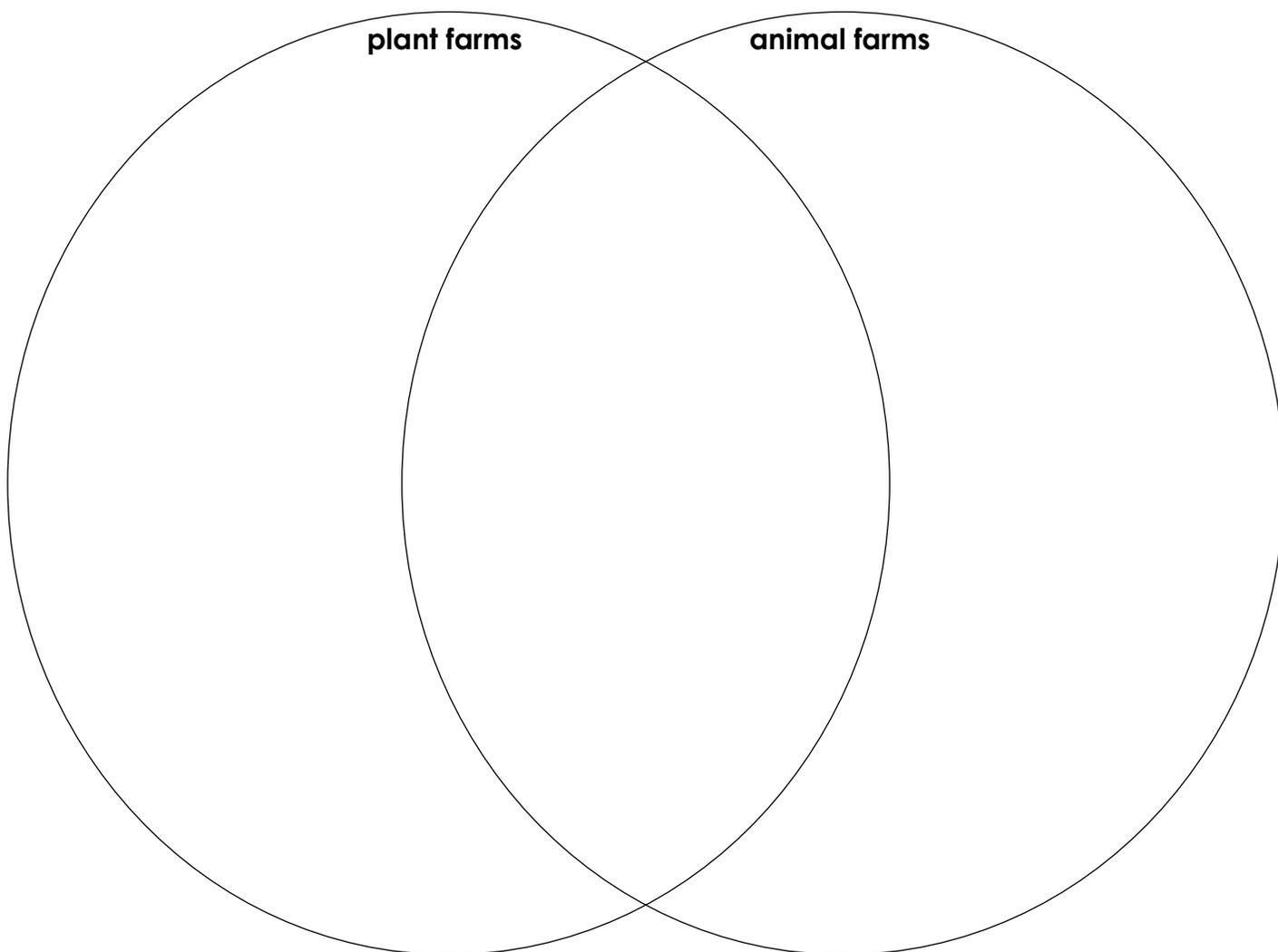
► Assessment

- PWs 172, 173 and 174 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 172 could be kept in the child's portfolio
- Complete Running Record (page 358).

Name: _____ Date: _____

Animal farm, plant farm

- Think about animal farms and plant farms.
- Write how they are the same and how they are different.



Main teaching focus

Comprehension: Comparing and contrasting information in a text.

Other teaching focus

Comprehension: Recalling facts from the text.

Teacher's note

Children recall facts about animal farms and plant farms and compare and contrast them. They write how they are the same and different in the Venn diagram.

Name: _____ Date: _____

Making groups

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

- Across the top of the sheet of paper, write the titles 'rice farms', 'ranches', 'sheep farm' and 'dairy farm'.
- Cut out and read the sentences. Paste them under their matching title on the sheet of paper.



Farms that have cows to milk are called dairy farms.

Sheep are kept on a farm so that a farmer can sell their wool.

Farmers grow rice in a special pond called a rice paddy.

Ranches need to be large so that there is plenty of grass for the cattle.

Farmers in some parts of the world use water buffalo to help them work in their rice paddies.

Farmers can use their hands to milk a cow, but most farmers use special machines because it's much quicker.

A farmer looks after the sheep while their wool grows long and thick.

The farmer has to move the cattle from one place to another so that they always have enough food.

Main teaching focus

Comprehension: Identifying the main idea; Making groups and grouping together sentences.

Other teaching focus

Comprehension: Understanding features of paragraphs.

Teacher's note

Children write the titles 'rice farms', 'ranches', 'sheep farm' and 'dairy farm' at the top of a sheet of paper. They read and cut out the sentences and then paste them under the appropriate heading.

Rainforests

Level: 20 Non-fiction Word count: 443 Text type: informational



- High-frequency words introduced:** below, different, large, wonderful, world
- High-frequency words consolidated:** among, covered, important, protect, terrible
- Programme links:** Rainforests E-Book, *Something is Watching* (fiction)
- Curriculum links:** animals, environment, science
- Text summary:** Learn about why rainforests are wonderful places. Find out about plants in the canopy, the understory and the forest floor. Also learn about the interesting and colourful animals that live in the rainforest.

Getting started

- Provide children with coloured pencils and paper. Get them to draw a picture of a rainforest. Ask, *What types of plants might you see in a rainforest? What animals might you see in the rainforest?* Encourage children to share their prior knowledge of rainforests.

Book walk

- Introduce the text. Give each child a copy of the book and discuss the title. Get children to predict what they think the text will be about. Ask, *Do you think this is a fiction or non-fiction text? What things might you see in a rainforest? What animals and plants might we read about?* Discuss how the title and photographs help us make predictions about a text.
- Flip through the book, discussing facts and photographs. Promote language that is used throughout the text. Discuss photographs and how they help us to read the text. When questioning, use vocabulary from the text.
- pages 2–3: Ask, *What are rainforests filled with? Why do you think rainforests are always wet? Are the forests beautiful and green? Where do the plants grow? What sizes are plants that grow in the rainforest?*
- pages 4–5: Ask, *What are the tops of the tallest trees called? How would the trees in the canopy give shade to the plants growing below? Why do you think the plants that do not reach the top of the canopy are called the understory? Why do you think these plants are often covered in moss and vines? What is the ground below the trees called? Why would the forest floor be very shady?*
- pages 6–7: Ask, *What wonderful plants grow in the rainforest? Where does the world's biggest flower grow? How might plants get their food from the trees that they grow on? What types of plants get their food by eating bugs and small animals?*
- pages 8–9: Ask, *What different animals live in the rainforest? Why do you think frogs, snakes, birds, big cats and monkeys live in the rainforest? Would some animals live up in the trees? Why wouldn't they come down to the ground very often? Where would these animals find their food? What rain water would they drink?*
- pages 10–11: Ask, *Can rainforest animals be very colourful? Do rainforest birds have colourful beaks and feathers? Are there colourful frogs in the rainforest?*

- pages 12–13: Ask, *What wonderful insects and spiders can you find in the rainforest? Where does the biggest spider in the world live? What do you think this big spider eats? Is the rainforest also home to the world's biggest butterfly? What colour wings does the butterfly have?*
- pages 14–15: Ask, *Are rainforests special places? Why might they be gone one day? Why might people be cutting down the trees? What is the wood from the trees used for? What happens to the animals when the forest is cut down? Why do we need to protect rainforests?*
- 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 these words? Did that make sense?* Discuss how looking at the photographs can help with reading.
- Encourage children to relate the text to their own experiences. Ask, *Have you ever visited a rainforest? What animals or plants have you seen in a rainforest?*
- Get children to predict what will happen on the next page or what else they might learn from the text.
- Discuss how this text is a non-fiction text and that we can learn things from reading.
- Get children to retell the text in their own words.
- Ask inferential questions such as: *Why is the forest floor muddy? Why do animals that live among the branches drink the rain that falls onto the leaves? What types of animals would live on the forest floor? Why would it be very shady at the forest floor?*

After reading

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

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

Choose from the following activities.

Comprehension

- *Infering*: Encourage children to discuss the facts they learned about rainforests. Ask children to recall the layers of the rainforest – the canopy, the understory and the forest floor. Also ask children to brainstorm different animals that would live in the rainforest. Get children to infer where different animals would live in the rainforest. Ask, *Which animals would live in the canopy? Which animals would live in the understory? Which animals would live on the forest floor?* Discuss how children may need to use clues in the text and their prior knowledge to infer whether animals would live in the canopy, understory or forest floor. Get children to complete **PW 175**.
- *Recall*: Get children to recall facts about rainforests that they learned while reading the text. Encourage them to talk about rainforest plants and rainforest animals. On a piece of paper, draw a large picture of a rainforest, include things that were mentioned in the text. Then ask children to label different parts of the picture. Get children to complete **PW 176**.

Phonological awareness/Graphophonics

- Talk about the word 'rain'. Discuss the vowel digraph 'ai' and the sound these letters make when sounded together. Get children to brainstorm other words containing 'ai'. Encourage children to record these words and circle the vowel digraph.
- Find 'reach' and discuss the vowel digraph 'ea'. Talk about how these letters are sounded together as 'ea' rather than separately as 'e-a'. As a group, find other 'ea' words in the text and ask children to practise reading these words.
- Discuss 'shade' 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. Find other examples in the text (e.g. 'home'). Get children to practise reading these words.
- Find 'muddy' and discuss the sound 'y' makes in this word. Model how it makes an 'ee' sound. Ask children to find and list other words that end with 'y' making this sound, such as 'tiny' and 'shady'.
- Discuss the suffix 'est'. Find 'biggest' and identify the suffix. Discuss strategies for reading words that have this suffix ending. Also discuss how 'est' changes the meaning of the word.
- As a group, clap the syllables in the word 'canopy'. 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*: 'below', 'different', 'large', 'wonderful', 'world', 'among', 'covered', 'important', 'protect', 'terrible'. Ask children to locate these words in the text. Write these words on cards (two cards per word) and ask children to practise reading the words. Play games such

as Concentration or Go Fish using the cards.

- Provide children with whiteboards and markers or chalkboards and chalk. Get them to write the high-frequency words in different colours on the boards. Ask, *Can you notice any spelling patterns in these words?*

Fluency

- Discuss the concept 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

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

Writing

- Encourage children to reflect on what they learned about rainforests by reading the text. Ask, *What new knowledge do you have? What do you know about rainforest animals and rainforest plants?* Then ask children to think about what questions they have about rainforests now. Ask, *What are you still wondering about rainforests? What would you like to learn about rainforests now?* Get children to complete **PW 177**.

► English Language Learners

- As a group, re-read page 14 of the text. Discuss how trees in rainforests are being cut down so we can use the wood to build and make things. Brainstorm things that we use that come from trees. Get children to share how they feel about the trees being cut down. Ask, *What would happen to the animals that live in these rainforests?* Encourage children to think of ways that we could protect rainforests. Get children to make a poster explaining why it is important for us to protect rainforests.

► Assessment

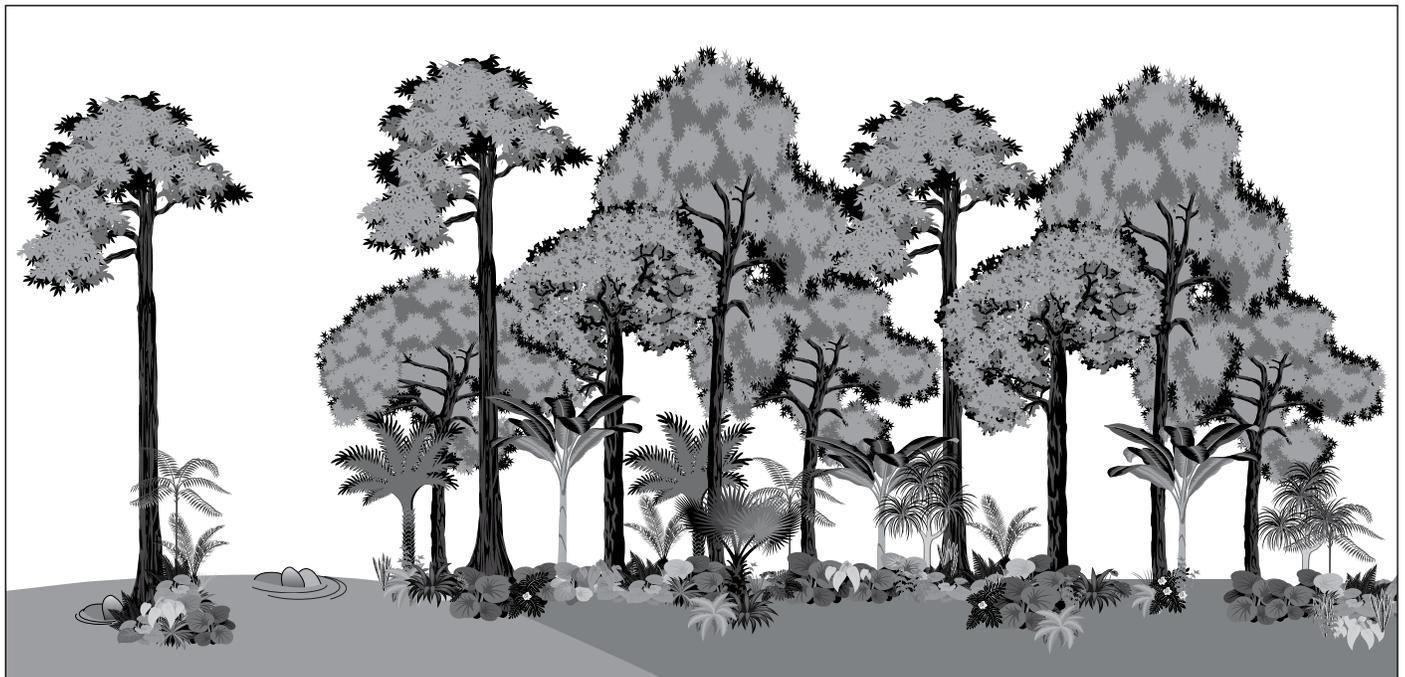
- PWs 175, 176 and 177 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 142 could be kept in the child's portfolio
- Complete Running Record (page 359).

Name: _____ Date: _____

Where do the animals live?

- List animals that would live in the canopy, understory and forest floor.
- Write why you think they would live there.
- Draw the animals in the rainforest.

	Canopy	Understorey	Forest Floor
What animals would live there?			
Why would these animals live there?			



Main teaching focus

Comprehension: Inferring using information in the text and prior knowledge.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children list animals that would live in the canopy, understory and forest floor and why they think those animals would live in that part of the rainforest. Children then draw the animals in the rainforest.

Name: _____ Date: _____

In the rainforest

You will need: coloured pencils

- Draw and colour each item that is part of the rainforest.

A plant growing on a tree	
An insect getting eaten by a plant on the forest floor	
The world's biggest spider	
The world's biggest butterfly	
The world's biggest flower	

Main teaching focus

Comprehension: Matching sentences with pictures; gaining meaning from text.

Other teaching focus

Comprehension: Recalling information from a 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.

History of Flight



Level 20

Non-fiction

Word count: 499

Text type: Informational

CCSS RF.2.3.b, RF.2.3.c, RF.2.3.d, RF.2.3.e, RF.2.3.f

High-frequency words introduced: different, enough, large, person, world

High-frequency words consolidated: ideas, people, used, watched

Programme link: *Kela's Paper Planes* (fiction)

Curriculum links: community, science

Text summary: Find out about the different ways that people have been able to fly in the sky. Learn about the first hot air balloons and the first gliders. Read about the first plane to fly in the air and how planes were soon able to stay in the air longer. Find out how astronauts have been able to fly in rockets into space, walk on the Moon and live and work in space stations.

Tuning in

- Discuss the meaning of 'flight'. Get children to brainstorm things that can fly. Ask, *What different ways can people fly?* Encourage children to think of different machines that have been invented over the years so that people can fly.

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 through the text. Discuss how pictures help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *Why do you think people wanted to know how to fly? How do you think watching birds gave them ideas on how to fly? Have people found different ways to help them fly over the years? Have people made kites, flying lanterns and wings to fly?*

pages 4–5: Ask, *What is a hot air balloon? Did people make hot air balloons a long time ago? Why do you think they took animals up into the air in a little basket before people? Do you think this was the first time people were carried over land in the air? Were hot air balloons made bigger and stronger later on so that they could carry more people?*

pages 6–7: Ask, *What is a glider? Can gliders take people up in the air? Does it have wings to help it fly? How would rolling down a hill help the first gliders get off the ground? Could they glide or move in the air just like a paper plane?*

pages 8–9: Ask, *Did the first plane to fly in the air have a small engine to make it go? Why do you think it only stayed in the air for 12 seconds? Why do you think it had to slide down the hill to get faster and faster? How would this help it get up into the air? Do you think Orville and Wilbur Wright would soon make planes*

that could stay in the air longer?

pages 10–11: Ask, *Did other people start making planes with engines, too? Could these planes be used to fly people around the world? Were the first planes big or small? Could they take a few people or lots of people up into the air? What size are planes now? Can they fly fast? Can they take lots of people up in the air?*

pages 12–13: Ask, *Why do you think people wanted to fly into space? Why would you need a strong, fast machine to fly into space? Do you think the first rocket to go into space had a person or an animal on it? Did an astronaut go into space in a rocket later on? What happened more than 50 years ago when a rocket took three astronauts into space? Who was the first person to walk on the Moon? Did the rocket also take the men back to Earth?*

pages 14–15: Ask, *Did people want to know more about space? What would the people that live and work in a space station do? Why would they need a space shuttle to fly into space and land back on Earth? Do the space shuttles look like planes? Have many flying machines been built over time?*

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, *What flying machines have you seen? Have you ever been flying in the air?*
- 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.
- Discuss that this is a Non-fiction informational text. Talk about the structure of the book and how it provides readers with information and facts.
- Encourage children to reflect on what this text has taught them. Ask, *What did you learn by reading this book? What did you find out about the history of flight and machines that have been made over the years to help people fly in the air?*
- Ask inferential questions such as: *How are gliders different from planes? How are gliders the same as planes? Why do you think they needed a rocket to fly into space?*

After reading

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

Choose from the following activities.

Comprehension

- *Answering literal questions:* Get children to recall facts they learned about the history of flight. Then ask children to write questions about the text on strips of paper. Explain that the answer to their question needs to be explicitly stated (or found) in the text. Get children to swap questions with a partner and then answer the questions. They can refer to the text to answer the questions. Ask children to complete **PW 178**.
- *Compare and contrast:* Get children to discuss the different flight machines in the text: hot air balloons, gliders, airplanes and rockets. Encourage them to recall features of the flight machines. Choose two flight machines, such as a plane and a glider. Ask children to compare and contrast them by explaining how they are similar and how they are different. Ask, *How are they the same? In what ways are they different?* Get children to complete **PW 179**.

Phonological awareness/Graphophonics

- Find 'glide' 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, find and record other words that use this rule in the text (i.e. kites, made, plane).
- Talk about the sound that the letters 'er' make when they are sounded together. Find 'over' in the text and model how to read this word by sounding out the 'er' in the word. Ask children to think of and record other 'er' words.
- Discuss the 'ight' word ending in 'flight'. Talk about the sound these letters make when sounded together. As a group, brainstorm and record other words containing 'ight'. Get children to practise sounding out these words.
- Find 'space' in the text. Talk about the 'c' at the middle of the word and how it makes an 's' sound. As a group, brainstorm and record other words that contain a 'c' making a 's' sound. Ask children to practise sounding out these words.

- Discuss how 'longer' has an 'er' suffix. Get children to cover the 'er' and identify 'long'. Ask children to practise reading 'long' and 'longer'.

Vocabulary

- *Visual recognition of high-frequency words:* 'different', 'enough', 'large', 'person', 'world', 'ideas', 'people', 'used', 'watched'. 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 words on cards. Then ask children to cut out the letters of the words. Jumble the letters. Get children to spell the words by putting the letters back in the correct order.

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?* Ask children to count the number of sentences in the text.
- *Commas:* As a group, discuss commas and ask 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 select a flight machine from the text (i.e. hot air balloon, glider, airplane, rocket). Ask children to write a description of that space machine. They can include information about what it looks like, how it moves and facts about when it first became a flight machine. Children can record their descriptions on **PW 180**.

► English Language Learners

- Discuss timelines. Explain that they help us to put events in order of when they happened. Draw a long line on paper and discuss how the events at the beginning of the line occurred first. As a group, recall the development of flight machines in the text. Infer and record on the time line the order in which they happened. Children also record the changes in each flight machine over time, such as first the plane didn't have wheels and later they were made with wheels.

► Assessment

- PWs 178, 179 and 180 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 178 could be kept in the child's portfolio
- Complete Running Record (page 360)

Name: _____ Date: _____

Answering questions

- Write answers to the questions.

When did people make the first hot air balloon?

What does a glider have to help it fly?

How long was the first plane in the air for?

How did the first plane get up into the air?

How do astronauts get up into space?

What does an astronaut do on a space station?

Main teaching focus

Comprehension: Answering literal questions

Other teaching focus

Comprehension: Recalling information from the text

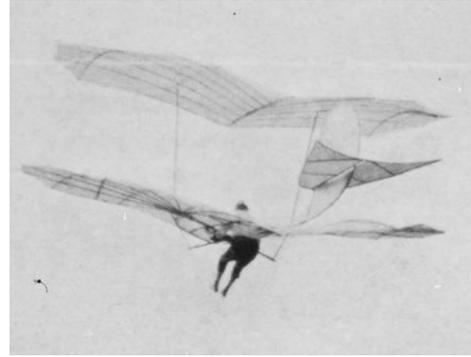
Teacher's note

Children write answers to the questions about the text. They can refer to the text to find the answer if necessary.

Name: _____ Date: _____

Similar and different

- Look at the pictures.
- Write how they are the same and how they are different. Use information in the text to help you.



How are they the same?	How are they different?



How are they the same?	How are they different?

Main teaching focus

Comprehension: Comparing and contrasting

Other teaching focus

Comprehension: Recalling information from the text

Teacher's note

Children compare and contrast the flight machines. Then they record the similarities and differences in the boxes.

Running Record



Name: _____ Age: _____ Date: _____

Text: *Our Baby*

Level: 15

Running words: 109

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Rosie looked at Mum. Her tummy was big and round. "When will our baby come?" asked Rosie. "Soon," said Mum.				
4	The next day, Mum's tummy still looked big and round. "When will our baby come?" asked Rosie.				
5	"Soon," said Mum. "Will our baby come today?" said Rosie. "Maybe," smiled Mum. But the baby didn't come.				
6	The next day, Rosie put her hand on Mum's tummy. She rubbed her hand up and down. Then she put her cheek on top. "Hello, Baby," she said. But the baby didn't say a thing.				
8	The next morning, when Rosie woke up, Granny was sitting on the sofa. "Hello, Granny," said Rosie. "Where's Mum?"				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *What is the Matter, Mrs Long?*

Level: 15

Running words: 128

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	"Oh, dear!" cried Mrs Long, as she ran into Mr Lee's shop.				
3	"Mrs Long," said Mr Lee. "What is the matter?"				
4	"Well!" said Mrs Long. "I was walking down the street, when I saw a black and yellow tiger running in the park.				
5	Then I saw a big green dinosaur jumping up and down. After that, I saw a little pink fairy with a purple wand."				
6	"Oh, dear!" cried Mr Lee. "Are you ill?" "Oh, yes!" said Mrs Long. "I must be very ill."				
7	"Mrs Long," said Mr Lee. "Come with me. I will take you to the doctor."				
8	So Mr Lee and Mrs Long walked out the door and down the street.				
9	All of a sudden, they saw a black and yellow tiger running in the park.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *The Littlest Clown*

Level: 15

Running words: 131

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Clancy Brown was a little clown. He had fuzzy orange hair and a big red nose. He could run around and jump up and down.				
4	Clancy Brown was the littlest clown at the Tip Top Circus. Clancy's mum and dad were clowns, too. Mrs Brown had short red hair and a funny green nose.				
5	Mr Brown had big purple pants and long blue shoes.				
6	The Browns were the best clowns at the Tip Top Circus. But one day, Clancy stopped. He did not run around and he did not				
8	jump up and down. Clancy looked sad. "Whatever is the matter, Clancy?" asked Mrs Brown after the show. "Why do you look so sad?" Big tears ran down Clancy's face. "I don't want to be a clown," he said.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *A Special Kimono*

Level: 15

Running words: 126

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>"Come on, Rika!" shouted Mum.</p> <p>"We are going to be late."</p> <p>Rika came running down the stairs.</p> <p>She was so happy.</p> <p>Mum was going to buy her a new red kimono</p>				
4	<p>for Children's Day.</p> <p>Children's Day is a very special day in Japan.</p> <p>Children who are three, five</p>				
5	<p>or seven years old go to the temple.</p> <p>The girls put on new kimonos, and the boys put on new clothes, too.</p> <p>There is lots of yummy food to eat.</p>				
6	<p>It is just like a big party.</p> <p>"Look!" said Mum.</p> <p>"Here is the kimono shop."</p> <p>Rika ran inside and looked around.</p> <p>There were lots of lovely kimonos.</p> <p>There was a green kimono with orange and white flowers.</p> <p>And a blue kimono with green leaves.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Nature Neighbours*

Level: 15

Running words: 89

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>"This is a good place for my new orange tent," said Tessa.</p> <p>"Yes," said mum.</p> <p>"This is a good place for a tent!"</p>				
4	<p>Tessa and mum were camping for seven days.</p> <p>They were very happy to be out in nature.</p>				
5	<p>"I have my journal with me," said Tessa.</p> <p>"I'm going to draw all the things I see on this camping trip. I will write in my journal, too!"</p>				
6	<p>Day 1</p> <p>Today, mum and I saw a blue feather.</p> <p>It was long and thin.</p> <p>What could this feather belong to?</p>				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *Growing Up*

Level: 15

Running words: 122

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Look at this new baby. This baby has just been born. When you were born, you would have looked just like this!				
3	When you were just a little bit older, you could rest on your tummy. and lift your head.				
4	This baby can <i>crawl</i> and say, "Goo-ga!" Did you say, "Goo-ga" when you were a little baby?				
5	This baby can smile and laugh. She can hold her <i>bottle</i> , too.				
6	This baby is one year old. He can walk by himself, and he likes to eat baby food!				
7	Lots of babies can say, "Mumma," "Dadda," and "bubba." What could you say when you were one?				
8	This baby is called a <i>toddler</i> . She is two years old. She can jump up and down.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Letter to Sam*

Level: 15

Running words: 122

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Dear Sam, Today was my birthday and I had a dress-up party. It was lots of fun. I was sorry that you were sick and could not come. We all missed you! I hope you are better now.				
4	Akio came to the party as a big orange <i>pumpkin</i> . He looked so funny. He had green <i>leaves</i> on top of his <i>head</i> and orange legs.				
6	Karla dressed up as a <i>mermaid</i> . She had a long purple <i>tail</i> and <i>shells</i> in her				
7	<i>hair</i> . Everyone laughed at Sally. She dressed up as a <i>dinosaur</i> .				
8	She had a green face and a long green tail. My sister and brother dressed up, too. Jill came as a <i>clown</i> and Mal dressed up as a big yellow banana.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *The Jobs People Do*

Level: 15

Running words: 142

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	We can all have jobs. Grown-ups can have jobs. Children can have jobs, too.				
3	There are lots of jobs that grown-ups can do.				
4	A doctor works in a hospital or a clinic. A doctor helps sick people to get well again. They can look in your ears. Doctors can listen to you breathe, too. They can tell you what medicine you need				
6	to help you to get better. A vet works at a clinic or at a zoo. A vet helps animals to get well again. They can help dogs, cats, horses and birds				
7	when they are sick. A vet can help giraffes, elephants and				
8	tigers, too! It must be tricky for vets to help some animals, like a fish or a tiger. A gardener works outside in gardens and in parks. A gardener helps to look after trees, flowers and grass.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Special Celebrations and Festivals*

Level: 15

Running words: 116

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	All around the world, people have special celebrations. People celebrate lots of things like New Year, birthdays and special food. In this book, we will look at four celebrations from around the world.				
4	Every year in October or November, lots of people in India celebrate Diwali. The celebrations go on for days and days. People light candles in their homes, and everyone eats special sweets. There are always fireworks at night.				
6	In January or February, Chinese people from all around the world celebrate Chinese New Year. People go to see their family and friends. They give them special gifts like fruit and money. People celebrate by putting on their best clothes and eating special food.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *My Bird Nest*

Level: 15

Running words: 107

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	If you go outside and look around, you can find lots of things that tell you where birds live. You can find footprints and feathers. You might see eggshells on the ground.				
3	A bird made this nest from things that it found in a yard. You can make your own nest. You can make some birds, too				
4	To make a bird nest you will need: glue, stapler, grass, leaves and twigs, scissors, 2 paper plates				
5	To make the birds you will need: 4 googly eyes pine cone cotton wool ball paper (orange and yellow)				
6	To make the bird nest, you will need to get the two paper plates.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Looking for Kate*

Level: 16

Running words: 132

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Every morning before school, Max and Kate would play fetch. "Come on, Max," Kate would say. "Fetch the ball." And every morning, Max would do just that!				
4	One morning, Max woke up with a start. Something was not right. This morning was not like the other mornings. Where was Kate?				
5	"Kate!" called Mum from the kitchen. "Hurry up! You're late for school."				
6	Kate moved very fast! She quickly did her hair and ate her breakfast.				
7	She got her lunch from the bench and quickly packed her bag. Then she ran for the door – right past Max!				
8	For the first time ever, Kate did not play fetch with Max.				
9	Poor Max! He looked so sad. "Sorry, Max," called Kate, as she quickly ran out the door. "I can't play fetch with you today."				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Stuck at the Top*

Level: 16

Running words: 131

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Cam and Granny were on the big wheel. Round and round they went. “Look at me!” shouted Cam. “I’m way up here!” Mum waved from down on the ground. The big wheel went round and round.				
4	“Granny!” shouted Cam. “Are you having fun?” “Yes,” said Granny. But she didn’t look like she was having fun. She looked scared. “Look!” shouted Cam. “We are right at the top. I can see all the way to the sea.” Just then, there was an enormous bang, a big crunch and an enormous screechhh!				
5	The big wheel stopped. Cam and Granny were stuck right at the top!				
6	“Yippee!” shouted Cam. “We are stuck right at the top!” “Oh, no!” cried Granny, taking a careful look over the side. “It’s a long way down.”				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Kela's Bridge*

Level: 16

Running words: 147

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Mrs Gee opened an enormous bag. She tipped everything out onto the floor. Kela looked at the wood blocks and plastic bottles. She looked at rocks and bricks.				
3	She then looked at the newspaper. "Today you will try to build a long and strong bridge," said Mrs Gee smiling. "Your bridges must be so strong they can hold				
4	a car." "I will build my bridge with plastic bottles," said Bane. "They are strong." "I will use the wood blocks," said Thomas.				
5	"They are strong, too!" "And I will use the bricks and rocks," said Lani. And off they went to build their bridges. Kela sat and looked at the floor.				
6	All that was left was a newspaper. "Paper is not strong! It can tear!" said Kela to herself. "What can I do?" Kela looked at the newspaper. "I just have to think!" she said to herself again.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Lost in Space*

Level: 16

Running words: 144

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Kane was happy to be at the museum with Dad and Nana. But Layla was not.</p> <p>“Look,” said Kane.</p> <p>“I can see some dinosaur bones.”</p> <p>“I don’t like dinosaurs,” said Layla.</p> <p>“There are many other things at the museum,” said Dad.</p> <p>“Maybe you will see something you like.”</p> <p>As Dad went to get a map, Nana and the children looked around.</p>				
4	<p>People began to line up near a big black door.</p> <p>“It’s getting busy,” said Layla.</p> <p>“There must be something good behind that door,” said Kane.</p> <p>The door opened and everyone began to go inside.</p>				
5	<p>“Let’s take a quick look, too,” said Nana.</p>				
6	<p>Kane, Layla and Nana found themselves in a big room.</p> <p>“There’s nothing in here,” said Layla.</p> <p>All of a sudden, the lights went off.</p> <p>Clunk! The door shut and everyone was quiet.</p>				
7	<p>“Oh, no,” cried Layla with her eyes shut tight.</p>				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *Where's Farmer Belle?*

Level: 16

Running words: 96

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>“Where’s Farmer Belle?” said Harry the horse. “The sun is coming up and I’m hungry!” “I’m hungry, too,” said Nell the sheep. “We are, too!” shouted all the other animals.</p>				
4	<p>Nanny the goat walked outside and into the farmyard. The other animals came, too. “Farmer Belle will be here soon,” said Nanny. “She may still be asleep.” The animals looked upset. “But Farmer Belle never sleeps in,” said Harry. “She is never late!”</p>				
6	<p>Just then, Nell the sheep shouted out, “Look over there! I can see a new farmer. He is standing in the corn field.”</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Playtime Ball Sports*

Level: 16

Running words: 145

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>There are lots of ball games that you can play at school.</p> <p>Here are three games for you to try.</p> <p>Anyone can play these games!</p>				
4	<p>To play Down Ball, you need two <i>squares</i> and a ball.</p> <p>The squares can be marked with <i>chalk</i> on the ground.</p>				
6	<p>Ask a friend to stand in one square and you can stand in the other square.</p> <p>When you are ready,</p> <p><i>bounce</i> the ball into a friend's square.</p>				
7	<p>Your friend must try to tap the ball back quickly into your square as quickly as they can.</p> <p>You both need to be careful that you only let the ball bounce once.</p> <p>Down Ball is just like a game of Catch but you don't catch the ball – you tap it.</p> <p>If you miss the ball,</p> <p>you have to start the game again.</p> <p>Sometimes you can play with four friends and four squares.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Wheels*

Level: 16

Running words: 143

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	A wheel is round like a circle.				
3	Wheels help us to move things from place to place.				
4	To make a wheel move, we have to push or pull it along.				
5	Wheels roll round and round when they move.				
6	Wheels help us to push or to pull things. If you had a very heavy box, and you had to push it along the ground,				
7	you could not do it. If the box was in a <i>wheelbarrow</i> , or even on a <i>skateboard</i> , the wheels would help you to move it.				
8	When we think of wheels, we often think of <i>cars</i> and <i>bicycles</i> . <i>Cars</i> , <i>bicycles</i> and <i>motorbikes</i> all need wheels to move. <i>Trains</i> , <i>buses</i> , <i>tractors</i> and <i>aeroplanes</i> also need				
9	wheels to move. We could not ride a <i>scooter</i> or a <i>skateboard</i> if they did not have wheels.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Materials*

Level: *16*

Running words: *146*

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>People make things that are all around us. Some of these things are made from plastic, wood or rubber. Some things are made from glass, rock or metal.</p>				
3	<p>Some of these materials are found on earth. People make other materials. People use materials to make or build the things they need.</p>				
4	<p>You can't build a house with <i>wool</i>. You can't use wood for a <i>blanket</i>. When you make something, you need to pick the right material for the job.</p>				
5	<p>Think about the material that is best to use. Do you need something strong, or do you need something soft?</p>				
6	<p>Plastic is all around us. Plastic is made by people. Plastic can be soft, <i>floppy</i> or <i>stiff</i>. We can make bags from plastic.</p>				
7	<p>Rock is all around us. Rock is hard and rough. Bricks are made from small bits of rock. We can make walls from bricks.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Space and Our Solar System* Level: 16

Running words: 140

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Look up at the sky on a dark night.</p> <p>What do you see?</p> <p>You can see some <i>planets</i> and the Moon.</p> <p>You can see some <i>stars</i>, too.</p>				
3	<p>We live on a planet called <i>Earth</i>.</p> <p>Earth has land and water.</p> <p>It has plants and <i>animals</i>, too.</p>				
4	<p>Earth moves around the Sun.</p> <p>The Sun is an enormous ball that is very hot.</p> <p>The Sun gives us <i>heat</i> and <i>light</i>.</p>				
6	<p>Earth is not the only planet.</p> <p>There are eight planets that move around our Sun.</p> <p>The Sun and planets make up our <i>solar system</i>.</p> <p>The Sun is in the middle of the solar system.</p> <p>Some of the planets in our solar system are near the Sun.</p> <p>Other planets are far away from the Sun.</p>				
8	<p>Four small planets are near the Sun.</p> <p>They are hot planets.</p> <p>They get a lot of the Sun's heat.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Harvest Time*

Level: 16

Running words: 99

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>We eat lots of foods that come from plants.</p> <p>The plants often grow on big farms. They are called crops.</p> <p>When the crops are ready to eat, they have to be picked.</p> <p>Picking a crop is called harvesting.</p>				
4	<p>There are lots of ways to harvest a crop.</p> <p>Some crops are picked by hand. And other crops are harvested with a <i>machine</i>.</p> <p>Machines can help the farmer to harvest the crops quickly.</p> <p>Some crops can go bad if they are not picked quickly.</p>				
6	<p>There are lots of apples growing on these trees.</p> <p>These apples are not harvested with a machine.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Wibbly Wobbly Tooth*

Level: 17

Running words: 134

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Luca had a wibbly wobbly tooth. It went this way and that. It went in and out. Luca could push it all around but he couldn't pull it out.				
4	"Let me take a look," said Dad happily. "I'll pull your tooth out for you." "No thanks, Dad," said Luca. "I'll pull my tooth out when it's ready. And I'll pull it out by myself! " "You can't pull it out by yourself," said Dad. "You need my help." "No!" said Luca. "I'll do it by myself when it's ready."				
6	So Luca went on pushing his wibbly wobbly tooth. He pushed it this way and that and in and out.				
7	The wibbly wobbly tooth felt very wibbly and very wobbly. But it didn't hurt at all!				
8	"Come on, Luca," said Grandma. "What are you waiting for?"				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Lea Wants a Rabbit*

Level: 17

Running words: 136

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Lea wanted a rabbit.				
	“No! No! No!” said Dad. “You can’t have a rabbit!”				
4	“Oh, Dad!” said Lea. “Why not?”				
	“I’ll take good care of it.”				
	“We have nowhere to put it,” said Dad.				
	“You could make a hutch,” said Lea.				
5	“I don’t have time,” said Dad.				
	“A rabbit is only little,” said Lea.				
	“It will not take long to make a little hutch.				
	Oh, please, Dad! Please! Please! Please!”				
6	“Will you take care of it all by yourself and feed it every day?” asked Dad.				
	“Yes!” said Lea. “I will.”				
	“Will you clean its hutch and put in fresh straw?” said Dad.				
	“Yes!” said Lea. “I will.”				
7	“Well,” said Dad, “I’ll think about it.”				
	“Oh, Dad,” said Lea.				
	“Not now!” said Dad. “I have to go to work and you have to go to school.”				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Flip, the Tree Frog*

Level: 17

Running words: 131

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	The sun began to set over the rainforest. Flip opened his enormous eyes. He had been asleep all day. It was getting dark.				
3	The birds in the trees were going to sleep. But Flip was hungry. He wanted to catch some yummy bugs to eat.				
4	Flip sat quietly and waited. All of a sudden, he stuck out his long tongue. SNAP! Flip grabbed a big black and purple bug. "Yum! Yum!" he said.				
6	Flip jumped to a new leaf. All of a sudden, he heard something. SSSSSS SSSSSSS SSSSSSS "What is that?" wondered Flip.				
7	The leaves behind him began to move. Flip looked around and listened. "Who's there?" he asked.				
8	"Hello, little frog," hissed a long brown snake. "What are you doing?" "I'm catching bugs," said Flip. "I'm very hungry."				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Lea's New House*

Level: 17

Running words: 142

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>"Come on, Lea," called Dad from the kitchen.</p> <p>"It's time to go!"</p> <p>Lea took one last look at her bedroom.</p> <p>The blue walls were the same, but all her toys and books were gone.</p> <p>They were packed away in boxes.</p> <p>Her little bed stood near the window.</p> <p>Soon a mover would take it to the big van waiting outside.</p> <p>Lea felt sad as she looked around her empty room.</p>				
4	<p>Dad took Lea's hand.</p> <p>"I feel sad, too.</p> <p>We have lived in this house for a long time."</p> <p>Lea looked up at Dad.</p> <p>"I don't want to go," she said.</p> <p>Dad gave Lea a big hug.</p> <p>"Come on," he said.</p> <p>We have to go now.</p> <p>It will take us a long time to get to our new house."</p>				
7	<p>As Lea walked down the path, she turned and waved goodbye to the little house.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Squirrel Joins the Game*

Level: 17

Running words: 113

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Today was a big day.</p> <p>Luca's football team, the Gold Lions, were playing the Grey Sharks.</p> <p>The teams were about to play.</p> <p>But a little grey squirrel ran across the pitch.</p> <p>It jumped over the ball and then ran off the pitch.</p>				
3	<p>Everyone laughed.</p> <p>Luca turned to his friend, Ky.</p> <p>"Maybe the squirrel wants to be on our team," he smiled.</p>				
4	<p>The referee blew her whistle and the game began.</p> <p>But just as Luca was about to kick the ball, the squirrel came back.</p> <p>This time it ran up the goal post and stayed at the top.</p> <p>"Stop play!" shouted the referee.</p> <p>"Looks like the squirrel wants to join the game," laughed Jilly.</p>				
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Name: _____ Age: _____ Date: _____

Text: *Animals with Fins, Animals with Fur*

Level: 17

Running words: 138

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Dear Uncle Jarrad, How are you? I'm well, but I have been very busy at school. This week, I did my first <i>school project</i>. It was about animals with fins and animals with fur. I want to tell you some of the things that I found out. There are animals that have fins. Fins help them to swim in the water. <i>Dolphins</i> have fins and so do <i>whales</i>.</p>				
4	<p>Fish have fins and so do <i>sharks</i>. Some fins are little and some fins are big. Little fish have small fins,</p>				
5	<p>but a whale has fins that are enormous. Fins help the animal to swim fast or slow. They help it to swim towards its food, or away from something that is chasing it. Fins can make the animal turn. They also stop it from rolling over in the water.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *All About Teeth*

Level: 17

Running words: 136

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Your teeth help you. They help you to eat your food and they help you to talk. Not all teeth look the same. You have sharp teeth called <i>incisors</i> . These help you to cut up your food.				
3	You also have teeth with flat tops. These are called <i>molars</i> . They help you to chew your food.				
4	You can only see part of your teeth. Under your <i>gum</i> , a tooth has a long <i>root</i> to keep it in place.				
5	The outside of your tooth is very hard. It is the hardest part of your body. It is called <i>enamel</i> . The inside of your tooth is soft. This is called <i>pulp</i> .				
6	When you were a tiny baby, your teeth were growing under your gums. When you were a bit older, these teeth started to come out of your gums.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Frogs*

Level: 17

Running words: 158

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Frogs are found in many places around the world. They can live where it is very warm.				
3	Some frogs live in places that are cold. But all frogs need to live near water.				
4	Frogs have skin that is soft and smooth. Their skin can be green, brown or black. A frog's skin can also be red, yellow or blue. The colour of a frog's skin can help it hide.				
5	Some frogs have <i>webbed feet</i> . This helps them to swim around in the water. They also have two strong back legs. A frog uses its strong legs to swim and jump.				
6	Most frogs eat insects. A frog looks around with its big round eyes.				
7	When a frog sees an insect, It uses its long <i>tongue</i> to catch it.				
8	Frogs lay their eggs in the water. They lay lots and lots of eggs. But not all of the eggs will hatch. Some eggs will get eaten by fish or birds.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Houses Around the World*

Level: 17

Running words: 146

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>People live all around the world.</p> <p>Some people live in very hot places.</p> <p>Other people live where it is cold and there is lots of snow.</p>				
3	<p>People can also live where there is lots of water.</p> <p>It can be hard to live in these places.</p> <p>People often have houses to fit the weather</p>				
5	<p>where they live.</p> <p>People who live in hot and dry places build homes to keep them cool.</p> <p>Some houses have thick mud walls.</p> <p>These walls help to keep hot air out.</p>				
6	<p>This keeps the inside of the house cool.</p> <p>Other houses are built with sticks or under the ground to keep people cool.</p> <p>Houses made with sticks give people shade in very hot places.</p>				
7	<p>It is always cooler in the shade.</p> <p>A house built under the ground helps to stop hot air from coming inside.</p> <p>This keeps the inside of the house cool.</p>				
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Name: _____ Age: _____ Date: _____

Text: *Animals in the City*

Level: 17

Running words: 109

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Animals can be found in many places in a city.</p> <p>Lots of people living in the city have pet animals.</p> <p>But there are other animals that live in the city, too.</p> <p>These other animals are wild.</p> <p>They can sometimes be harder to find.</p>				
4	<p>There are lots of birds that live in the city.</p> <p>Some birds make their nests in trees, and other birds build their nests near water. The birds often find water in city <i>parks</i>.</p>				
5	<p>Sometimes birds make their nests on buildings.</p> <p>They also make nests on top of <i>poles</i>.</p>				
6	<p>Bats can live in the city, too.</p> <p>Some bats sleep in trees.</p> <p>Other bats sleep in empty buildings.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *My Real Name IS Princess*

Level: 18

Running words: 144

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	All the children sat on the floor. “Good morning,” said the new teacher. “My name is Mrs Kay. What’s your name?”				
3	“My name is Bill,” said a big boy with red hair. “My name is Lee,” said a little girl in a spotty dress.				
4	“And what’s your name?” asked Mrs Kay. She was looking at the little girl in the back of the room. “My name is Princess,” said the little girl.				
5	“Oh, no, my dear,” smiled Mrs Kay kindly. “What’s your real name?” “My real name is Princess,” said Princess. “What a beautiful name!” smiled Mrs Kay. “Do you feel like a princess?” “Sometimes,” said Princess sadly.				
6	The children sat at their desks and began their work for the day. Some children listened to stories while others read books with Mrs Kay.				
7	Some children got their books and pencils and began a story.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Snorkelling with Nana*

Level: 18

Running words: 141

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Gil's Nana and Grandpa lived in a small house by the sea.</p> <p>Grandpa loved to fish and Nana loved to find pretty shells.</p> <p>But what Nana loved to do best of all was to snorkel.</p> <p>Every time Gil came to visit, he asked,</p>				
4	<p>"Please, Nana, can you teach me how to snorkel?"</p> <p>And Nana would always say, "When you're a bit older."</p> <p>When Gil turned eight, he asked again.</p> <p>"Please, Nana," said Gil,</p> <p>"can you teach me how to snorkel?"</p> <p>"Well," smiled Nana, "you're eight now ... and I know you're a good swimmer."</p>				
6	<p>"Please!" begged Gil.</p> <p>"Okay," laughed Nana. "Let's go!"</p> <p>Nana, Grandpa and Gil walked down to the beach.</p> <p>They came to Nana's favourite snorkelling spot.</p> <p>Gil took out a snorkel and some flippers from the bag.</p> <p>While Nana helped Gil to get ready,</p> <p>Grandpa got out his fishing rod.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Stella the Spider*

Level: 18

Running words: 146

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Stella the Spider hurried across the grass.</p> <p>“The wind is so strong.</p> <p>It’s time to find a place to hide,” she said.</p> <p>“Safe at last,” she said, as she crept under an old pot.</p> <p>Stella looked back at what was left of her web.</p> <p>The wind had knocked over a bike.</p> <p>It had fallen onto her beautiful web.</p> <p>“It’s time to find a new home,” said Stella sadly.</p>				
4	<p>Stella peeked out from under the pot.</p> <p>She looked around the garden.</p> <p>Over by the big tree was a kennel.</p> <p>“That looks like a good place to spin my new web,” she said.</p> <p>Stella hurried across the garden and went up the side of the kennel.</p> <p>Slowly she began to spin her web.</p> <p>All of a sudden, an enormous dog ran out of the kennel.</p> <p>“Maybe this is not such a good place for a web,” cried Stella.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Welcome to the Farm*

Level: 18

Running words: 140

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Farmer Belle had a new hen. The new hen was big and round. She had bright orange feathers and a sharp beak.				
3	“That orange hen is new here,” said Nell the sheep. “I don’t know if I will like her.”				
4	All of a sudden, the orange hen flapped her wings and ran over to Nell. “Oh, my!” Nell cried. The orange hen is running after me! She is chasing me around the farmyard.”				
5	“Oh, dear!” cried Patty the pig. “The orange hen is chasing me, too.”				
6	“Come on!” said Nell to the other animals. “Let’s run away from the orange hen. Let’s run into the barn.” The animals rushed into the barn and slammed the door shut. BANG!				
8	The orange hen felt sad. She was new to the farmyard and nobody wanted to play with her. Her little head dropped.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *The Greedy Dog and His Reflection* Level: 18 Running words: 111

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Here is a story from long ago. It is a special one to remember! Once there was a greedy dog who loved bones.				
3	One day, when he was out looking for food, he saw a butcher shop. The door was wide open. So the greedy dog checked that no one was looking, and then he walked inside.				
4	On the counter was a big bone. So the greedy dog jumped up and took the bone.				
5	The butcher walked in from the back of her shop. She saw the greedy dog running away with the bone.				
7	"Come back! Come back!" shouted the butcher. "You are a greedy dog! Come back with that bone."				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Happy to be Me*

Level: 18

Running words: 143

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Dear Amy,</p> <p>I was sorry you were sad at school today.</p> <p>Mr Grant told me you were sad because a girl said you were not good at <i>dancing</i>.</p> <p>I think you are good at lots of things.</p> <p>You are good at swimming and <i>drawing</i>.</p> <p>You are the best <i>piano</i> player in our class.</p> <p>I know you find dancing hard.</p> <p>But if you keep trying,</p> <p>you will be a good dancer.</p>				
4	<p>Some things are hard for me, too – like <i>maths</i>.</p> <p>Sometimes, when I can't do maths,</p> <p>I think about all the things I'm good at –</p> <p>like running.</p> <p>I can run as fast as my big brother.</p> <p>He is the fastest runner in his class.</p> <p>My mum helps me with my maths after school.</p> <p>She says I just have to keep trying until I can do it.</p>				
6	<p>Sometimes I get upset about other things, too.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Underwater World*

Level: 18

Running words: 151

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Under the sea is a beautiful world full of plants and animals. Some are very small and you have to look carefully to find them.				
3	Others are enormous, such as whales and some				
4	<i>seaweed</i> . The ocean is home to lots of fish. Some fish live in warm waters. Others live where the water is cold. Some fish are bright and colourful.				
5	Fish can be many shapes. Fish can be big and they can be small. The whale shark is the biggest fish in the ocean.				
6	The smallest fish in the ocean is smaller than a <i>pea</i> . Turtles live in this underwater world, too. They have a hard shell. This shell is made up of <i>bones</i> . Turtles are under the water for a lot of the time.				
7	But they must come up to the top for <i>air</i> . Turtles also spend some time on land, and this is where they lay their eggs.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Amazing Insects and Spiders* Level: 18

Running words: 155

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Some people think that insects and spiders are scary, but they are not.</p> <p>Insects and spiders are amazing!</p> <p>They can do many great things.</p> <p>Once you find out more about them, you may even begin to like them!</p>				
4	<p>Insects and spiders have amazing bodies.</p> <p>They all have a <i>skeleton</i>.</p> <p>But it is on the outside of their bodies.</p> <p>Insect bodies are made up of three parts.</p> <p>Insects have six legs.</p>				
5	<p>Spider bodies are made up of two parts.</p> <p>Spiders have eight legs.</p>				
6	<p>Most insects and spiders will not hurt you, but you still need to be careful.</p> <p>Do not try to catch insects and spiders.</p> <p>Some can bite or <i>sting</i>.</p>				
7	<p>Insects and spiders can be found almost anywhere.</p> <p>They can be found living around us.</p> <p>They live in our gardens and they live in trees.</p> <p>They can also live in deserts and on the top of mountains.</p> <p>Insects and spiders can even live in water!</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Leadership*

Level: 18

Running words: 143

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	A leader is someone who helps people do the right thing. People will listen to a leader. They will often do things that a leader asks them to do.				
3	Anyone can be a leader. A good leader is someone who people look up				
4	to. There are leaders at your school. The head <i>teacher</i> is a leader. The teachers and children at your school listen to				
5	the head teacher. Your teacher is a leader, too. The children in your class listen to the teacher. You might think you have to wait until you grow up to be a leader. But you don't.				
6	Children can be leaders, too. Look around your school and you will see lots of children who are leaders. Some children are leaders because they show others the right way to act. These children help when they see things that need to be done.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Light and Reflection*

Level: 18

Running words: 118

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>What Is Light?</p> <p>Look at the light around you.</p> <p>The light is coming from the sun.</p> <p>The light from the sun helps us to see things around us.</p> <p>We can see lots of things like trees, houses and people.</p>				
4	<p>If there is no sunlight, it is dark, and it is harder for us to see things.</p> <p>You can see light from the moon.</p> <p>You can also see light from things that people have made.</p>				
5	<p>A torch can help us see when it is dark.</p> <p>Light can also come from things like streetlights and car <i>headlights</i>.</p>				
6	<p>Shadows</p> <p>You can watch how light moves.</p> <p>Light moves in a line called a <i>ray</i>.</p> <p>When a light ray hits something, it stops.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Holly's Three White Mice*

Level: 19

Running words: 153

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Holly loved mice. She loved black mice, brown mice and grey mice.				
3	But most of all, Holly loved her three pet white mice. They all lived in a special box in her bedroom.				
4	Every summer, Holly and her family went on an overnight fishing trip. But this summer, Holly didn't want to go. She wanted to stay home with her three white mice. "Mrs Brooks will take care of your mice," said Dad, smiling at Holly. "She will come over this afternoon and feed them for you."				
5	Holly turned sadly to her three white mice. "You must be very good while I'm away," she whispered. "You must stay in your box and wait quietly for me to come home."				
6	But Holly's mice didn't wait quietly at all. As soon as Holly had gone, they ran up the side of their box. Then they pushed their way through a tiny hole in the corner.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Go-Kart Surprise*

Level: 19

Running words: 148

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>“How many times do I have to tell you!” said Mick, patting his little brother on the head.</p> <p>“You’re too little to race.”</p>				
3	<p>Justin gave Mick his crash helmet and gloves.</p> <p>“But it’s my birthday next week,” he said, “and I’ll be eight. I can start racing when I’m eight.”</p> <p>Mick just smiled as he put on his helmet and gloves.</p> <p>Then he jumped into his go-kart and zoomed off for a practice lap.</p>				
4	<p>“Mick gets to have all the fun,” thought Justin.</p> <p>“All I do is watch him and help out.”</p> <p>Justin kicked at some stones on the ground, as he slowly walked over to Mum.</p>				
5	<p>“Hello,” said Mum. “It’s almost race time. How do you think Mick will do today?”</p> <p>Justin didn’t say anything.</p>				
6	<p>“You’re very quiet,” said Mum.</p> <p>“Is everything okay?”</p> <p>“I want to race, too,” he said sadly.</p> <p>Mum patted him on the back.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Penny and the Peas*

Level: 19

Running words: 149

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>"Dinner is ready," shouted Pa.</p> <p>"Great, I'm really hungry," said Penny as she ran towards the house.</p>				
3	<p>Paddy ran, too! He followed Penny towards the house and into the kitchen.</p> <p>He wagged his tail from side to side.</p> <p>Penny and Paddy both loved staying at Pa's house at the weekend.</p>				
4	<p>Penny sat down at the table.</p> <p>"Surprise!" said Pa.</p> <p>"I picked these peas for you this morning. I think you will really like them!"</p> <p>Penny tried to smile as she looked at the peas.</p> <p>"Thank you, Pa," said Penny.</p> <p>"When you have finished your dinner, we will take Paddy to the park," said Pa.</p> <p>"I'll go and get ready."</p> <p>Penny sat quietly and looked at the peas for a long time.</p> <p>"Oh, no!" thought Penny.</p> <p>"How am I going to eat all of these peas?"</p>				
6	<p>Penny pushed the peas with her fork.</p> <p>The little green peas rolled around the plate.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Princess Writes a Play*

Level: 19

Running words: 152

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>"Mrs Kay," said Princess, "may we put on a play for the mums and dads? We could practise every day after school." "I'm sorry," said Mrs Kay sadly. "I'm helping to put on the school sports' day over the next four weeks. I will be helping Mr Sanders every day after school."</p>				
4	<p>Princess felt sad, too. She really wanted to put on a play. She loved to write and she loved to act. "Mrs Kay," said Princess, "I could write the play by myself. Then everyone in the class could help to put it on." "Well," said Mrs Kay, "let me think it over."</p>				
6	<p>The next day, Princess asked Mrs Kay again. "Mrs Kay," said Princess, "may we put on a play? I can write the play and everyone can help to put it on." "I will help!" said Dara. "I will, too," said Bill. "We will all help," said the children.</p>				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *Nina and the Sled Dog*

Level: 19

Running words: 120

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Nina got off her sled and Missy ran towards her.</p> <p>Missy was the dog Nina liked best.</p> <p>“Dad,” asked Nina.</p> <p>“Are you going out with the sled dogs?”</p> <p>“Yes,” said Dad.</p> <p>“We are taking the dogs out for a run.”</p> <p>“We need to pick our best dog for the race,” said mum.</p> <p>“The best dog will go at the front. It will be our lead dog.”</p> <p>“LET’S GO!” yelled Dad.</p> <p>And off the dogs ran!</p>				
5	<p>“Mum, I think Missy would make a good racing dog,” said Nina.</p> <p>“She loves to run.”</p> <p>“Yes, she does like to run,” said Mum.</p> <p>“But Missy is our pet. Racing dogs need to be strong and fast.”</p> <p>“I’ve seen how fast she runs,” said Nina.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Mouse Visor*

Level: 19

Running words: 155

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	It is very easy to make a mouse visor. It doesn't take very long to make and, when you have made it, you can wear it right away. A visor is like a hat because you can wear it on your head.				
3	To make your mouse visor you will need:				
4	The first thing you need to do is to make the <i>face</i> and <i>ears</i> of your mouse. To make your mouse's face, cut out a big shape from the grey card just like this.				
5	You will need to make it a big shape, so that it fits around your head. This is your mouse's face. It is also the part that goes around your head.				
6	Now cut out two <i>circles</i> from the grey card. These two circles will be your mouse's ears. Next, cut out two small circles from the pink card. After you have cut them out, paste them onto the two grey circles.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *A Go-Kart at School*

Level: 19

Running words: 146

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Dear Mr Ritter, My name is Clare Ling and I really love go-kart racing. I race my go-kart every weekend. My dad always comes with me. Go-kart racing is lots of fun and it is a great sport.				
3	This letter is to ask you if my dad can bring my go-kart to school. I would like the children in my class to try go-karting. Then they can see how much fun it can				
4	be. I started racing go-karts when I was eight years old. My dad is a really good teacher. He tells me everything I need to know about go-kart racing. It's hard at the start but once you learn how to <i>drive</i> a go-kart, it's easy. It would be really great if the children in my class could have a ride in my go-kart.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Healthy Foods*

Level: 19

Running words: 164

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Healthy food is really good for your <i>body</i>.</p> <p>It is important to eat healthy food because it helps you to grow.</p> <p>It also helps to keep your body strong.</p> <p>Healthy food helps your body to work well, too.</p>				
4	<p>It is good to have healthy food every day.</p> <p>You just need to learn which foods and drinks are the best for your body.</p> <p>The best food for your body are fruits, vegetables and <i>grains</i>.</p> <p>Best foods are also <i>proteins</i> and <i>dairy</i>.</p>				
5	<p>The best drink for your body is water.</p> <p>It is a great idea to have a drink of water when you are eating.</p> <p>Water is good for your body.</p> <p>Everyone needs water to keep healthy.</p>				
6	<p>It is important to eat healthy food every day.</p> <p>An easy way to know how much to have is to think of a <i>plate</i> and a cup.</p> <p>One <i>half</i> of your plate needs to be fruit and vegetables.</p> <p>The other half of your plate needs to be grains and proteins.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *How to Write a Great Story* Level: 19

Running words: 152

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Lots of people like to read stories.</p> <p>Some stories are sad and others are scary.</p> <p>Stories can also be really funny.</p> <p>If you like to read stories, you might like to write them, too.</p>				
4	<p>It's always a good idea to think about your story before you start writing.</p> <p>Would you like to write a funny story?</p> <p>Would you like to write a scary story?</p> <p>You might even like to write a story about your favourite sport!</p> <p>Now you need to think about who will be in your story.</p> <p>Your story could be about your friends or family.</p>				
6	<p>It could be about dogs, horses or even dragons.</p> <p>They will be the <i>characters</i> in the story.</p> <p>What are your characters like?</p> <p>Are they clever?</p> <p>Are they kind?</p> <p>Are they tiny, or are they huge?</p> <p>Are they funny, brave or scary?</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Life in the Arctic*

Level: 19

Running words: 110

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>The Arctic</p> <p>The Arctic is a very cold place on <i>Earth</i>. It is at the top of Earth near the <i>North Pole</i>.</p> <p>The Arctic is a very big place. Most of the Arctic is made up of water. Some of the water is <i>frozen</i>. Water that is frozen in the Arctic Ocean is called sea ice.</p>				
3	<p>The Arctic also has thick ice that covers land. This ice moves slowly. When the ice breaks off into the ocean, it is called an <i>iceberg</i>. All of this ice can be covered in snow.</p>				
4	<p>People</p> <p>People have lived in the Arctic for a very long time. People in the Arctic hunt and fish.</p>				
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Name: _____ Age: _____ Date: _____

Text: *Pirate Lessons*

Level: 20

Running words: 149

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Lucy could not believe her luck!				
	Her teacher, Mrs Crosby, had picked her to be a pirate in the school play.				
	Lucy was really happy. She was going to be Tess – a girl pirate on Captain Blood's ship.				
	Lucy wanted to be the best pirate ever!				
	When Lucy arrived home,				
4	she told her family all about it.				
	"What do pirates wear?" Lucy asked Mum, as she looked through the dress-up box.				
	"Well," said Mum, "they always wear a black eye patch. We could make one of those."				
	"Look!" said Lucy, pulling out some baggy pants and a T-shirt.				
	"We could cut these trousers off, and I could wear this old T-shirt."				
	"All you need now," said Mum, "is a red scarf."				
5	Mum came back from her bedroom with her favourite red scarf.				
	"Please look after it," she smiled.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Meeting Milly*

Level: 20

Running words: 149

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>“Mum, come quickly!” yelled Ned, as he opened the front door.</p> <p>“They’re here!”</p> <p>Dad had a big smile on his face.</p> <p>He was holding a small puppy.</p> <p>“Say hello to Milly,” he said.</p> <p>Ned couldn’t believe it! Milly had arrived at last.</p>				
4	<p>Ned and his family were going to be “puppy raisers”.</p> <p>“She’s very sweet,” said Mum, scratching Milly’s ear.</p> <p>“I wish we could keep her longer than one year.”</p> <p>“I know,” said Ned, rubbing Milly under the chin.</p> <p>“But Deb said that puppy raisers can only have a</p>				
5	<p>puppy for one year. Then the puppy must go away and be trained as a guide dog.”</p> <p>Last year, Deb and her guide dog, Sultan, had come to Ned’s school.</p> <p>Deb told the children that Sultan went everywhere with her and that Sultan was her special helper.</p> <p>It was after Deb’s visit that Ned had the idea to be a puppy raiser.</p>				
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Name: _____ Age: _____ Date: _____

Text: *Etta's Baby Lamb*

Level: 20

Running words: 138

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Etta looked out of the window. She could see Dad coming up the road. He was carrying something small and white. Etta ran out of the house and down the road to Dad.				
4	"Dad!" called Etta. "What have you got there?" "It's a baby lamb," said Dad. "This poor little lamb doesn't have a mother. We'll have to take care of him." "Oh, you poor little thing," said Etta. "Can I help you take care of him, Dad?" "Yes!" smiled Dad. "You can take care of him every day." Dad took the baby lamb onto the decking. "Sit down here," said Dad to Etta. "You can hold the baby lamb while I get him some sheep's milk." Etta sat down on an old chair. Dad placed the baby lamb carefully in her arms. The lamb felt warm and soft.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Something is Watching*

Level: 20

Running words: 131

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>“Dad...,” said Nick.</p> <p>“I think something is watching us.”</p> <p>Nick looked into a large clump of trees and ferns. Nick, his dad and his sister were on a special camping trip.</p> <p>They were camping in a rainforest.</p> <p>“This rainforest is full of different animals,” said Dad.</p> <p>“It’s a wonderful place to visit.”</p> <p>Nick couldn’t believe all the different trees and plants around their camp.</p> <p>“Hey, Dad!” he shouted.</p> <p>“Look at this huge plant.”</p>				
3	<p>“That’s a fern,” said Dad.</p> <p>“Ferns are the oldest plants in the world.”</p>				
4	<p>“Everyone please stay on the walkway,” said Pia.</p> <p>Pia was their guide.</p> <p>“I don’t want anyone to get lost,” she said.</p> <p>“The walkway protects the forest floor.</p> <p>“But it also keeps us safe.”</p> <p>“Hey!” Nick jumped.</p> <p>“Something just hit me on the head!”</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Kela's Paper Planes*

Level: 20

Running words: 115

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Kela was very happy. Her teacher, Mrs Gee, had just told the children about the paper plane contest at school.				
3	"Mum, I am going to make a paper plane this weekend," said Kela. "We will see how far our planes can fly. And I want mine to be really good!"				
4	When they got home, Kela got out her art box and some paper. "How do I get paper to fly?" thought Kela. "Paper is flat." Kela held the paper above her head. She let it go. The paper slowly floated to the ground. Then Kela made the paper into a ball. She let it go. But this time, the paper fell quickly to the floor.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *The Senses*

Level: 20

Running words: 154

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	When we find out about the things around us we use our eyes, ears, mouth, nose and hands to help us.				
3	Our senses help us to find out about our world.				
4	If we use our eyes or <i>sense of sight</i> , we can look at things around us. We can say: It looks big. It looks round. It looks yellow. When a person can't see, they are called <i>blind</i> or <i>vision-impaired</i> .				
5	<i>Guide dogs</i> help blind people. If we use our ears or <i>sense of hearing</i> , we can listen to the sounds around us. We can say: It sounds LOUD! It sounds soft. Some people are <i>deaf</i> or <i>hearing-impaired</i> . These people can't hear sounds as others do. People who are deaf wear <i>hearing aids</i> or				
6	sometimes they use <i>sign language</i> to help them. If we use our mouth or <i>sense of taste</i> , we can taste the food and drink around us.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *Off to the Movies*

Level: 20

Running words: 148

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Dear Diary, Last Friday, I did something really wonderful. I went to a <i>movie set</i> with my big brother, Tom. Tom is an <i>actor</i> and he has been in three movies. I thought acting was an easy job. Tom wanted to show me all the things that an actor has to do.				
3	When we arrived at the movie set, there were people everywhere. The movie was about a large family who lived a long time ago. It was at a time when there were no cars or <i>computers</i> . Some people were dressed for their part in the movie. I saw people riding around on <i>horses</i> and I even saw a horse and cart.				
4	As I followed Tom around, I couldn't believe it. The movie set looked just like a <i>town</i> from a long time ago. The roads were made of dirt and there were lots of <i>wooden buildings</i> .				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Farms Around the World*

Level: 20

Running words: 151

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>There are farms all around the world.</p> <p>Most of the food that we eat comes from farms.</p> <p>Other things that we use every day can come from farms, too.</p> <p>Some farms have plants and other farms have animals.</p> <p>There are farms in many different places.</p> <p>Some farms are in beautiful green <i>fields</i>.</p> <p>Others are in places that are hot and dusty.</p> <p>There are even farms that are in water!</p> <p>Some farms are very large, while others are very small.</p> <p>But all farms are really important to us.</p>				
4	<p>Plants that grow on farms are called <i>crops</i>.</p> <p>Some farmers grow many different crops, while other farmers grow only one crop.</p> <p>Crops are often planted in long rows to let the farmer drive a tractor between them.</p> <p>This makes it easy to care for the crops and pick them when they are ready to sell.</p> <p>Some farmers grow <i>vegetables</i> such as peas, corn and potatoes.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Rainforests*

Level: 20

Running words: 143

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Rainforests are wonderful places, filled with plants and animals.</p> <p>Rainforests are always wet because it rains almost every day.</p> <p>Rainforests are beautiful and green.</p> <p>There are plants everywhere.</p> <p>They grow on the ground, on rocks and even on other plants!</p> <p>Some of the plants that grow in the rainforest are large, while others are tiny.</p>				
4	<p>The tops of the tallest trees are called the <i>canopy</i> of the rainforest.</p> <p>The trees in the canopy give shade to the plants growing below.</p> <p>The plants that do not reach the top of the canopy are called the <i>understorey</i>.</p> <p>They are often covered in <i>moss</i> and <i>vines</i>.</p> <p>The ground below the trees is called the <i>forest floor</i>.</p> <p>The forest floor is very <i>shady</i>.</p> <p>The ground is covered with leaves and it is very muddy.</p>				
6	<p>Many wonderful plants grow in the rainforest.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *History of Flight*

Level: 20

Running words: 104

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	<p>Learning to Fly</p> <p>For a very long time, people wanted to know how to fly.</p> <p>They watched birds and came up with ideas about how people could fly, too.</p> <p>Over the years, people found different ways to help them do this.</p>				
3	<p>Long ago people made kites.</p> <p>They also made flying <i>lanterns</i>.</p> <p>Some people even tried to make <i>wings</i> so that they could fly!</p>				
4	<p>Hot Air Balloons</p> <p>People made <i>hot air balloons</i> more than 300 years ago.</p> <p>At first they did not carry people.</p> <p>They took animals up into the air in a little basket.</p> <p>Then they started taking people up in the air, too.</p>				
Totals					

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